**Understanding By Design Long Range Planning Template**

**Prekindergarten**

(see Appendix 1 for Guiding Principles of Early Learning)

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| **Title of program design, interest area, or ECD domain** |  | **Time Frame** |  |
| **Developed By** |  | | |
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| **Stage 1 - Identify Desired Results** | | | |
| **Broad Areas of Learning (See Appendix 2 for Broad Areas of Learning)**  How will the Broad Areas of Learning be incorporated? | | | |
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| **Cross curricular Competencies (See Appendix 3 for Cross Curricular Competencies)**  How will the Cross Curricular Competencies be promoted? | | | |
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| **Big Idea and Essential Questions:**  What is the big idea or ECD domain that will be the focus of the planning? What are the essential questions that will guide your planning?  *Before determining the big idea or ECD domain, observe the children multiple times, listen to their interactions, have conversations with their parents, and reflect by asking yourself these questions:*   * *What are my observations? What am I hearing from the children and their parents?* * *What do I know about each child and what more can I learn about them through this timeframe, project, or inquiry?* * *What questions are children asking?* * *What have I learned about each child with respect to the four dimensions that will also inform my planning (see Questions to Guide Observations on pages 24-27 of* Children First*)?* * *What are the needs of each child that might require further supports or adaptations?* | | | |
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| **Essential Learning Experiences:**  **What are the essential learning experiences from each domain that are the focus of the planning? (Circle or highlight possibilities to begin the planning and star the ones that were actualized by the end of the learning or experience timeframe.)** | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Social Emotional** | **Physical** | **Spiritual** | **Intellectual** | | | Developing Self-awareness  Developing Self-worth  Developing a Sense of Belonging  Separating from Family Without Distress  Identifying and Regulating Emotions  Interacting with Others  Perspective Taking and Empathy  Resolving Conflicts | Developing Loco-motor Skills  Developing Fine Motor Skills  Developing Stability/Balance    Developing Manipulative Skills  Developing Space and Body  Awareness  Developing Healthy Habits | Experiencing a Sense of Wonder, Awe, and Joy  Experiencing Heightened Sensory Awareness    Developing an Appreciation of Beauty and Connection to the Natural and Man-made World | **Solving Problems**  • Curiosity  • Exploring  • Observing  • Cause/effect  • Predicting  Creating and Imagining  Recognizing  Attributes and Characteristics    Exploring Numeracy  Exploring Time  Exploring Position/Direction | **Language and**  **Emerging Literacy**  • Listening with Interest  • Engaging in  Conversation  • Exploring Words  • Gaining Meaning  from Visual/Text  Materials  • Representing Ideas  • Exploring How Print  Works | | | | |
| **Enduring Understandings**  What understandings about the big ideas are desired?(What do you want children to understand & be able to use several years from now?)  What misunderstandings are predictable? | | **Essential Questions**  What provocative questions will foster curiosity and wonder into the content?(These are open-ended questions that stimulate thought, inquiry, and language learning linked to the content of the enduring understanding.) | |
| *Students will understand that...*  *Related misconceptions…* | | *Content specific….*  *FNMI, multicultural, cross-curricular…* | |
| **Concepts and Vocabulary Acquisition:**  What **concepts** and **key vocabulary** will children explore through this program design, interest area, or timeframe? | | **Skills**  What **skills** will children acquire as a result of this program design, interest area, or timeframe? | |
| *Children will know...* | | *Children will be able to…* | |

