



The **Outliner Environment** provides a concise, two-page framework, in an 8\_ x 11 landscape layout.

Move between the two pages using the tabs at the top. Add data with the “+” symbol and fill in the text fields.

**You can use this guide to design units in the **Outliner 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.

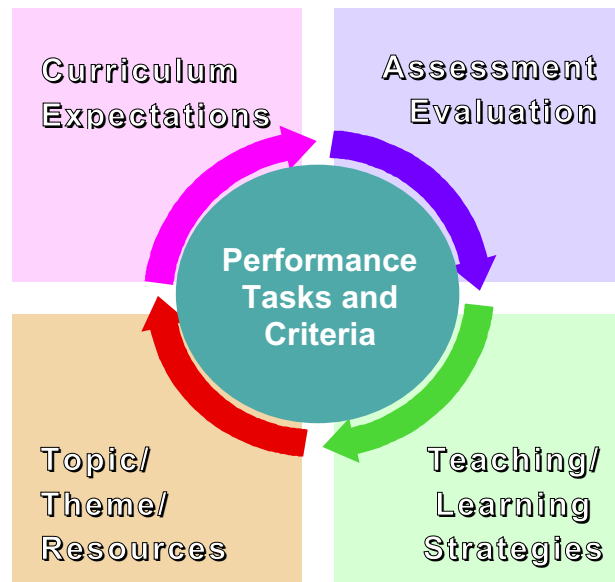
The guide proceeds step-by-step using the navigation buttons or tabs from the *Curriculum Unit Planner's* **Outliner Environment**. Under each button or tab you will find:

- a sentence summarizing the intended action;
- instructions (prompt text) to complete the step;

Overall criteria to consider in writing an effective unit are 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.*





## Unit Info

### Unit Info

#### Identify your unit.

- Enter a brief title and subtitle.
- Click the grade box to select your grade(s).
- Choose whether or not to see the prompt text in fields as you write.
- Click the “+” symbol to select a logo from a digital source (e.g., a photograph, symbol, or drawing).
- Indicate the grade(s), the board type, the panel, and whether or not the unit is integrated.
- The information regarding the title, subtitle, and grade(s) will appear on the first page of your finished unit.

### Unit Prefs

#### Identify your unit preferences.

- 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.

### Author Info

#### 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, and e-mail address will appear on the first page of your finished unit. Your name(s), and the name(s) of the original author(s) of a copied unit, will appear on the first page.



## TAB 1: Page 1

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### Unit Summary

**Provide a brief overview of the entire unit.**

- Summarize (in two or three sentences) the contents and focus of the unit, describing key ideas, issues, or questions addressed by the unit as a whole. This summary becomes the unit's description in *Planner* libraries and indexes.

### Assessment

**Summarize the assessment strategies for this subtask. .**

- Describe (in two or three sentences) how students will demonstrate their learning.
- Consider which learning expectations are checked as being assessed and which assessment strategies are added (click **G/TL/A/RD**) in each subtask.

### Subtasks

**Identify the subtasks for the unit.**

- 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 and the last subtask as a summative assessment.
- For each subtask (Subtasks 1 to 3 on Page 1; Subtasks 4 and 5 on Page 2), enter a brief title and the time it will take to complete (minutes or hours as set in Unit Preferences).

**Select and cluster the learning expectations to be addressed in each subtask.**

- Click the "+" symbol at the top right corner of each column to view expectations from curriculum documents.
- Use Find (magnifying glass) to search for related expectations.
- Select and cluster the learning expectations into logical conceptual groupings that will form the basis of each subtask.
- Click the "+" symbol to the right of an expectation to add it to the unit.



- ❑ Click the Trash Can icon to remove it.
- ❑ If an expectation is to be assessed, click on the box beside “Assess.”
- ❑ When a unit is completed (locked), all expectations attached to subtasks are listed as in the Expectation Summary.

### Select the most appropriate teaching/learning strategies and groupings for each subtask.

G / TL / A / RD

- ❑ 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.

### Select the most appropriate assessment strategies and recording devices for each subtask.

G / TL / A / RD

- ❑ 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.

### Briefly describe each subtask.

Teaching/Learning

- ❑ In the text box, 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).
- ❑ Summarize (e.g., in point form) how teaching/learning strategies and groupings, and assessment strategies and devices, are applied practically, step-by-step in this subtask.
- ❑ Use the *Teacher Companion* to browse, copy, or bookmark teaching/learning and assessment strategies.

### For *Subtask 1*, briefly describe the Initial assessment.

- ❑ Describe the activity you will use as an initial assessment of student readiness. Identify the key knowledge and skills that students should have to begin the work of this unit (e.g., check the expectations of previous grades or courses). Identify how to facilitate meeting the needs of all learners.



## TAB 2: Page 2

PAGE 1

PAGE 2

### Subtasks

#### Complete information for Subtasks 4 and 5

- Follow instructions and considerations for Subtasks 2 or 3 on Tab 1.

#### For *Subtask 5: 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.

### Resources

#### Identify those resources used throughout the entire unit or in a specific subtask.

- Click the “+” symbol and determine whether the resource should be attached to the whole unit or to a specific subtask.
- 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 when you preview or print the units resources.

### 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.



## Notes to Teacher

### Prepare for the teaching of the unit.

- Briefly describe specific ideas for planning and implementing the unit. This might include background information for teachers and 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).

## Analysis

[Preview](#)

[Print](#)

### Use the Preview or Print buttons to 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 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. .
- Revisions to this list must be made at the unit-wide or subtask level.

### Use the Preview or Print buttons to access the list of all of the unit's resources.

- This includes all resources organized by type and alphabetically by subtask.
- Revisions to these lists must be made at the unit-wide or subtask level.

### Use the Preview or Print buttons to access an analysis of the unit.

- The analysis includes a summary and running total of
  - subtasks, expectations, resources, strategies and groupings, and expectations that are unique to a specific subject or course;
  - teaching/learning and assessment strategies, student groupings, and recording devices.
- Revisions to this list must be made at the subtask level.



## 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.