Outliner

Lite

Open

The **Open Environment** provides a spacious framework and maximum design options.

Move through the environment using the sectional tabs at the top and the sub-sectional buttons on the left. Add data with the "+" symbol and fill in the text fields.

**You can use this guide to design units in the Open Environment and assess their effectiveness.**

The guide reflects the following elements of the design process:

- curriculum expectations,

- assessment/evaluation,

- teaching/learning strategies,

- topic/theme/resources

- performance tasks and criteria.

The guide proceeds step-by-step using the navigation tabs and buttons from the *Planner*'s **Open Environment.** Under each button you will find:

- a sentence summarizing the intended action;

- instructions (prompt text) to complete the step;

- questions to consider in writing an effective unit.

Overall criteria are also included at end of this guide.
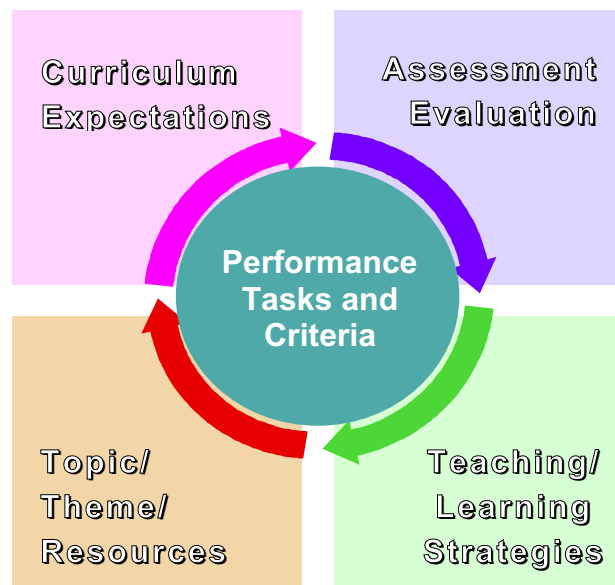
You can choose to follow the steps in sequence or use a different order to match your design process. Consult the separate guide for each environment when converting a unit from one environment to another.

The developers of this guide would like to thank the Ontario Curriculum Centre for their valuable assistance with this document.

TAB 1: Unit Info

| Unit Info | Unit Overview | Subtasks | Analysis |

Unit Information

Identify your unit.

❑ Enter a brief title and subtitle.

❑ Click the grade box to select your grade(s).

❑ Click the "+" symbol to select a logo from a digital source (e.g., a photograph, symbol, or drawing).

❑ They will appear on the cover of your finished unit, together with the name(s) provided when you registered yourself as an author and the Subtask List created in the Unit Overview.

> *Consider:*
> * *Does the title indicate what the unit is about?*
> * *Does the subtitle identify the discipline or focus of the unit?*
> * *Does the logo reflect the unit's content, and is it appropriate for an educational setting?*

Unit Preferences

Identify your unit preferences.

❑ Indicate the grade(s), the board type, the panel, and whether or not the unit is integrated. This information will appear on the inside cover of your finished unit.

❑ Choose the way of recording the subtask length (in minutes or hours) and the unit length (from your calculation – the sum of subtask times – or from your estimate).

❑ Select the unit status (locked or unlocked) for purposes of editing and sharing.

❑ Choose whether or not to see the prompt text in fields as you write.

> **Consider:**
> * *For combined-grade units, are both grade boxes selected?*
> * *For integrated units, is the integrated button selected?*
> * *When exporting units, is the unit locked upon completion to give recipients copy privileges only?*

Author Information

Identify the author(s) of the unit.

❑ Edit the information provided when you registered yourself as an author. For example, there may be several people working on this specific unit that you wish to add as names.

❑ The edited information regarding school, telephone number, school board, and e-mail address will appear on the inside cover of your finished unit. Your name(s), and the name(s) of the original author(s) of a copied unit, will appear on the cover.

> *Consider:*
> * *Is the Author Information accurate?*
> * *Does the Author Information acknowledge all writers?*

TAB 2: Unit Overview

| Unit Info | Unit Overview | Subtasks | Analysis |

Unit Expectations

Select the learning expectations to be clustered and addressed in the unit.

