

EDUC6775  
Lesson & Unit Planning

Associate Professor  
Robert Parkes

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### Maps of the Learning Journey

- **Outcomes:** Where are we going?
- **Strategies:** How are we going to get there?
- **Rationale:** Why are we going this way?
- **Resources:** What do we need to get there?
- **Assessment:** Are we there yet?
- **Evaluation:** Was the journey worthwhile?



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### Programming

Programming is an important process in the teaching, learning and assessment cycle. It enables teachers to plan for the delivery of syllabus content, cater for the diversity of student learning needs and improve student learning outcomes in a particular year and/or stage. Programming is the process of selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge. The process of programming is typically shared and offers an opportunity for collaboration, professional reflection and evaluation.

Teaching and learning programs are a record of planned learning experiences. Programs:

- reflect the needs, interests and abilities of students
- are based on syllabus outcomes and include a variety of teaching, learning and embedded assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- include adjustments for students with disability
- reflect school and sector priorities, values and initiatives
- are a record of how syllabus requirements are met.

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What's in a Unit Plan

A unit is a plan of the intended teaching and learning for a particular class for a particular period of time. For primary schools, the duration of a unit could be for a number of weeks, a term or a semester in the case of an integrated, complex unit. A unit provides engaging and valuable learning experiences for students that can begin from many starting points and can take various forms. The organisation of the content in a unit may vary according to the school, the teacher, the class, and the learning space.

Units make evident the consistency between the various elements of the school's curriculum reflected in selected NEISA syllabus outcomes, scope and sequence, teaching programs, embedded assessment and samples of student work.

A unit is a flexible, working document that reflects the thoughtful planning and collaboration between teachers delivering the learning to students whose needs, interests and abilities have been carefully considered. Teachers make decisions about how the following elements are shared, either in units or through other means relevant to their context.

- unit description
- syllabus outcomes
- duration
- stage or year
- range of relevant syllabus content
- integrated learning and teaching activities
- differentiation catering to the range of student abilities and interests
- opportunities to collect evidence of student achievement
- subject-specific requirements
- resources
- reflection and evaluation
- adjustments for students with disability, where appropriate.

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An Example Unit Plan Template

Stage 6: Subject  
Unit Plan (Core Skills or Option A) Unit Duration: 8 Weeks

Unit Description: This unit covers the syllabus outcomes for Stage 6, Subject, and provides a range of learning activities and resources to support student learning.

Sequence	Targeted outcomes	Content Focus	Teaching, learning and assessment activities	Required Resources
Week 1	• Outcome 1: ...	...	...	...
Week 2	•			
Week 3	•			
Week 4	•			
Week 5	•			

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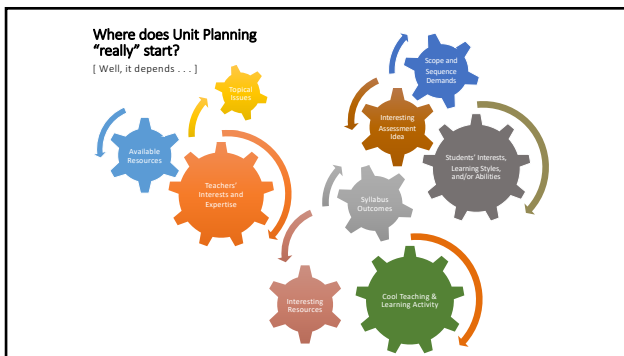
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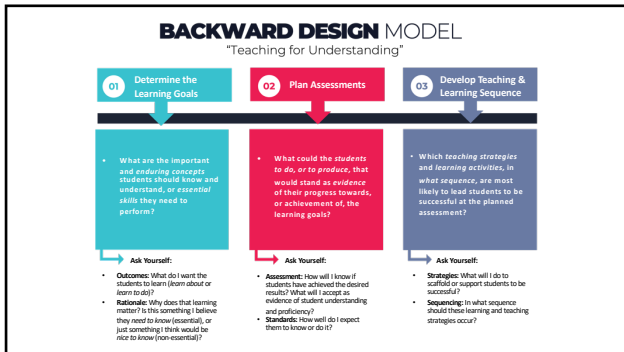
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### Lesson Planning

Lesson Plan	
Contact Area	Lesson Duration
Learning Intention What should the students know, understand, and/or be able to do?	
Students learn about:	Students learn to:
<b>01 Determine the Learning Goals</b>	
Curriculum Links: How any General capabilities or Cross-Curricular Priorities addressed in this lesson?	
Life Skills Outcomes	
Success Criteria What must students do to demonstrate their achievement of the learning intention?	
<b>02 Plan Assessments</b>	

Teaching & Learning Sequence What learning activities will promote student understanding, knowledge, skills, and engagement?			
Phase	Teacher Role	Student Role	Resources
Engage & Hook			
Build & Explore			
Develop & Elaborate			
Assess & Evaluate			

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Teaching & Learning Sequence What learning activities will promote student understanding, knowledge, skills, and engagement?			
Phase	Teacher Role	Student Role	Resources
Engage & Hook			
Build & Explore			
Develop & Elaborate			
Assess & Evaluate			

## STRATEGIES

- In this section of the lesson plan, you list what you will do as the teacher to support student learning.

