

SD 87 (Stikine) Unit/Theme/Project Planning



Literacy Learning Across the Curriculum (taken from English Language Arts K-7 IRP, 2006): It is a misconception that students in the primary grades learn to read and write while those in the intermediate grades read and write to learn. In fact, all students should be doing both simultaneously and continuously. Student learning is enhanced when teachers at all grades, teaching all subject matter, see themselves as teachers of literacy. More time for literacy learning does not mean less time for learning other subjects. In fact, literacy learning provides a way into the increasingly complex ideas and texts that students encounter in all subjects as they advance through the grades. By integrating literacy learning into all subjects, teachers prepare their students to read and write subject-specific material, help them become strategic thinkers and problem solvers, and provide them with opportunities to apply literacy skills and strategies in many different meaningful contexts. "Learning consists of gradually discovering the meaning of a discipline – that is, coming to understand the questions the discipline asks about the world, the methods it uses, and the main theories it constructs" (Develay, 1996, p. 106).

Foundational Planning Questions

- 1. What is it we expect all students to learn and how will they know how to get there?**
- 2. How will we know when they have learned it?**
- 3. How will we respond when they don't learn?**
- 4. How will we respond when they already know it?**
- 5. Do we differentiate instruction or assignments or both?**

SUBJECT:

DATE:

UNIT:

TEACHER:

PURPOSE (Rationale for student learning – why teach this unit?):

Unit of Study:	
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What are the Big Ideas/Issues from the IRP?

What do we want students to learn?

<p><i>Learning Outcomes:</i> (from IRP in student –friendly terms)</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p><i>Indicators of Success</i> How will I know the students have learned? What will they do?</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>Students can: <i>(choose from Art Costa's Levels of Questioning)</i></p> <p>Define</p> <p>Observe</p> <p>Describe</p> <p>Name</p> <p>Identify</p> <p>Recite</p> <p>Note</p> <p>List</p> <p>Analyse</p> <p>Group</p> <p>Synthesize</p> <p>Compare/contrast</p> <p>Infer</p> <p>Sequence</p> <p>Evaluate</p> <p>Judge</p> <p>Apply</p> <p>Speculate</p> <p>Imagine</p> <p>Predict</p> <p>hypothesize</p>
<p>What (if any) will be the final task or major summative assessment?</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>		
<p>Prior Knowledge How will what the students already know about the content be determined? <i>Be aware that this information could alter the planning above.</i></p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>		<p>To improve, students must:</p> <p>*Know what good work looks like</p> <p>*Compare their work with standards</p> <p>*Understand how to close the gaps</p> <p>Royce Sadler</p>
<p>Skills Required What will I first have to teach for students to show they have learned (indicators of success)? Skills may be taught explicitly in preparation to demonstrate learning.</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>		

Gradual Release of Responsibility

Student Activities:

SD87 EA Goals

Scaffold learning to achieve indicators of success leading to final task

<p>1. Model: I do, you watch - explicit instruction - modelling reading & writing - think aloud</p> <p>2. Guided Practice: We do, & reflect - shared reading & writing - guided reading & writing</p> <p>3. Independent Practice: You do, I coach - application with reflection & support</p> <p>4. Independent Application: You do - independent practice - sustained reading & writing</p>	<p>Activities leading to learning through Gradual Release of Responsibility:</p> <p style="text-align: right;"># of lessons</p>	<p>Intellectual Goal To improve the academic success of all Aboriginal learners.</p> <p>Spiritual Goal To Increase awareness and knowledge of aboriginal history, traditions, culture and language; and to uphold and strengthen the inherent respect for and connection to the land.</p> <p>Physical Goal To improve the physical wellbeing of Aboriginal learners.</p> <p>Emotional Goal To increase the sense of belonging, identity, and self esteem in caring and inclusive environment for all Aboriginal learners.</p>
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Developing Criteria

Criteria: What will success look like?

Principles of Learning

<p>Establishing criteria in advance of learning is most effective when learners help in the development. IRPs provide criteria and sometimes rubrics to support learning. Performance Standards can be used across the curriculum. These can act as a base for assessment FOR, AS and OF learning. Guided classroom criteria development can occur by analysing exemplars and identifying criteria, generating criteria based on background knowledge, revising existing rubrics, and so on.</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>Have you considered that:</p> <ol style="list-style-type: none"> 1. Learning requires the active participation of the student. 2. People learn in a variety of ways and at different rates. 3. Learning is both an individual and group process. 4. Learning is most effective when students reflect on the process of learning and set goals for improvement.
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Strategies for Assessment

Assessment Tools:

Types of Assessment

What will be assessed? What will be used and how will it be used to assess?

<ol style="list-style-type: none"> 1. Clarify Learning Outcomes 2. Provide clear criteria for success & examples 3. Give descriptive feedback 4. Engineer effective classroom discussions 5. Provide opportunities for peer and self assessment 6. Develop learners as owners of their own learning 	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>Self</p> <p>Compare</p> <p>Observation</p> <p>Inner/Outer Circle Model</p> <p>Conference</p> <p>Self-tracking of expectations</p> <p>Criteria T Chart</p> <p>Rubrics</p> <p>Formative</p> <p>Summative</p> <p>Other</p>
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"Curriculum can be seen as a metaphor for a journey of learning and growth that is conscientiously developed." (Franz Shubert)

<u>Materials Required</u>	<u>Support Required</u>	<u>Integration Strategies</u>
Assessment		
Texts? -	-	-
Art? -	-	-
Supplies? -	SAs? -	Math? -
Equipment? -	SEAs? -	Science? -
Video? -	Volunteers? -	Social
Audio? -	Resource	Studies? -
Models?	Teacher? <u>Adaptations for students</u>	Language? -
Guest	Technology? -	Phys Ed?
Speakers?	Other? -	First Nations?
Exemplars?	-	Other?
Technology?	-	
Community	-	
Members?		
Other?		

Unit Reflection
Assessment Results

(Trends & Patterns in achievements of Learning Outcomes)



What worked?
(Activities, Possible Subject Integration that resulted in best learning)

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What didn't?
(Activities, materials, strategies that didn't result in best learning)

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What's Next?
(Suggestions for planning this unit in the future ... What to keep? What to revise?)

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References: Allington, R., 2010
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