❑ Click the "+" symbol on this page to view expectations from curriculum documents.

❑ Use Find (magnifying glass) to search for related expectations.

❑ Click the "+" symbol to the right of an expectation to add it to the Holding Tank for use while writing the unit.

❑ Click the Trash Can icon to remove it.

❑ When a unit is completed (locked), all expectations attached to subtasks are listed as in the Expectation Summary.

❑ While a unit is in progress, you can print the Holding Tank to reflect on the expectations that have been selected.

> *Consider:*
> * *Do the unit expectations support the unit's rationale?*
> * *Can the unit expectations be clustered into groupings around which effective subtasks can be developed?*

Unit Context

Briefly describe the rationale for doing the unit.

❑ Consider the clustered expectations. In the first paragraph, describe how the unit will develop skills and knowledge that are important to students, essential to the subject, or necessary for further study.

❑ In the second paragraph, describe the real-life or simulated situation within which the work of the unit occurs that will encourage students to explore key questions, solve authentic problems, and apply new learning.

❑ For a Catholic unit, provide a statement of rationale and click the "+" symbol on this page to select appropriate Catholic Graduate Expectations (CGEs).

> *Consider:*
> * *Is the unit aligned with the Ontario curriculum?*
> * *Is the rationale for the unit clear and well conceived?*
> * *Does the unit encourage students to explore key questions, solve authentic problems, and apply new learning?*
> * *For a Catholic unit, does the Unit Context provide a statement of rationale, followed by the selection of appropriate CGEs for the teaching/learning of the unit?*

Unit Summary

Provide a brief overview of the entire unit.

❑ First summarize the contents and focus of the unit, describing key ideas, issues, or questions addressed by the unit as a whole.

❑ Then describe the sequence of individual and group activities and the intended connections to other units in the course.

❑ The Unit Summary becomes the unit's description in *Planner* libraries and indexes.

> *Consider:*
> * *Are the content and focus of the unit clearly summarized?*
> * *Do the unit's activities offer opportunities for appropriate treatment of the subject/topic under study?*
> * *Do the unit's activities offer opportunities to work independently and collaboratively?*

Culminating Task

Briefly describe the summative assessment.

❑ Create the summative assessment as an authentic task by which students can demonstrate the achievement of the skills and knowledge related to the expectations that they have practised and learned throughout the work of this unit.

❑ This description will automatically appear as the Culminating Subtask description in the Subtask section.

> *Consider:*
> * *Does the culminating task offer students authentic opportunities to demonstrate the achievement of the expectations by the end of the unit?*
> * *Does the culminating task describe the enduring understandings that students will have?*
> * *For combined grades, does the culminating task provide for student demonstration of each grade's expectations?*

Prior Knowledge

Identify the key knowledge and skills that students should have to begin the work of this unit.

❑ Provide relevant details. Consider expectations from previous grades or courses (e.g., secondary school course prerequisites). To add the text of these expectations, click the Expectations "+" symbol for a subtask, click the expectation code at the left, copy the expectation, and paste it into the Prior Knowledge field.

❑ Based on this information, develop the first subtask of the unit as an initial assessment of student readiness.

> *Consider:*
> * *Does the unit clearly identify the prior knowledge and skills required to begin the work of this unit?*
> * *Does the unit include an initial subtask to offer students opportunities to demonstrate their previous learning?*
> * *For combined grades, are the differences in skills and knowledge accounted for?*

Unit-Wide Resources

Identify those resources used throughout the entire unit. (Subtask-specific resources should be attached at the subtask level.)

❑ Click the "+" symbol to view the menu of types of resources, click a type, and complete the details in bibliographic form.

❑ Click "Done" or "Add Another" (for the same type of resource) and click "Back".

❑ For blackline masters, click "Attach File" and browse to the file you wish to attach. Click and open the file.

❑ To select an existing resource, click the "+" symbol at the bottom of the menu of resource types, click either "View Library" or "View Mine" at the bottom, click resource type icon at the top, and click the "+" symbol to attach to the unit.

❑ A complete list of all resources is provided in the Resource Summary.