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| **Stage 2 – Assessment Evidence** | | |
| **Anticipated Performance Task -** The performance task might be the cumulative observations and documentation of the children’s play and exploration of the planned experiences, or it might be a specific planned activity or performance that emerges from the children’s responses and interests. Consider the observations you are making of the children’s on-going play and exploration. Does an authentic performance task emerge that will further demonstrate the desired understandings, knowledge, and skills? (Describe the learning activity in “story” form. Typically, the Performance Task describes a scenario or situation that requires children to apply knowledge and skills to demonstrate their understanding in a real life situation.) **How will children represent their learning?** **How will you document the learning process?** By what criteria will performances of understanding be measured? | | |
| **GRASPS Elements of the Performance Task** | | |
| ***G*** *– Goal*  *What should children accomplish by completing this task(s)?* |  | |
| ***R*** *– Role*  *What role (perspective) will the children be taking?* |
| ***A*** *– Audience*  *Who is the relevant audience?* |
| ***S*** *– Situation*  *What is the context or challenge provided to the children?* |
| ***P*** *– Product, Performance*  *What “product” will the children create or how will you capture their “performance” through play and exploration?* |
| ***S*** *– Standards & Criteria for Success*  *Create a plan for a learning story or documentation piece to capture the learning process and/or create a rubric if required for tracking progress.* |  | |
| **Other Evidence**  Through what other evidence (work samples, observations, scripted conversations, journals, or other means) will children demonstrate the achievement of the desired results or have their achievement captured? What are the considerations for being inclusive of all learning contexts: home, community, culture, school? | | **Documentation and Children’s Self-Assessment**  How will children reflect upon or self-assess their learning? How will evidence be gathered and shared to assist children in becoming aware of their thinking and to make their learning visible? How will this be shared with parents, and perhaps the community? |
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| **Stage 3 – Long Range Plans for the Learning Program, Interest Area, or ECD Domain**  What teaching and learning experiences will you use to:   * achieve the desired results identified in Stage 1? * equip children to explore the assessment tasks identified in Stage 2? | |
| **Where are the children headed? Where have they been? How will you make sure the children know where they are going?**  **What experiences do the learners bring to the planning? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way?** | |
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| **How will you engage with parents to learn about the children’s interests, experiences, and knowledge building opportunities in home, cultural, and community contexts? How will you consider parents’ hopes and dreams for their children? Have parents been part of the pre-planning in any way? What invitational opportunities are there for parents to participate in the experiences?** | |
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| **How will you provoke children’s curiosity and sense of wonder to introduce this interest area?** (Consider whether this will be an invitation, a group experience, the reading of children’s literature, an outdoor adventure, a small combination of planned experiences, and so on.) | |
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| **What are open-ended stems and questions you might use to engage the children in conversation and/or thinking?**  (What would happen if . . . Tell me about . . . I wonder . . . How did you make that choice . . .) | |
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| **What resources will you be using? (**Include FNMI resources.Consider materials, print, media, technology, people, and so on. What are ways families and community can participate in supporting the children’s learning?) | |
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| **What events will help children experience and explore the enduring understandings and essential questions in this timeframe, program design, or interest area? What experiences will equip them with needed skills and knowledge?** | |
| **Possibilities of**  **Play Based Experiences**  What materials/resources are already available for the children related to their interests, and the essential learning experiences and ECD domains?What can I add to the environment to support children’s investigations through play and further develop their thinking? Considering the gifts, learning needs, and diversities of all children and families, what are the needs of each child that might require further supports or adaptations? | **Possibilities of**  **Educator Guided Experiences**  What materials/resources can I use that will provoke children’s sense of wonder and curiosity? How can I use a full or small group time to inspire further interest in the interest area? Considering the gifts, learning needs, and diversities of all children and families, what are the needs of each child that might require further supports or adaptations? |
| **Observations and responding to children’s interests through focus-specific invitations (or provocations):**  Plan for location, materials, literacy support, and intended length of time. Plan for one or several invitational (or provocation) opportunities. | **Observations and responding to children’s interests through whole class opportunities:**  Include the provocative text\* you intend to use. Plan for one or several experiences and/or opportunities.  **\***provocative text includes oral stories, children’s literature, songs, fingerplays, photos, artifacts, demonstrations, videos, conversations, etc. |
| **Observations and responding to children’s interests through areas of exploration and play:**  Plan for opportunities within the context of ongoing program environment areas such as: drama and role play, blocks and construction, science exploration, sensory experiences (rice, sand, water, lentils, etc.), art studio experiences (including paint easel, clay or other modelling modes, studio table, etc.), and the outdoors. | **Observations and responding to children’s interests through small group opportunities:**  What are the possibilities of support in specific developmental areas that you anticipate for individuals and small groups of children? Who will be the participants in these small group interactions? |
| **Culmination:** If required, how do you anticipate this learning time or area of interest to come to an end? | |
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| **Assess and Reflect (Stage 4)** | |
| **Considerations** | **Comments** |
| **Goals and Results:**  **Is there alignment between the realized essential learning experiences, early childhood development, and assessment?** |  |
| **Adaptive Dimension:**  **Have I made purposeful decisions about individual and small group support, and/or the learning environment, to meet the learning needs and diversities of all the children? And of all families?** |  |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s individual, familial, and cultural identity?** |  |
| **Next Steps:**  **What happens next?** |  |

From:

Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk) and

Saskatchewan Curriculum. (2009).

