### Unit Overview

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| **Year Level and Unit Title** |  |
| **Duration** |  |
| **Key Question** |  |

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| **Rationale** |

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| **Host Key Learning Areas**      **Minor Learning Areas** | **Curriculum Outcomes** |

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| **Outcomes** |

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| **PRIOR LEARNING** | **OUTCOMES** | **FUTURE LEARNING** |
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| **PRODUCT & ASSESSMENT** | |
| Key assessment /culminating task |  |
| Culminating Event |  |
| Other |  |

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| **Knowledge Focus** | |
| **Declarative Knowledge**  (What do I want my learners to know?) | **Procedural Knowledge**  (What do I want my learners to be able to do?) |
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| **VOCABULARY** | **CONCEPTS** |
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| **Specific Student Needs and Adjustments**  Consider ways to profile learner needs, list specific considerations and requirements | |
| **Specific student needs** | **Adjustments and considerations** |
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| Key Resources for Unit |

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| **REFLECTIVE TOOL**  Aspects of relevance to this unit | | | | |
| **1.**  **Attitudes & Perceptions** | **2.**  **Acquire & Integrate Knowledge** | **3.**  **Extend & Refine Knowledge** | **4.**  **Use knowledge Meaningfully** | **5.**  **Habits of Mind** |
| Classroom Climate | Declarative | Comparing | Decision Making | * Persisting * Clarity & precision * Managing impulsivity * Data through senses * Understanding/empathy * Creating, imagining, innovating * Thinking flexibly * Wonderment & awe * Meta cognition * Responsible risk taking * Striving for accuracy * Past knowledge, new situations * Finding humour * Interdependent thinking * Question/pose problems * Continuous learning |
| Acceptance by teacher/s & peers | Construct meaning | Classifying | Problem Solving |
| Comfort & Order | Organise | Abstracting | Invention |
| Classroom Tasks | Store | Inductive Reasoning | Experimental Inquiry |
| Value & Interest | Procedural | Deductive Reasoning | Investigation |
| Ability & Resources | Construct Models | Constructing Support | System Analysis |
| Clarity | Shape | Analysing Errors |  |
|  | Internalise | Analysing Perspectives |  |

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| **Learning Journey – sequence of lessons/strategies** | | | | |
| **Lesson sequence**  **Focus** | **Learning Experiences** | **Main DoL focus** | **Main Resources** | **Check for learning/**  **Assessment** |
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| UNIT TIMETABLE(Weekly overview – brief detail only – use to determine time-frame etc) | | | | | |
| WEEK BEG. | MON | TUES | WED | THURS | FRI |
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| **Teacher Evaluation and Reflection** |

*How effective was this unit?*

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| **Students** | | |
| low | Level of Engagement | high |
| low | Challenge for students | high |
| low | Achievement/progress towards goals | high |
| no | All learners catered for | yes |
| Future teaching suggestions:  *What information did this unit provide about the future teaching/learning needs of these students?* | | |

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| **Teacher Professional Goals** | | |
| low | Achievement/progress towards goals | high |
| *What have you done so far that has been effective?*  *What kind of help would be useful to you?*  *What might your next steps be?* | | |

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| **Unit** | | |
| difficult | **Ease of use (plan)** | easy |
| **Duration/Session times** | | |
| too long/short |  | appropriate length |
| too many |  | appropriate amount |
| **Activities** | | |
| unrelated to outcomes |  | addressed the outcomes |
| **Resources** | | |
| difficult to find |  | easily found |
| difficult to use |  | easy to use |
| difficult for students to use |  | appropriate for students |
| **Assessment** | | |
| difficult to carry out |  | easy to carry out |
| unrelated to outcomes |  | allowed for range of student responses |
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| Suggested changes adaptations/modifications:  *If you were to use this unit again, what changes would you make?* | | |