Consider:

• *Are unit-wide resources identified and described clearly and accurately (e.g., bibliographic form, titles, names, ISBN numbers, active web sites)?*

• *Are unit-wide resources of recognizable quality (e.g., authoritative, current, and reflecting Canadian context, where possible)*

• *Do unit-wide resources support teaching and learning (e.g., will they interest students, develop themes, foster new learning)?*

• *Do unit-wide resources accommodate different learning styles and needs?*

• *Are copyright and license restrictions that are applicable to specific resources noted (e.g., copyrighted materials have been listed but not copied; registered names have not been used)?*

Considerations

Identify program-planning considerations relevant to the unit.

❑ Click the box next to an area (e.g., Technology, ESL) and enter a brief description, if necessary, below the heading that appears in the field.

❑ Click the *Choices into Action* button, check the grade range in the top right-hand corner and click the ADD button to paste relevant competencies into the Considerations field. Provide any additional details.

> ### *Consider:*
> - *Does the unit clearly identify relevant considerations for program planning?*
> - *Does the unit contribute significantly to the inclusion of considerations for planning an entire year's work (e.g., as part of an elementary program or a secondary course)?*

Unit Notes

Prepare for the teaching of the unit.

❑ Briefly describe specific ideas for planning and implementing the unit (e.g., background information for teachers; description of classroom organization).

❑ Include statements regarding cautions and sensitivities, as appropriate (e.g., suggestions about possible problems encountered with unit's focus or activities).

> ### *Consider:*
> - *Are the Unit Notes appropriate to the unit's purpose and activities?*
> - *Do the Unit Notes provide useful information for teachers using or adapting the unit?*

Subtask List

List the unit's individual subtasks/activities.

❑ Subtasks are those activities by which students learn and practise new skills and knowledge that they will later apply in the culminating task.

❑ The *Planner* presets the first subtask as an initial assessment (see Prior Knowledge description) and the last subtask as a summative assessment (see Culminating Task description).

❑ For each subtask, enter a brief title and the time it will take to complete (minutes or hours as set in Unit Preferences).

❑ Click "View" to complete the information about each subtask.

❑ Click the "+" symbol to add subtasks to the three preset subtasks.

❑ Click the "++" symbol to copy an existing subtask from another unit.

❑ To reorder subtasks, change the numbers in the first column and click the Reorder button.

> *Consider:*
> - *Are subtasks organized in a logical sequence that builds on previous skills and knowledge, offers opportunities for practice and growth, and leads to the culminating task?*
> - *Do the subtask titles indicate what the subtask is about?*
> - *Are appropriate time allocations identified for the subtasks?*

TAB 3: Subtasks

| Unit Info | Unit Overview | **Subtasks** | Analysis |

Subtask Description

Briefly describe each subtask.

❑ For each Subtask, describe, in two or three sentences, how the activities/learning experiences are constructed to focus on specific knowledge and skills acquisition or refinement (i.e., the clustered expectations).

❑ For the Initial Assessment Subtask, briefly describe the activity you will use to assess the achievement of the key knowledge and skills identified as Prior Knowledge. Identify how to facilitate meeting the needs of all learners.

❑ The description of the Culminating Task from the Unit Overview has automatically been copied into the Culminating Subtask description.

> *Consider*
> - *Do subtasks provide opportunities to learn and practise the knowledge and skills required for the unit and its culminating task?*
> - *Do the subtasks show evidence of effective design (e.g., backward mapping from culminating task; structuring tasks to address clustered expectations and the focus of the unit)?*
> - *Are subtasks described clearly and accurately?*
> - *Are subtasks appropriate to the grade level of the students?*
> - *Does the initial assessment subtask, if present, identify and assess prior knowledge and skills required for the work of the unit?*

Expectations

Select and cluster the learning expectations.

❑ Select and cluster the learning expectations into logical conceptual groupings that will form the basis of each subtask.

❑ Click the "+" symbol on this page to view expectations from curriculum documents.

❑ Use Find (magnifying glass) to search for related expectations.

❑ Click the "+" symbol to the right of an expectation to attach it to the subtask.

❑ Click the Trash Can icon to remove it.

❑ If an expectation is to be assessed, click on the box beside "Assess."

