### 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?* |