



Title of Unit		Grade Level	
Subject		Context	
Developed By		Time Frame	
<input type="checkbox"/> <i>Engaged Citizens</i>		<input type="checkbox"/> <i>Life Long Learning</i>	
<input type="checkbox"/> <i>Self, Community & Place</i>			

Stage 1- Identify Desired Results

Essential Question

What provocative student friendly question will foster inquiry into the content?

- open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding

Content specific....

Sub questions...

Saskatchewan Curricular Learning Outcomes

What relevant goals will this unit address?

What will the students be able to know, understand and do? (skills, abilities, and concepts) What I can statements will they be able to describe?

Curricular Outcome(s):

Pre-Assessment Plan:

- Respect** I/We can honour you, me and the space we share.
- Responsibilities** I/We can use citizenship powers to help make this a good space for everyone.
- Rights** I/We can use citizenship powers to understand other's views.

**Stage 2- Assessment Evidence – Domains 1 and 3**

Knowledge: <i>What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</i>	Skills <i>What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</i>
<i>Students will know...</i>	<i>Students will be able to..</i>
Evidence <i>Through evidence (work samples, observations, quizzes, tests, journals or other means) how will students demonstrate achievement of the desired results? Formative and summative assessments used throughout to arrive at the outcomes and answer to the inquiry question.</i>	Student Self-Assessment/ Peer Assessment <i>How will students reflect upon, cooperatively assess each other, or self-assess their learning?</i>

**Enduring Understandings (Big Ideas)**

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)

What misunderstandings are predictable?

Students will understand that...

Related misconceptions...

 Enlightened

I/We can discover how the past connects to the present.

 Empowered

I/We can identify rules and how they influence people.

 Empathetic

I/We can understand and respect how others think and feel.

 Ethical

I/We can see that we all have rights and responsibilities.

 Engaged

I/We can take actions to make the world a better place.



Considerations	<i>Comments</i>
<p>Adaptive Dimension: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?</p>	<p><i><u>FNIM students:</u></i></p> <p><i><u>Students who struggle:</u></i></p> <p><i><u>Students who need a challenge:</u></i></p> <p><i><u>Language needs of students (EAL, French Immersion):</u></i></p>
<p>Resource Based Learning: <i>What resources can the students access to on an ongoing basis?</i></p> <ul style="list-style-type: none">• <i>Libguides</i>• <i>Destiny</i>• <i>Manipulatives</i>• <i>Literature</i>• <i>Paid SPS online subscriptions</i>• <i>Online resources</i>• <i>Textbooks</i>• <i>Lab Materials</i>• <i>Outside Agencies</i>	



FNIM Content and Perspectives/Gender Equity/Multicultural Education:

How will I nurture and promote diversity while honoring each child's identity?

- *Treaty Essential Learnings*
- *Inclusive literature*

SPS Holistic Template



Stage 3- Learning Plan

What teaching and learning experiences will you use to:

- engage the students at the beginning of the unit?
- get the students to answer the question?
- point the students in a direction to answer the question?
- honour current knowledge of the students?

What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

Lesson #	Instructional Strategy	Lesson Activities	Resources
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			



Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in "story" form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task

G – Goal

What should students accomplish by completing this task?

R – Role

What role (perspective) will your students be taking?

A – Audience

Who is the relevant audience?

S – Situation

The context or challenge provided to the student.

P – Product, Performance

What product/performance will the student create?

S – Standards & Criteria for Success

How is the task being evaluated?