

Unit overviews for multiple year levels identify specific curriculum content, approaches to assessment, and resources. The unit overview is informed by the whole school and year level plans. A unit overview for multiple year levels includes:

- the focus and context for learning specified content descriptions, ensuring the focus is on conceptual threads, that is, concepts underpinning content descriptions that carry through from one year level to the next
- identified inquiry questions that are common across the targeted year levels as well as those that relate to specific year levels
- relevant aspects of the achievement standards of the targeted year levels
- evidence of learning that will be gathered in the assessment and the strategies for making judgments
- teaching and learning strategies that are common across the targeted year levels as well as those related to specific year levels, and that are relevant to student interests to ensure that students have opportunities to demonstrate the achievement standard

- links to prior and future learning and to other learning areas, if appropriate
- specific considerations to support individual learning and assessment
- bridging learning that students require (in a time of transition)
- time and resources to respond to students' learning needs.

Curriculum and assessment planning at the unit overview level is guided by five important elements of professional practice. These five elements are interdependent. The elements can be used in any sequence, but all should be considered.

Unit overviews for multiple year levels are reviewed regularly to inform future planning, teaching, learning and assessment. The five elements are essential in guiding the revision of unit overviews. During 2011, schools may choose to audit their current unit overviews against the Australian Curriculum. See the audit tools on the QSA website <www.qsa.qld.edu.au>.

Five elements of effective unit overview planning for multiple year levels

