



## ARPC Resources Site: ELAL Planning Module

**Title:** *Let's be Clear! Using the "Understandings" to break down the "Learning Outcomes" in the ELAL Curriculum.*

**Description:** The intent of using the video and resources for this module is to assist teachers in becoming certain of exactly what they need to teach to cover the ELAL curriculum Learning outcomes by the end of the year.

### Key Points:

1. The TQS tells us that teachers must accurately reflect the Learning Outcomes within the curriculum.
2. The Guide to Education defines instruction as a process by which teachers determine learning activities that ensure students achieve the outcomes of the approved curriculum.
3. The **Learning Outcome** is what students **MUST have achieved BY THE END OF THE YEAR**.
4. In the ELAL curriculum there is **only one Learning Outcome for every Organizing idea**.
5. In the ELAL curriculum there is **only one Understanding for each SECTION** in each Organizing Idea.
6. **Keywords** in the Learning Outcome and Understandings assist us in knowing exactly what we have to teach students.
7. While planning, always keep in mind the **evidence** you will need, to show that the students have met the Learning outcome.

### Materials to have ready when watching the Video:

1. A copy of the ELAL curriculum for your Grade Level.
2. At least two highlighters, a pen or pencil.
3. A copy of the planning page for each Understanding
4. A copy of the Long-Range Template (this is a template that you can change to work for you).

### To Gain Maximum Benefit from this module:

1. Watch the video first.
2. Now that you understand there is one LO per Organizing Idea and one Understanding per section, you are ready to 'mark' up your copy of the ELAL curriculum.
3. Highlight the LO and the Understandings in the SAME colour.
4. Go back, use a different highlighter, and highlight the SPECIFICS you will teach for that understanding.
5. If you wish, use a third highlighter for any other key words you may find helpful to your planning.

6. Write or print 'key concepts' in the margin of the curriculum. These concepts can be used for Unit planning or lesson planning. For example: "Text Features." You may decide to plan a mini unit on 'text features' based on the knowledge and Skills & Procedures described to teach these.
7. Jot down your key concepts and supporting Knowledge and Skills & Procedures on the Planning page. This page can be useful for you in planning lessons and unit plans.
8. Long-Range Plans:
  - a. Use the template to record your non-negotiables (literacy routine) at the top of the plan (What is the structure of your literacy block? — the template is filled in based on an example. Feel free to change this).
  - b. Based on your non-negotiables (routine), label the sections of the long-range plan.
  - c. Use your 'marked up curriculum' to determine the LOs and Understandings that you will use to cover each non-negotiable (routine).
  - d. Once you have done that for each section of the long-range range plan, go back and fill in the strategies, learning activities, units, novel studies, resources, etc. within each term.

**9. You are well on your way to completing your long-range plans!**