

APPENDIX 7

Sample Unit Planner

UNIT TITLE/TOPIC				BAND	DURATION OF UNIT
				YEAR GROUP	TIME ALLOCATION
				KEY IDEA(S)	LEARNING STATEMENT
CB	CC	CL	CW		Written in full with strand(s) clearly identified
UNIT OVERVIEW (PERSONAL SCOPE STATEMENT) DESCRIBE JOURNEY OF UNIT 1. Write one sentence that clearly outlines the unit. 2. In one sentence state the purpose and direction of the unit, providing a sense of where the unit fits in the overall CS program, its relevance to students' whole journey of learning. 3. In one sentence state the possibilities the unit opens up for future learning experiences 4. Key understandings POSSIBLE SENTENCE STARTERS The purpose of the unit of study is to assist students to... The central focus of the unit will be... The unit will build on... The unit will extend the students' understandings, skills and attitudes of... The unit will prepare students to... The unit will challenge students to...					LINKS TO OTHER CURRICULUM AREAS
DEEP UNDERSTANDING/S In the presentation and exploration of facts, concepts, biblical material what significant understanding/s will students gain in this unit of what is at the heart of the Christian faith?		ESSENTIAL QUESTION Will the question lead students on a single path of investigation or provide a range of pathways? Which aspects of the learning statement(s) will students be led to investigate? Does the question/statement generate other significant questions? Will the question lead students to think deeply and creatively about the content and ideas in the learning statement? Will the question forward the students' learning from their existing knowledge? Will the investigation spurred by the question help students make connections with other aspects of life and learning? What kinds of actions and responses could the investigation of the question lead to?			ASSESSMENT (AS, OF, FOR) Summary of assessment opportunities List formative and summative assessment
LEARNER PROFILE(S) Prior learning/interests/needs of students What aspects of your students' development, background, attitudes, learning styles and understanding do you need to take into account? How are you going to find out what your students already know and believe about the unit? What activity are you going to use to find this out?		STUDENT QUESTIONS What questions are students asking in relation to chosen learning statements? How will you find out what questions students have? Note the questions that emerge at various points in the unit			RESOURCES /LINKS TO LIFE List the people, texts, local resources, biblical material (e.g. biblical references from LIFE), audio-visual, use of the web and other related technology which will enable students to engage in their journey of inquiry and build their skills, understandings and attitudes. Skim Introductory Activities in LIFE Menu for ideas to engage students in the first steps of inquiry.
CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS					
<input type="checkbox"/> Investigators and learners <input type="checkbox"/> problem solvers and implementers <input type="checkbox"/> producers and contributors		<input type="checkbox"/> communicators and facilitators <input type="checkbox"/> leaders and collaborators <input type="checkbox"/> supporters and advocates		These will be evidenced by /skills to be developed (e.g. we will be advocating when)	

IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT (“students know...knowledge and elaborations”)	SEQUENCE OF LEARNING OPPORTUNITIES	IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE (“students can...ways of knowing”)
<p>Which key concepts/knowledge are the focus of the unit?</p> <p>Will this be the students’ first or subsequent encounter with the key idea at this band level?</p> <p>How will the unit build on prior learning?</p>	<p>Skim Introductory Activities in LIFE Menus for ideas to engage students in the first steps of inquiry.</p> <p>Differentiation/links to Lifelong Qualities for Learners (LQL)</p> <p>Identify learning strategies, thinking skills, learning activities that will be embedded in the unit of work.</p> <p>How will the learning opportunities incorporate students’ context and questions, interests?</p> <p>Are lessons sequenced to maximise development of concepts and knowledge?</p> <p>Are there opportunities for students to demonstrate and apply their growing understanding?</p> <p>Which of the learning opportunities and resultant work samples will you be able to use as indicators of achievement?</p> <p>Do the learning experiences relate to the learning statements being assessed and allow for demonstration of what the student knows and can do?</p> <p>Identify how the selected values, attributes and abilities of the LQLs are being addressed</p> <p>Identify activities and strategies used to meet specific needs of individual/groups of students</p> <p>Which components of LQL in particular are being addressed in the unit?</p> <p>Which values, attributes and abilities will be developed through the chosen LQL components?</p> <p>Identify learning opportunities that focus on and develop the selected components of LQL.</p> <p>How will they be introduced to students?</p> <p>How will they be embedded in unit?</p> <p>Which learning experiences will develop them?</p>	<p>Assessment as, for, of</p> <p>What evidence will you gather and analyse to arrive at an informed decision about level of achievement of learning statement? (assessment of learning)</p> <p>Is evidence taken from a variety of sources? – observation of students at work, individually and in groups? Process of consultation with range of people? Analysis of student work samples both written and spoken? Self and peer assessment?</p> <p>Do assessment opportunities flow meaningfully from learning opportunities and foster student learning?</p> <p>At what key points in the unit will assessment information be collected?</p> <p>Are assessment opportunities varied, enabling students to demonstrate what they know and can do?</p> <p>Are there multiple assessment opportunities for each learning statement?</p> <p>By what criteria will achievement of learning statement be judged?</p> <p>What tasks will give an indication of student’s progress in achieving the learning statement(s)? Are students aware of this? To which part of the learning statement is assessment related?</p> <p>What aspects of students’ work indicate increasing achievement of learning statement? (assessment as learning)</p> <p>What techniques will be used to record the evidence of student achievement?</p> <p>What distinguishes the work sample of a student achieving the learning statement from a student not yet achieving the learning statement?</p> <p>If students are given a culminating, summative piece of assessment, will there be opportunities in the unit for students to demonstrate their developing mastery of the learning statement(s)?</p> <p>Where and how in work samples used to indicate achievement of learning statement have students demonstrated these key concepts/knowledge?</p> <p>Which assessment opportunities can be used to inform and shape teaching practice? (assessment for learning)</p>
EVALUATION OF UNIT		
<p>Was the purpose of the unit fulfilled?</p> <p>Was the unit relevant, engaging, challenging and developmentally appropriate??</p> <p>Were the resources adequate?</p> <p>Were knowledge and processes covered?</p> <p>Did the assessment opportunities produce work samples that demonstrate achievement or part thereof of outcome(s)?</p> <p>What further questions do students have as a result of their learning in this unit?</p> <p>What did you learn from students’ evaluation of the unit?</p>		