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 OUTCOMES  Students will… | How students will learn  For 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?