English Unit Plan

Unit Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year:\_\_\_\_\_ Curriculum Level/s: \_\_\_\_\_\_\_\_\_\_\_ Duration: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| Introduction: |
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| Values highlighted in this unit | How students will be encouraged to develop the selected value or values during the unit |
| Excellence – aiming high, persevering [ ]  |  |
| Innovation, enquiry and curiosity [ ]  |
| Diversity – culture, language, heritage [ ]  |
| Respect – for themselves and others [ ]  |
| Equity – fairness and social justice [ ]  |
| Community and participation for the common good [ ]  |
| Care for the environment [ ]  |
| Integrity – accountability, honesty, acting ethically [ ]  |

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| Key competencies highlighted in this unit | How students will be encouraged to develop the selected competency or competencies during the unit |
| Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage [ ]  |  |
| Relating to others – listen actively, recognise different points of view, negotiate, share ideas [ ]  |
| Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member [ ]  |
| Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions [ ]  |
| Using language, symbols and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding [ ]  |

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| ACHIEVEMENT OBJECTIVES |
| Making Meaning**Listening** [ ]  **Reading** [ ]  **Viewing** [ ]  | Creating Meaning**Speaking** [ ]  **Writing** [ ]  **Presenting** [ ]  |
| Processes and Strategies [ ]  | Processes and Strategies [ ]  |
| Purposes and Audiences [ ]  | Purposes and Audiences [ ]  |
| Ideas [ ]  | Ideas [ ]  |
| Language Features [ ]  | Language Features [ ]  |
| Structure [ ]  | Structure [ ]  |

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| LEARNING OUTCOMESStudents will… | How students will learnFor example:Through the use of effective literacy strategies, thinking tools, co-operative activities… |
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| Resources |
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| Key Vocabulary |
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| **ASSESSMENT**Note: “Assessment” is not synonymous with formal testing |
| **Diagnostic**What do they know?What can they do? | **Formative**Individual and group feedback & feedforward – What are they learning?What do they need to learn? | **Summative**What have they learned?Can the students explain how they learned it? (Opportunities for metacognition and student evaluation of activities |
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| Extension/enrichment activities provided for the following students:  | Activities provided: |
| Further support provided for the following students: | Support Provided |

**Teacher reflection and evaluation:** What impact did my teaching have on student learning? What evidence do I have?

What do the students still need to learn/do/practise/understand?