Consider:

• *Are the key learnings introduced and assessed in an appropriate sequence across the subtasks?*

• *Are the clustered expectations addressed in the planned subtasks?*

• *For combined grades, does the clustering reflect differences in knowledge and skills?*

Teaching / Learning

Select the most appropriate teaching/learning strategies for this subtask.

❑ For teaching/learning strategies, click the "+" symbol, use the drop-down menu of categories to view the strategies, and click the "+" symbol to the right to select.

❑ For student groupings, click the "+" symbol to view the strategies and click the "+" symbol to the right to select.

❑ In the text box, briefly summarize how the strategies and groupings are applied practically, step-by-step in this subtask.

❑ Use the *Teacher Companion* to browse, copy, or bookmark teaching/learning strategies.

> *Consider:*
> - *Are the teaching/learning strategies described and explained clearly (e.g., do they present the roles of the teacher and students; do they use the present tense)?*
> - *Do the teaching/learning strategies support the intended learning (e.g., do they link the expectations and assessment; do they provide ongoing opportunities for practice, remediation, and consolidation; are they the most appropriate to the discipline and/or course type; do they address problem-solving and life skills)?*
> - *Are the teaching/learning strategies varied and balanced in type and purpose (e.g., direct instruction, inquiry and research models, integration of technological applications)?*
> - *Do the student groupings facilitate the instruction/learning?*
> - *For combined grades, do the teaching/learning strategies support the learning as identified through grade level expectations?*

Assessment

Select the most appropriate assessment strategies for this subtask.

- ❑ Recall which learning expectations are checked as being assessed, check the verbs used in the expectations, and focus on the categories of knowledge and skills from relevant Achievement Charts.
- ❑ For assessment strategies, click the "+" symbol, use the menu to view the strategies, and click the "+" symbol to the right to select.
- ❑ For recording devices, click the "+" symbol to view the devices and click the "+" symbol to the right to select.
- ❑ In the text box, briefly describe how students will demonstrate their learning and how assessment strategies and devices will be applied practically, step-by-step.
- ❑ Use the *Teacher Companion* to browse, copy, or bookmark assessment strategies.

> *Consider:*
> - *Are the assessment strategies described and explained clearly?*
> - *Are the recording devices appropriate for tracking the achievement of the expectations?*
> - *Are assessment strategies and recording devices varied and balanced in type and purpose (e.g., exemplars and rubrics; diagnostic, formative, and summative assessment)?*
> - *Do the assessment strategies give students the opportunity to demonstrate their achievement of the curriculum expectations (e.g., across all four categories of knowledge and skills)?*
> - *Do the assessment strategies provide opportunities for ongoing improvement?*
> - *For combined grades, is the assessment reflective of the learning as identified through grade level expectations?*

Adaptations

Identify adjustments that can be made to activities and assessment to address individual and unique learning needs or special circumstances.

- ❑ Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students.
- ❑ Teachers should consult individual student IEPs for specific directions on required accommodations and/or modifications.
- ❑ Use the *Teacher Companion* to browse, copy, or bookmark Special Education and ESL/ELD strategies.

> *Consider:*
> - *Do subtasks include relevant and feasible adjustments that address individual and unique learning needs or special circumstances?*
> - *Are the adaptation strategies described and explained clearly?*

Resources

Identify resources recommended for the specific subtask.

❑ Click the "+" symbol to view the menu of types of resources, click a type, and complete the details in bibliographic form.

❑ Click "Done or "Add Another" (of the same type or resource) and click "Back". For blackline masters, click "Attach File" and browse to the file you wish to attach. Click and open the file.

❑ To select an existing resource, click the "+" symbol at the bottom of the menu of resource types, click either "View Library" or "View Mine" at the bottom, click resource type icon at the top, and click the "+" symbol to attach to the subtask.

Consider:

• *Are subtask resources identified and described clearly and accurately (e.g., bibliographic form, titles, names, ISBN numbers, active web sites)?*

• *Are subtask resources of recognizable quality (e.g., authoritative, current, and reflecting Canadian context, where possible)*

• *Do resources support teaching and learning in each subtask (e.g., varied and balanced in type and purpose; available in classroom and school/public libraries)?*

• *Do subtask resources accommodate different learning styles and needs?*

• *Are copyright and license restrictions that are applicable to specific resources noted (e.g., copyrighted materials have been listed but not copied; registered names have not been used)?*

• *Is AppleWorks used as the integrated application for the creation of blackline masters (e.g., handouts) to support province-wide sharing of units?*

Subtask Notes

Prepare for the teaching of the subtask.

