**Sample UNit PLanner – BLANK**

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| **UNIT TITLE/TOPIC** | | | | | BAND  YEAR GROUP | | | DURATION OF UNIT  TIME ALLOCATION |
| **CB** | **CC** | **CL** | **CW** | | KEY IDEA(S) | | | LEARNING STATEMENT |
| UNIT OVERVIEW (PERSONAL SCOPE STATEMENT) | | | | | | | | LINKS TO OTHER CURRICULUM AREAS |
| DEEP UNDERSTANDING/S | | | | | | ESSENTIAL QUESTION | | ASSESSMENT (AS, OF, FOR) |
| LEARNER PROFILE(S) | | | | | | STUDENT QUESTIONS | | RESOURCES /LINKS TO LIFE |
| CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS (LQL) | | | | | | | | |
| Investigators and learners  problem solvers and implementers  producers and contributors | | | | communicators and facilitators  leaders and collaborators  supporters and advocates | | | These will be evidenced /skills to be developed (we will be advocating when ….) | |

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| IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know…knowledge and elaborations") | SEQUENCE OF LEARNING OPPORTUNITIES  Differentiation/links to Lifelong Qualities for Learners | IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")  Assessment as, for, of |
| EVALUATION OF UNIT | | |