

SD48 Co-Planning Guide

School Name:

Learning Team:

Interdisciplinary Curriculum:

Desired Results
Big Idea:
The Hook:

LEARN	THINK CRITICALLY	CREATE AND INNOVATE	COLLABORATE	CONTRIBUTE
<ul style="list-style-type: none">• Core skills – communication, literacy, numeracy, readiness• Personal responsibility, health, habits of mind – self-regulation, intrapersonal skills• Resiliency, adaptability, intuitiveness, confidence	<ul style="list-style-type: none">• Decision making• Problem solving• Synthesizing, analysing, connecting, deep thinking	<ul style="list-style-type: none">• Making something new• Technical, artistic and digital skills• Curiosity, imagination	<ul style="list-style-type: none">• Interpersonal skills• Being respectful of others' opinions, flexible• Working cooperatively	<ul style="list-style-type: none">• Local and global citizenship• Social responsibility, character development, leadership• Environmental responsibility

Learning Standards for Concepts and Content (LEARN):
Students will know ...

Learning Standards for Competencies (THINK CRITICALLY, CREATE and INNOVATE, COLLABORATE, CONTRIBUTE):
Students will be able to ...

Assessment Evidence
Authentic assessments (Conversations, Observations and Products) used to document student progress toward the desired results:

Pathways to Learning-Strategies
Pedagogical or Instructional strategies to consider when co-planning units of study or curricular tasks

This page is designed to provide space for your team to document your unit or task design.

Assessment

Is a pathway to understand student learning. It is knowing where they are, where they were, and what next steps they should take in their learning. By utilizing assessment for, of and as learning, student use criteria, rubrics, exemplars, self and peer assessment, descriptive feedback, personal learning targets, reflection, and collect samples of their work to drive their learning forward.

Collaboration

Is a pathway that leads to groups of students working together toward a common goal. It inspires the creation of new knowledge and respect for different ideas. Students learn to understand each other and monitor themselves.

Engagement

Is a pathway leading to the active involvement of all students. Cooperative structures and strategies allow students to access prior knowledge and deepen understanding. Students are always actively involved toward a specific end-product or goal. Learning is differentiated to reach each learner at his/her own place.

Play and Exploration

Are pathways that support student curiosity and risk-taking. Hands-on and inquiry based approaches lead to the development of individual student creativity and the innovation of something new: an idea, an interpretation or a product.

Purpose and Authenticity

Are pathways for students to engage in meaningful and personally relevant learning. Students use interdisciplinary approaches and 'voice and choice' to make connections to their own reality and to a broader perspective. Community partnerships and projects support learning through applying their learning through real world problems.

Technology

Is a pathway for student to access, use, communicate and produce information. It also allows students to archive, track, and present out their learning over time.

As a learning team, please work backward from your task design and walk through the process of predicting what students will know and be able to do much as we did through our three Task Analyses.

Please make any adjustments that your team feels may help the learning environment to be even more 'safe, purposeful, and powerful'.