❑ Briefly describe specific ideas for planning and implementing the subtask's activities/learning experiences (e.g., background information for teachers; description of classroom organization).

❑ Note cautions and sensitivities, as appropriate (e.g., suggestions about possible problems encountered with unit's focus or activities).

❑ Consult the Teacher Companion for considerations in using teaching and assessment strategies.

> ***Consider:***
> - *Are the Subtask Notes appropriate to the subtask's purpose and activities?*
> - *Do the Subtask Notes provide useful information and reflection for teachers using or adapting the subtask?*

Reflections

Make notes after you have used the subtask.

❑ Outline potential changes and improvements you would make to the subtask, or raise questions or concerns for future thought.

❑ Record any decisions you wish to pass on to others in the Subtask Notes, because the contents of this field are not passed along in the published unit.

TAB 4: Analysis

| Unit Info | Unit Overview | Subtasks | **Analysis** |

Expectation Summary

Access the list of all of the subtasks' expectations – selected and assessed.

❑ This includes the number of times each has been selected (green), assessed (red) or both selected and assessed (black) in the unit.

❑ The printed/previewed analysis includes a summary of the number of subtasks, expectations, resources, strategies and groupings, and expectations that are unique to a specific subject or course. Analysis of a secondary unit's expectations also includes a summary by strand.

❑ Revisions to this list must be made at the unit-wide or subtask level.

> ***Consider:***
> - *Do the number of expectations and subtasks appropriately reflect the intended learning of the unit (e.g., is the unit overbuilt; are expectations identified that are not addressed adequately within the subtasks)?*
> - *Does the unit reflect a variety and balance of expectations?*
> - *For combined grades, are the same considerations followed for each grade?*

Resource Summary

Access the list of all of the unit's resources.

❑   This includes all resources organized alphabetically by type.

❑   The analysis keeps a running total of the number of times each type has been used in the unit.

❑   Click each resource title for further information or to launch file.

❑   Revisions to this list must be made at the unit-wide or subtask level.

> *Consider:*
> *   *Does the unit contain an appropriate number of resources for the intended learning of the unit?*
> *   *Does the unit reflect a variety and balance of types of resources?*
> *   *Are all blackline masters included and attached to the unit (e.g., questionnaires, rubrics, worksheets)?*
> *   *For combined grades, are the same considerations followed for each grade?*

Strategies Summary

Access a list of all of the unit's strategies.

❑   This includes all teaching/learning and assessment strategies, student groupings, and recording devices.

❑   The analysis keeps a running total of the number of times each type has been used in the unit.

❑   Revisions to this list must be made at the subtask level.

> **Consider:**
> *   *Does the unit contain an appropriate number of teaching/learning and assessment strategies for the intended learning of the unit?*
> *   *Does the unit reflect a variety and balance of types of strategies?*
> *   *For combined grades, are the same considerations followed for each grade?*

Overall Criteria

Throughout your work in using the *Curriculum Unit Planner*, the following overall criteria may be useful to consider:

- *alignment* with Ontario curriculum policy;

- *appropriateness* of tasks, activities, strategies, and resources for grade and discipline;

- *authenticity* of tasks and activities for real-life applications;

- *authority* of content, including accuracy, comprehensiveness, and currency;

- *balance* of tasks, activities, strategies, and resources to support learning and assessment;

- *clarity* of language and ideas;

- *creativity* of design to engage learning;

- *depth* of understanding fostered by the learning tasks and activities;

- *feasibility* of successful completion of unit tasks and activities;

- *growth* opportunities for students to extend learning;

- *inclusiveness* of activities and assessment to accommodate all students;

- *integration* of expectations (from subject strands, across other subjects, from Catholic Graduate Expectations);

- *organization* of elements to sequence knowledge, skills, and application;

- *relevance* of strategies and resources to tasks and activities;

- *variety* of tasks, activities, strategies, and resources to support learning and assessment.