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|  **Planning Framework** |
| **Establishing Goals** |
| Looking Forward…What core competencies and shared values for learning together will students be developing & practicing over time?How will growth be documented by teachers and by students? |
| **Understand**  | **Big ideas:** |
| **Essential questions:** |
| **Do** | **Curriculum Competencies:** |
| **Know** | **Content:** |

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| **Communicating Student Learning (Making Learning Visible)** | **Learning Plan\*** |
| **Assessment*** **for**
* **as**
* **of**

**Learning** |  | How will you intentionally build a safe and caring learning environment?How will you make the learning accessible for ALL learners to succeed?How might First People’s Principles of Learning inform the planning & learning?How will you create opportunities for collaboration & co-teaching? |
| **Connecting** |  | **Instructional Strategies for Differentiation*** Open-ended tasks & teaching
* Gradual release of responsibility
* Literature circles
* Information circles
* Numeracy circles
* Cooperative learning
* Inquiry
* Project-based learning
* Problem-based learning
* Play-based learning
* Learning through design
* Choice
* Culturally responsive teaching
* Models
* Manipulatives
* Text sets
* Service learning
* Workshops (reading writing & numeracy)
* Learning with technology
* Other…
 |
| **Communication of learning** |  | **Processing** |  |
| **Transforming** |  |

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| Looking Back…What core competencies and shared values for learning together are students developing & practicing over time?How are students reflecting on their growth? |

\* Adapted from: It’s all about Thinking: Collaborating to Support All Learners in English, Socials Studies and Humanities by Faye Brownlie and Leyton Schnellert. Framework created by Macmillan, Hunter & Duby.