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| **Curricular Connections** | | |
| **Understand** | **Big Idea (**Select one of the Big Ideas from the Curriculum) | |
| **What will students understand?**  What will they remember long after the lesson is over? (Enduring Understandings) | **Inquiry Question: What question will frame the learning?**  Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why.* (Questions to Guide Instruction, Open-ended & connected to Big Ideas) |
| **Do** | **Core Competencies**  Which core competency or competencies will be focused on in this unit?  **Communication**  **Creative Thinking Critical Thinking** **Positive Personal & Cultural Identity Personal Awareness & Responsibility Social Responsibility**  Which specific facet of that core competency will be focused on in this unit? | |
| **Curricular Competencies** *List only those that you will develop learning targets/success criteria for. (I can statements)*  **What will students be able to do?** | |
| **Know** | **Content Learning Standards** *List only those that you will develop learning targets/success criteria (I can statements).*  **What students will know?** | |

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| **Communicating Student Learning**  **(Making Learning Visible)** |
| How will students demonstrate their understanding of the curricular connections listed above?  What will count as evidence (SUCCESS CRITERIA) of understanding?  How will this criteria be communicated to or created with students?  How might exemplars or student work be used to clarify and illustrate?  Learning Targets/Success Criteria (I can statements) for Curricular Competencies & Learning Standards: |

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| **Student Self-Assessment of the Core Competencies** |
| How will students self-assess the specific facet of the core competency listed above?  Learning Targets/Success Criteria (I statements) for the Core Competency that students will self-assess: |

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| **Learning Activities:** Any agreed upon activities/lesson plans can be listed here. |
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| **Materials** |
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| **Other Considerations** |
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