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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Topic / Subject:** | | | | | | | |
| **Rationale:** | | | | | | | |
| **Big Ideas (Understand), Curricular Competencies (Do), Content (Know)** | | | | | | | |
| **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | | |
|  | | |  | | | |
| **DO** | **Core Competencies connected to the Dakelh Ways of Knowing and Enduring Understanding Values:** | | | | | | |
| **Communication** | | **Thinking** | | | | **Personal & Social** |
| * Communicating * Collaborating   **Language**  • Communication  • Knowledge  • Meaning/Value  • Culture/Ethos  • Storytelling | | * Creative Thinking * Critical & Reflective Thinking   **Land & Experiential Learning**   * Place- based * Land- based * Inquiry- based * Project-based | | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility   **Protocol**   * Cultural * Governance * Preparation * Well- being (safety) |
| **Learning Standards – Curricular Competencies:** | | | | | | |
| **KNOW** | **Learning Standards - Content:** | | | | | | |
| **Dakelh Connections** | **Dakelh Ways of Knowing & Enduring Understanding Connections:** Identify innovative ways to authentically embed Dakelh protocol, land/experiential learning and language into your unit plan.  **Language -**  **Land & Experiential Learning -**  **Protocol -** | | | | | | |
| **Dakelh Values** | **Dakelh Ways of Knowing & Enduring Understanding Values:** \*Highlight the ones that are applicable to this unit plan   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Self-Identity**   * Culture * Spirituality * Individuality | **Respect**   * For All Life * Animism * Diversity | **Truth & Honesty**   * Living it * Telling the Truth | **Responsibility**   * Land & Environment * Familial * Social Responsibilities | **Community**   * Generosity * Collaboration * Unity | | | | | | | |
| **First Peoples Principles of Learning** | **First Peoples Principles of Learning**   * Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. * Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). * Learning involves recognizing the consequences of one’s actions. * Learning involves generational roles and responsibilities. * Learning recognizes the role of indigenous knowledge. * Learning is embedded in memory, history, and story. * Learning involves patience and time. * Learning requires exploration of one’s identity. * Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | | | | | **How will the FFPL and Dakelh Values be authentically embedded in this unit?** | |
| **Triangulation of Assessment Plan (Conversations, Observations, Products)** | | | | | | | |
| **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | | |
| Include how you are using triangulation of assessment of learning to enhance student success.  triangulation | | | | | | | |
| **Summative Assessment (Assessment of Learning):** | | | | | | | |
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| **Lesson Planning** | | | | | | | |
| **Date/Lesson** | | **Learning Intentions** | | | **Instructional Plan/ Activity**  (description of lesson and or activity this lesson entails) | | |
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| **Cite Sources/ Materials/ Preparation/ Elders/ Knowledge Keepers/ Guest Speakers/ Community:** What resources, materials, preparation or community outreach supports have you considered for this lesson? | | | | | | | |
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| **Cross Curricular Connections:** Did you weave any cross curricular connection like ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this unit plan? | | | | | | | |
|  | | | | | | | |
| **Culturally Holistic Approach:**  What type of atmosphere/physical layout are you using in your classroom or outdoor classroom to support all students? | | | | | | | |
|  | | | | | | | |
| **Reflection:**  What was successful in this unit?  If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?  Was there any unintentional learning that happened? | | | | | | | |
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