*Children First: A Resource for Kindergarten*, p. 31.

**Appendix 1:**

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| **Guiding Principles of Early Learning**  **(from *Essential Learning Experiences*, pp. 6-8)** |
| **The Competent, Capable Child**   Children are viewed as capable learners and have numerous competencies and meaningful life experiences that enhance their learning and development.   Children are powerful learners who show us what interests them, focus with intensity on ideas and activities that motivate them, and make choices and participate in decision making in their learning environment.  **Play and Exploration as the Best Mode for Learning**   Play and exploration is viewed as the way that young children learn and is central to their development. Further, children’s interactions and strong positive relationships with others are seen to be integral with play, exploration, and learning (Saskatchewan Ministry of Education, 2008; OECD, 2010; CMEC 2014).  **Continua of Development: Both Typical and Unique**   Children’s competencies in all domains of learning are viewed as developing along a continuum marked by the milestones of a typical developmental sequence.   The timeline along which milestones are reached is influenced by the unique skills and abilities of the child, supportive relationships in the child’s home and early learning setting, and the typical sequence for development.   Each child’s learning and development unfolds according to his/her individual developmental processes and timeline. There will be variances in development from one child to another, both in the rate and processes of learning.  **Development as Holistic in Nature**   The concept of holistic development embraces the domains of social emotional, physical, intellectual, and spiritual development and recognizes that all four domains of development are integrated within children’s learning experiences (Saskatchewan Ministry of Education, 2008).   Although educators frequently separate learning into areas of development for ease of understanding, assessment, and planning purposes, it is important to remember that progress in one area of the child’s development affects progress in others. A change in one area can significantly influence all other areas of development. Consequently, programs that address the whole child and attend to children’s overall development have the greatest possibility of being successful at improving any single aspect of learning (Diamond, 2010).  **Responding to Children’s Interests**   Children learn more effectively when daily invitations and opportunities for learning respond to their interests and experiences (OECD, 2010). Therefore, the essential learning experiences presented in this resource are best observed and documented from within learning that is child-initiated and sustained. “It is within these sorts of activities that a child’s inclinations and attitudes [for learning] are richly exemplified” (Dowling, 2010, p. 112). |

**Appendix 2:**

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| **Broad Areas of Learning**  **(from Saskatchewan Curriculum: Kindergarten, 2010, pp. 2-3)** |
| Lifelong Learners:   * Within natural and constructed environments, children are encouraged to develop a positive disposition towards, and a passion for, learning * holistic learning experiences provide children an opportunity to apply their knowledge and skills in daily life * holistic learning engages children in meaningful play and inquiry   Sense of Self, Community, and Place   * purposefully designed environments develop a positive sense of self, and a respect for their own and others’ ways of seeing the world * purposefully designed environments encourage children to interact with each other, explore who they might become, and learn to appreciate diverse perspectives   Engaged Citizens   * holistic learning opportunities empower children to develop courage, confidence, and commitment to be actively involved citizens * children seek to discover who they are, envision who they might become, imagine possibilities and provide new ideas for building a sustainable future |

**Appendix 3:**

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| **Cross Curricular Competencies**  **(from Saskatchewan Curriculum: Kindergarten, 2010, pp. 3-4)** |
| Developing Thinking   * addresses how people make sense of the world around them * goals: thinking and learning contextually, creatively, and critically   Developing Identity and Interdependence   * addresses the ability to reflect upon and know oneself, and act autonomously and collaboratively as required in an interdependent world * goals: understanding, valuing, and caring for oneself, others, and social, economic, and environmental interdependence and sustainability   Developing Literacies   * addresses a variety of ways to interpret the world and express understanding through words, numbers, images, sounds, movements, and technologies in various situations * goals: constructing knowledge, exploring and interpreting the world, and expressing understanding and communicating meaning using various literacies   Developing Social Responsibility   * addresses how people contribute positively to their physical, social, and cultural environments * goals: using moral reasoning, engaging in communitarian thinking and dialogue, and taking action |