

Planning 101 – Promising Practices for Engagement and Achievement

Teaching Curriculum Outcomes with Big Ideas and Essential Questions

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1. KEY WORDS



Print and scan the curriculum outcomes for your grade level and highlight KEY and IMPORTANT WORDS and/or phrases that repeat throughout curriculum.

2. ESSENTIAL QUESTIONS



Use the KEY WORDS located from curriculum outcomes to help you formulate essential questions. We have one “simple” question to start us out in September and a similar one in June and 5 guiding questions throughout the year that are between 6 and 8 weeks.

3. CURRICULUM OUTCOMES and BIG IDEAS



Return to your curriculum outcomes and now highlight and colour code (7 colours to match your 7 essential questions) each outcome that matches best to each of your essential questions. There will be overlap and discussion – you are just looking for the starting point. These curriculum outcomes become your CONTENT AND NEW LEARNING EXPECTATIONS. We use many of the indicators listed to be schema, review and additional activities too.

4. RESEARCH and ASSESSMENT



Now that you have the basic framework for your plan, you will need to determine what assessments and common rubric plans you will use within your classroom. Be consistent – LESS IS MORE. We use one common rubric as well as a simple group of 3-5 for additional projects and/or assignments.

1	2	3	4
My teacher knows <u>I can do a better job.</u> I needed to care more, put in more time and effort and did not meet my goal. <u>I did not attempt to or am just beginning to meet the objectives</u> of this lesson.	This is <u>adequate.</u> I know I could have done better and put more time or effort into my work. <u>I have not yet met the objectives or grade level expectations</u> of this lesson but demonstrated effort.	My teacher feels this is <u>good</u> work that meets the grade level expectations. I think I did well but would not say this is my best work. <u>I have met the grade level objectives for this activity.</u>	This is <u>excellent work</u> and I feel great about this. I am proud of this work and have shown my best. <u>I have demonstrated strong grade level understanding of the objectives and expectations for my grade level and this activity.</u>

5. Resources



Identify your key resources for each of your questions and/or outcomes. Literacy in Action and the Literacy Place materials are excellent for all content subjects too.

6. Plan/Differentiate/Instruct/Differentiate in Mixed Ability Classrooms



Finally – you can do your regular planning/teaching/organizing activities that match your questions and outcomes. This is BACKWARD DESIGN (Jay McTighe) and OUTCOME BASED PLANNING (Sask Curriculum) – Happy Planning.

Look for the Common Threads and BIG IDEAS from the outcomes:

- | | |
|------------------|----------------|
| -Change | -Choice |
| -Identity | -Values |
| -Communities | -Relationships |
| -Decision making | -Progress |

Develop Essential Questions:

Why are healthy relationships important?

Why Do relationships change over time?

Curriculum is ALREADY merged together in purposeful ways

Why are Healthy Relationships Important?

Curriculum Outcomes from Grade 6 - Interdisciplinary Plans:

Health - Decision Making

- DM6.8 Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.
- DM6.9 Examine health opportunities and challenges to establish personal goal statements related to healthy relationships

Science - Diversity of Living Things

- DL6.3 Analyze the characteristics and behaviours of vertebrates and invertebrates.
- DL6.4 Examine and describe structures and behaviours that help:
 - individual living organisms survive in their environments in the short term
 - species of living organisms adapt to their environments in the long term.
- DL6.5 Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms

Social Studies - Dynamic Relationships

- DR6.1 Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.
- DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.
- DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.
- DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

KEY CONCEPTS	How do I relate to my circle?	How do our Diverse backgrounds shape our Identities?	How do we demonstrate characteristics of respectful and responsible citizens?		How do positive choices encourage change?	Why is knowledge essential to effective decision making?
	14 days – INTRO to processes of learning	28 days	34 days	33 days	35 days	31 days
	August 30 – September 17	September 20 – October 29	November 1- December 22	January 6 – February 25	February 28 – April 20	May 2 – June 17
Health	Personal Identity (6) Understanding of wholeness and well-being (7) CONSISTENT	Perceptions, standards, body image (6) Standards of first aid/skills/health care (7) ACTION	Personal standards and identity (6) Individuals and control (7) PLANS	Healthy relationships – diversity (6) Harmony in relationships - conflict (7) AND	Infections and influence on health (6) Healthy decisions – stress Blood-borne pathogens (7) Assertiveness/peer pressure (7) DECISION (6)	Safe practices and environments (6) Consumer targets (6) Food choices and nutrition (7) MAKING

Argyle/Hunt Planning Partnership:

Introduction Question: Circle of Courage

How does my circle shape my identity?

Statement: I am shaped by my experiences with belonging, mastery, independence and generosity.

August 30th – September 23

Timeline	Hunt	Argyle
September 26 - November 4th	How do stressful events affect people and communities?	How do our diverse backgrounds influence our identity?
STATEMENTS	Stress affects people and communities in different ways.	Identity is shaped by experiences, background and relationships.
November 7 th – December 22nd	Why are healthy relationships important?	How do we demonstrate characteristics of respectful and responsible citizens?
STATEMENTS	Healthy relationships make stronger communities.	Respect and responsibility are essential to becoming active citizens.

Common Shared questions:

Question

Statement

January 5 th - February 17 th	Why is information important to making good decisions?	People make better decisions when they know all the facts.
February 27 th – April 4 th	How does human development impact our world?	People’s actions impact our world.
April 16 th – May 25 th	Why is change essential to progress?	Change is a necessary and powerful force.
May 28 – June 22 nd	What creates a healthy community?	Healthy communities encourage active involvement. (fun)

2012-2013

DATES	ESSENTIAL QUESTION	LEARNING STATEMENT – BIG IDEA
September 4 - 28	How do our unique experiences create our character?	Your character is defined by your unique experiences.
October 1 – November 8	Why is communication critical for learning?	Communication is critical for learning.
November 13 – December 21	How do we become informed consumers and make good choices?	Informed consumers make good choices.
January 7 – February 15	How do individual choices affect communities?	Your choices have an impact on community.
February 19 – March 28	How can studying other cultures help create global connections?	Learning about other cultures helps us to be connected to the world around us.
April 8 – May 16	What is worth contributing to and fighting for?	People contribute to causes that encourage change for people and communities.
May 21 – June 21	What critical questions still could be asked?	We need to continue asking questions to learn new information.

2013-2014

DATES	ESSENTIAL QUESTION	LEARNING STATEMENT – BIG IDEAS
September 3 – 27 Lessons due: Aug. 30	How can our diverse backgrounds influence our identity?	Identity is shaped by experiences, background and relationships.
SOCIAL STUDIES IN 5.1, IN 5.2 DR 6.3 IN 7.1 IN 8.1, IN 8.2	SCIENCE DL 6.1, 6.2 IE 7.1	HEALTH USC 8.1 USC 8.2 DM 8.8
PHYSICAL EDUCATION 14, 15	VISUAL ART CH5.2 CP6.10 CH6.2 CP6.11	CAREER ED CG 6.1 CG 8.2 LW 6.2 LW 8.2