/ Subject(s) and Grade(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_ \_\_\_\_\_\_ / **Big Ideas** Which enduring understandings will be built throughout this unit?

|  |  |
| --- | --- |
| **https://api.icons8.com/download/c5c8b5ba35e008ea471e9a53c5fa74c03ef6e78c/iOS7/PNG/256/Very_Basic/search-256.pngInquiry Questions** What question(s) might we ask that will provoke curiosity and drive student learning? | |
| Feather filled shape logo**First Peoples Principles of Learning**  [Learning involves generational roles and responsibilities.](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-involves-generational-roles-and-responsibilities/)  [Learning involves patience and time.](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-involves-patience-and-time/)  [Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-involves-recognizing-that-some-knowledge-is-sacred-and-only-shared-with-permission-andor-in-certain-situations/)  [Learning involves recognizing the consequences of one‘s actions.](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-involves-recognizing-the-consequences-of-ones-actions/)  [Learning is embedded in memory, history, and story.](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-is-embedded-in-memory-history-and-story/)  [Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-is-holistic-reflexive-reflective-experiential-and-relational-focused-on-connectedness-on-reciprocal-relationships-and-a-sense-of-place/)  [Learning recognizes the role of indigenous knowledge.](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-recognizes-the-role-of-indigenous-knowledge/)  [Learning requires exploration of one‘s identity.](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-requires-exploration-of-ones-identity/)  [Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.](https://firstpeoplesprinciplesoflearning.wordpress.com/learning-ultimately-supports-the-well-being-of-the-self-the-family-the-community-the-land-the-spirits-and-the-ancestors/) | **Core Competencies** Which intellectual, personal, & social skills will students have opportunities to experience & develop?  Which learning principles will be made explicit throughout and be foundational in the learning experience?  http://strategictransactions.com.au/wp-content/uploads/2015/11/icon_27472.png[**Communication**](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CommunicationCompetencyProfiles.pdf)  Connect and engage with others  Acquire, interpret, and present information  Collaborate to plan, carry out, and review constructions and activities  Explain/recount and reflect on experiences and accomplishments  Human head silhouette with cogwheels Free Icon[**Creative Thinking**](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CreativeThinkingCompetencyProfiles.pdf)Novelty and value Generating ideas Developing ideas  [**Critical Thinking**](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CriticalThinkingCompetencyProfiles.pdf)Analyze and critique Question and Investigate Develop and design  hands heart icon[**Positive Personal & Cultural Identity**](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/PPCICompetencyProfiles.pdf)Relationships and cultural contexts Personal values and choices Personal strengths and abilities  [**Personal Awareness & Responsibility**](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/PersonalAwarenessResponsibilityCompetencyProfiles.pdf)Self-determination Self-regulation  Well Being  [**Social Responsibility**](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/SocialResponsibilityCompetencyProfiles.pdf)Contributing to community and caring for the environment Solving problems in peaceful ways Valuing diversity |
| http://www.ordertrainings.com/wordpress/wp-content/uploads/2015/12/Skills_icon.png**Curricular Competencies** Which subject related skills, strategies, & processes will students have opportunities to experience & develop? | http://png.clipart.me/graphics/thumbs/160/laboratory-test-tube-with-growing-up-young-leaves-vector-icon_160255325.jpg**Content** Which concepts will we select and how will we use them to support understanding of the big ideas and development of curricular competencies? |
| **Assessment: Artifacts, Feedback, Celebrations** | |
| **Learning Targets**  **Big Idea Understand**    **I can… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  “I can” invites student ownership of the learning  Content - **KNOW**  Competency  Curricular competency **The DO** | |
| https://d30y9cdsu7xlg0.cloudfront.net/png/4994-200.png***For* learning** What FORMATIVE ASSESSMENT strategies will you use to consider student learning & adjust your teaching? When & how will students have the opportunity to share their understanding in order to receive feedback, revise & grow?How will you design opportunities for students to reflect on their learning journey? | |
| https://image.freepik.com/free-icon/dart-arrow-in-the-middle-of-circular-board_318-62567.png***Of* learning** How will students demonstrate or perform their understanding and with whom? What will count as evidence (success criteria) of understanding? How will this criteria be communicated to or created with students? | |
| *Human head silhouette with cogwheels Free Iconhands heart icon****Lifelong* learning** | |