



SAMPLE UNIT PLANNER TEMPLATE

School name:	Unit title:	KLA(s):	Year level(s):	Duration of unit:
Identify curriculum				
Ways of working		Knowledge and understanding		
Select the focus <i>Ways of working</i> statements that are appropriate for the unit.		Select the focus <i>Knowledge and understanding</i> bold conceptual statements and bullet points that are appropriate for the unit.		
Context for learning		School priorities		
What is the purpose and focus of the unit? Is the context selected by the teacher, or are there opportunities to negotiate the context with students? Is there anything happening in the school, local community, nationally or internationally that may provide a suitable context?		What other priorities are valued by the school, school community or school sector that may also be a focus of this unit? (e.g. literacy, numeracy, values education)		
Develop assessment			Make judgments	
Type of assessment	What will be assessed	When it will be assessed	Purpose of assessment	Assessable elements
What type of assessment will be used to gather evidence of student learning? Assessment instruments, e.g. - Project/assignment - Performance - Essay - Test - Oral/written presentation Strategies, e.g. - Observation - Consultation - Focused analysis - Peer assessment	What evidence will be observed in student work?	At what time within the unit will this assessment occur?	What is genuine and valued purpose?	Which assessable elements will be the focus for assessment? (these are located in the <i>Learning and assessment focus</i> of the Essential Learnings and the Assessable elements and descriptors table)



● Sequence learning

Learning experiences and teaching strategies	Adjustments for needs of learners	Resources
<p>List learning experiences that directly relate to the identified <i>Ways of working</i> and <i>Knowledge and understanding</i>.</p> <p>Do the learning experiences and teaching strategies support the integration of <i>Ways of working</i> and <i>Knowledge and understanding</i>?</p> <p>Do the learning experiences cater to the varied needs, abilities, interests and experiences of students?</p> <p>If appropriate, identify a framework that would help sequence the unit (e.g. 5Es, inquiry approaches, TELSTAR).</p> <p>Do the learning experiences have meaning beyond the school context?</p>	<p>How can the learning experiences be adjusted to cater for a diverse range of students? (e.g. gifted and talented students, students with disabilities, students with learning difficulties, students with English as a second language, Aboriginal and Torres Strait Islander students)</p>	<p>What resources will be required to support learning in this unit?</p>

● Use feedback

Ways to monitor learning and assessment

Which strategies will be used to provide feedback to students? (e.g. formal: report cards, and informal: annotated work, one-on-one conferencing, feedback from others, peer evaluation and self reflection).