**UNIT PLAN TEMPLATE**

**BACKWARD DESIGN/DOWNWARD DESIGN CROSS-CURRICULAR PLANNING MODEL**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade(s): \_\_\_\_\_\_\_\_\_\_\_**

**Subjects /Strands: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of days\_\_\_\_\_\_\_\_\_\_\_\_**

***STEP 1: CURRICULUM CONNECTIONS***

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| **Big Idea for This Unit** | What is important for learners to know? What are the enduring understandings?  |
| **Inquiry Questions** | What is the big open question to inform learning and link curricula? (consider starting with big ideas in Science or Social Studies) |
| **Overall Expectation(s) [OE]** | What will learners learn? Only those being **assessed** in the unit/lesson sequence. |
| **Specific Expectation(s) [SE]** | What specific expectations from the curriculum documents (may use more than one subject) will be addressed throughout the unit/lessons? . Only those being **assessed** in the unit/lesson.. |
| **Cross-Curricular Connections** | Include subject, strand, OE and SE. |
| **Learning Skills & Work Habits to be Addressed/Assessed in Unit** | Include these in the success criteria/tool for Culminating Task (Refer to *Growing Success: Assessment, Evaluation & Reporting in Ontario Schools - Learning Skills and Work Habits*, p. 10) |

***STEP 2: CULMINATING TASKS – ASSESSMENT ‘OF’ LEARNING***

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| **Rich Performance Assessment Task –Drake, p. 69** | Provide a thorough description of the Culminating task as if you were telling the learners about it. |
| **Assessment Tools** | What recording tools will ATs use for the culminating task: Describe when/how these will be used. Include tools in unit plan.☐ Checklist ☐ Rubric ☐ Rating Scale ☐ Anecdotal Comments ☐ Feedback Form ☐ Self/Peer ☐ Other |
| **Learning Goals** | What learners are expected to know and be able to do in a language they can understand. |
| **Success Criteria** | How will learners demonstrate what they learn?  |
| **Questions and prompts to guide learning – respond, challenge, extend** |  |

***STEP 3: ASSESSMENT ‘AS’ AND ‘FOR’ LEARNING***

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| **LESSONS – USING LAKEHEAD TEMPLATE & GUIDELINES** |
| A sequence of numbered/dated lessons must be developed. Lessons should flow together, with prompts to scaffold learner learning. Outline each lesson in the unit incorporating the following components:1. Specific expectations for the lesson
2. Brief description of the lesson - instructional strategy, questions and prompts
3. Assessment purpose, mode, strategy, tool (with criteria)
4. Connection of lesson to culminating task
5. Resources and materials

\* First lessons must introduce the unit, culminating task, and grading tool. \* Last lesson is an opportunity to share and celebrate the culminating task.\* All other lessons should indicate opportunities for intentional teacher/ learner interactions. |
| **Choose one of the two formats below.** |
| ***EXAMPLE 1: Lesson Sequence Organizer*** |
| **Lesson #** |
| **Specific Expectations** | **Assessment Purpose 🞎 AS 🞎 FOR Mode (say/write/do) assessment tool with criteria** |
| **Lesson Description** – instructional strategies | **Questions and prompts** |
| **Connection of lesson to the culmination task** (What skills are being developed in lesson?) | **Resources and materials** |
| ***EXAMPLE 2: Lesson Sequence Organizer*** |
| **Lesson #** |
| **Specific expectations** | **Lesson description with instructional strategies, prompts, questions** | **Assessment purpose, mode, strategy, tool with criteria** | **Connection with culminating task** (What skills are being developed in lesson?) | **Resources and materials** |