

**LEARNING ORGANIZER**

<b>Big Idea</b>	<b>Content</b>
<b>Understand</b>	<b>Know</b>
What are the enduring understandings (the things students will remember long after the unit of learning is over) connected to the big idea?	What knowledge will students learn?

When planning for “big idea” learning, think about:

- Timelines
- Cross-curricular connections
- Connections to “place”
- Prior knowledge requirements

## LEARNING OPPORTUNITY #1

Description of Activity, including Rationale (what students will do, and why)

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Content	Curricular Competencies	Core Competencies
Know (knowledge connected to the big idea)	Do (skills, strategies, processes)	Do/Be (communication; thinking; personal/social)

**Other Considerations**

<b>Student choice/voice</b>	<b>Aboriginal knowledge/perspectives</b>	<b>Extensions/adaptations</b>
<b>Cross-curricular connections</b>	<b>Role of technology</b>	<b>Connections to "place"</b>
<b>Environmental connections</b>	<b>Audience</b>	<b>Literacy and/or Numeracy connections</b>

**Assessment**

<b>FORMATIVE (FOR Learning)</b>	<b>REFLECTIVE (AS Learning)</b>	<b>SUMMATIVE (OF Learning)</b>
<ul style="list-style-type: none"> <li>✓ How will information be gathered about what students already know (ie, pre-assessment, accessing prior knowledge, etc)?</li> <li>✓ What strategies will be used to assess student learning?</li> <li>✓ At what points will students have the opportunity to share their understanding in order to receive feedback, revise and improve?</li> </ul>	<ul style="list-style-type: none"> <li>✓ What opportunities will students have to reflect on their thinking and emotions as part of their learning (ie, self/peer evaluations, partner/group talk, goal setting, journals, etc)</li> </ul>	<ul style="list-style-type: none"> <li>✓ How will students demonstrate their understanding of the curricular connections (ie, performance task, project, inquiry, portfolio, test, etc)?</li> <li>✓ How will assessment criteria be co-created with or communicated with students?</li> </ul>

**Resources**

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## LEARNING OPPORTUNITY #2

Description of Activity, including Rationale (what students will do, and why)

Content	Curricular Competencies	Core Competencies
Know (knowledge connected to the big idea)	Do (skills, strategies, processes)	Do/Be (communication; thinking; personal/social)

**Other Considerations**

<b>Student choice/voice</b>	<b>Aboriginal knowledge/perspectives</b>	<b>Extensions/adaptations</b>
<b>Cross-curricular connections</b>	<b>Role of technology</b>	<b>Connections to “place”</b>
<b>Environmental connections</b>	<b>Audience</b>	<b>Literacy and/or Numeracy connections</b>

**Assessment**

<b>FORMATIVE (FOR Learning)</b>	<b>REFLECTIVE (AS Learning)</b>	<b>SUMMATIVE (OF Learning)</b>
<ul style="list-style-type: none"> <li>✓ How will information be gathered about what students already know (ie, pre-assessment, accessing prior knowledge, etc)?</li> <li>✓ What strategies will be used to assess student learning?</li> <li>✓ At what points will students have the opportunity to share their understanding in order to receive feedback, revise and improve?</li> </ul>	<ul style="list-style-type: none"> <li>✓ What opportunities will students have to reflect on their thinking and emotions as part of their learning (ie, self/peer evaluations, partner/group talk, goal setting, journals, etc)</li> </ul>	<ul style="list-style-type: none"> <li>✓ How will students demonstrate their understanding of the curricular connections (ie, performance task, project, inquiry, portfolio, test, etc)?</li> <li>✓ How will assessment criteria be co-created with or communicated with students?</li> </ul>

**Resources**

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