INSTRUCTIONAL DESIGN PLANNER

TOPIC/THEME/FOCUS/INQUIRY

BIG IDEAS
Where are we going? What will students understand by the end of the year? What will be remembered long term and is essential to know and understand about this? Big ideas are rich, meaningful and impactful. Use the written big ideas, or roll these away and write your own. Use one, or several. Caution against using too many.

FIRST PEOPLES’ PRINCIPLES & PERSPECTIVES
(consider how to embed in competencies or learning standards)

LEARNING STANDARDS

CURRICULAR COMPETENCIES

CONTENT STANDARDS

THINKING

COMMUNICATION

PERSONAL & SOCIAL

EVIDENCE OF LEARNING

What will students DO? (curricular competencies)

What will students UNDERSTAND? (big ideas)

What will students KNOW? (content standards)

ESSENTIAL QUESTIONS
(questions that guide instruction & assessment, or guide learning standards choice)

CORE COMPETENCIES
Cross-curricular, intellectual, personal, and social skills that all students need to develop for success in life beyond school.

Consider each of the three, but there’s no requirement to use all three. Some units or lessons may focus on one, or multiple facets of a single competency. Core competencies should be reflected in the chosen learning standards.

THINKING

COMMUNICATION

PERSONAL & SOCIAL

ASSESSMENT TASKS & STRATEGIES

☐ FOR learning (standards based; pre-assessments; formative feedback; informs instruction)
☐ AS learning (self & peer evaluation; meta-cognitive; immediate feedback to learner)
☐ OF learning (summative; communicates standards-based achievement)

TOPIC/THEME/FOCUS/INQUIRY

AN INNOVATIVE, INSPIRING, AND UNIFIED LEARNING COMMUNITY.