

In groups of 2-3 teacher candidates will choose a grade level and course from the Ontario Arts Curriculum documents and design learning experiences, resources, and assessment tools that target specific learning expectations. Please think of a unit as 3-5 connected lessons or learning experiences that leads to a culminating activity or activities that demonstrate student learning. Ideally a unit will include performing, listening, and composing/improvising.

### Summary

- decide on an appropriate unit concept/topic
- choose expectations (4-6) from the Ontario Arts Curriculum document (specifically related to the grade and course you have chosen) that you can *meaningfully* address
- develop a sequence of lessons/activities/learning experiences
- design a culminating activity or activities that demonstrate student learning
- determine a range of suitable assessment strategies (How will you know students have grasped the knowledge or experienced what you want them to? How will students demonstrate their learning? How will you evaluate the success of their learning and determine an appropriate grade?)
- design and produce (or collect) any tools you will need (exemplars, handouts, rubrics, etc.)
- Write detailed lesson plans. You may use a lesson plan template of your choice—just be sure that the lesson is clearly described (e.g., a supply teacher could read your plan and deliver the lesson), and that all necessary aspects (assessment, learning expectations, etc.) are addressed.

### Unit Plan Assessment Rubric

**Completeness:** Is everything there that you need? (at least 3 lessons and descriptions of culminating activities with all handouts, rubrics, etc.) Could you—or a substitute teacher—walk into a class with this and be ready to go?

<b>A</b> –exceeds what is necessary (e.g., extensions, supplementary resources)	<b>B</b> -complete	<b>C</b> –not quite complete	<b>D</b> –far from complete
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**Teaching strategies and learning experiences:** Are they rich, varied, and engaging? Do they account for classroom diversity? Are they carefully designed and thoroughly thought through? Innovative? Exciting?

<b>A</b> -fantastic	<b>B</b> -good	<b>C</b> -OK	<b>D</b> -marginal
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**Curriculum expectations and learning goals and success criteria:**

- Have you identified appropriate specific curriculum expectations that can be meaningfully addressed with these learning experiences?
- Have you effectively translated the expectations into clear, student-friendly learning goals?
- Do teaching strategies/learning experiences *match* the learning goals? Will learners have a very good chance of richly achieving the success criteria *as a result of these lessons*?

<b>A</b> –absolutely	<b>B</b> -yes	<b>C</b> -maybe	<b>D</b> -unlikely
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**Assessment:** Do the assessment tools and procedures...

- Address assessment for/as/of learning?
- Specifically measure the students' achievement of targeted expectations/learning goals?
- Support, enhance, and reinforce learning, e.g. provide opportunities for feedback that will help students improve?
- Represent *varied* assessment practices?

<b>A</b> -highly effective assessment	<b>B</b> -reasonably effective assessment	<b>C</b> -assessment of limited effectiveness	<b>D</b> -assessment of low effectiveness
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