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Teaching & Learning Sequence			
What learning activities will promote students' understanding, knowledge, skills, and engagement?			
Phase	Teacher WB	Student WB	Resources
What do I want to know?			
What I know		What tasks are the students doing that will help them construct the knowledge and understanding, or the develop the skills, that are the target learning goals for the lesson?	
What I know, understand, and can do			
What I know, understand, and can do			

# ACTIVITIES

- In this section of the plan you outline the activities and tasks students will engage in throughout your lesson.

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Teaching & Learning Sequence			
What learning activities will promote students' understanding, knowledge, skills, and engagement?			
Phase	Teacher WB	Student WB	Resources
What do I want to know?			
What I know			What resources are needed to engage effectively in the teaching and learning activities?
What I know, understand, and can do			
What I know, understand, and can do			

# RESOURCES

- In this section you will outline the resources you need for each activity or strategy.

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## WHERE TO

W	=	How will you help your students to know where they are headed, why they are going there, and what ways they will be evaluated along the way?
H	=	How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
E	=	What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?
R	=	How will you cause students to reflect, revisit, revise, and rethink?
E	=	How will students express their understandings and engage in meaningful self-evaluation?
T	=	How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
O	=	How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings as opposed to superficial coverage?

WIGGINS AND MC TIGHE, 2005. UNDERSTANDING BY DESIGN

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Teaching & Learning Sequence			
What learning activities will promote students' understanding, knowledge, skills, and engagement?			
Phase	Teacher W/	Student W/	Resources
Where to Begin			
Where to End			
Where to Stay			
Where to Go			

# PHASE 1

How will you help your students to know where they are headed, why they are going there, and what ways they will be evaluated along the way?

- Set and maintain high expectations
- Establish regular routines
- Always gain whole class attention from the same place in the classroom
- Get quieter, rather than louder (or start loud and get quieter if needed)
- Build strong rapport by taking an interest in your students
- Meet students individually as they enter your classroom whenever possible
- Respect and really listen to your students (and they are more likely to return the favor)
- Let the know the learning intention and success criteria for the lesson (so they know what the purpose of the lesson is and what they are expected to do or produce)
- Provide a convincing rationale / reason for the lesson goal (because some students won't be able to engage with and commit to a task until they understand why they are doing something)

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Teaching & Learning Sequence			
What learning activities will promote students' understanding, knowledge, skills, and engagement?			
Phase	Teacher W/	Student W/	Resources
Where to Begin			
Where to End			
Where to Stay			
Where to Go			

# STEP 2

How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each lesson?

- Present the class with an authentic problem
- Kick off with a controversial issue
- Set a real or novel challenge
- Set up an emotional encounter
- Present a counterintuitive formulae or set of facts
- Trigger conceptual conflict (disturb their cognitive equilibrium)
- Offer up a dilemma for the class to solve
- Conduct a class survey and create a graph
- Have the class rank order or vote on ideas, propositions, or solutions
- Put them in a real-world scenario

Your hook should grab attention, spark curiosity, increase student motivation, build classroom community, and make the content feel relevant by establishing its significance for the learners.

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Teaching & Learning Sequence			
What learning activities will promote students' understanding, knowledge, skills, and engagement?			
Phase	Teacher W/	Student W/	Resources
Where to Begin			
Where to End			
Where to Stay			
Where to Go			

# STEP 3

What experiences will you provide to help your students develop their understandings, and equip all learners for success?

- Teaching Strategies and Learning Activities
  - Explicit Instruction
  - Class Discussion
  - Cooperative & Collaborative Learning
  - Inquiry, Problem, & Project-Based Learning
  - Case Studies
  - Role Play
  - Writing Tasks

Over the course of the next module, we will be exploring each of these pedagogical methods –addressed in our required reading, Kilen (2019) – in more depth.

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Teaching & Learning Sequence			
What learning activities will promote students' understanding, knowledge, skills, and engagement?			
Phase	Teacher WB	Student WB	Resources
Engage & Explore			
Elaborate			
Extend & Evaluate			
Reflect, Rethink, Revise, & Wrap Up			

## STEP 4

How will you encourage students to reflect, revisit, rethink, and revise? And how will you wrap up your lesson?

- Check for understanding and hint where to next
- Re-emphasize key take-aways from the lesson
- Tie up loose ends
- Correct misunderstandings or misconceptions
- Transfer ideas to new situations
- Challenge rigorous with exceptions
- Ask the students "So what?"

There are lots of different ways to do an effect wrap up. See the links on the Canvas site.

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You will come across multiple lesson planning models  
[Here are three examples]

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