Teaching and learning unit: <unit number> <unit name>

<curriculum area(s)> <level(s)/band(s)>

**Use this teaching and learning unit template to plan a teaching and learning unit for a specific curriculum area or to plan an interdisciplinary unit.**

**Hint:** Use your completed **curriculum area map** and your completed **curriculum area plan** to help populate this teaching and learning unit.

# Overview, including Victorian Curriculum F–10 links

| **Description of the teaching and learning unit** | **Cohort considerations (in relation to this teaching and learning unit)** |
| --- | --- |
| <Give an overview of the teaching and learning unit, including duration.> | <Describe the cohort. Include all information relevant to developing your teaching learning unit, such as:   * relevant student data and information * differentiation and individualisation needs.> |
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## Content description links and associated achievement standard links

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| --- | --- |
| **Content description link(s)** | **Achievement standard link(s)** |
| <Copy and paste the focus content description(s) here (refer to your completed curriculum area map if you have one).> | <Copy and paste the focus achievement standard sentence(s) here (refer to your completed curriculum area map if you have one).> |
|  |  |

## Continuum of learning

### Achievement standards

| **Level <number>** | **Level <number>** | **Level <number>** |
| --- | --- | --- |
| <Copy and paste the relevant achievement standard sentence(s) here for the **level before the focus level**.> | <Copy and paste the relevant achievement standard sentence(s) here for the **focus level** (refer to your completed curriculum area map if you have one).> | <Copy and paste the relevant achievement standard sentence(s) here for the **level after the focus level**.> |
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### Content descriptions

| **Level <number>** | **Level <number>** | **Level <number>** |
| --- | --- | --- |
| <Copy and paste the relevant content description(s) here for the **level before the focus level**.> | <Copy and paste the relevant content description(s) here for the **focus level** (refer to your completed curriculum area map if you have one).> | <Copy and paste the relevant content description(s) here for the **level after the focus level**.> |
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## Other curriculum links and notes

<Tables for links to the Victorian Curriculum F–10 Version 2.0 cross-curriculum priorities and capabilities will be added to this template after these curriculum areas are published.>

# Essential questions

| **Essential questions to foster inquiry, understanding and transfer of learning** |
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| <List any inquiry questions included in your curriculum area or write your own essential questions.> |
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# Assessment and learning sequence details

| **Assessment task name and type** | **Link to achievement standard** | **Moderation** |
| --- | --- | --- |
| <Enter the assessment task name and type recorded in your completed curriculum area map.  Include all assessments (including pre-assessment, formative assessments and summative assessments) and detail when they will occur during the unit.> | <Give the relevant link to the achievement standard. (refer to the achievement standard link(s) section above).> | <Add opportunities for moderation.> |
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| **Week** | **Lesson** | **Learning goal (e.g. learning intention and success criteria)** | **Lesson elements** | **Differentiation and/or individualisation** | **Assessment** | **Resources** |
| --- | --- | --- | --- | --- | --- | --- |
| <Insert week no.> | <Insert lesson no.> | <Outline the learning intentions and success criteria for students.> | <Outline the lesson elements, considering any school-specific teaching and learning framework and/or pedagogical choices.> | <Identify any specific differentiation and/or individualisation required for specific students.> | <Add the assessment name, if required.> | <List key supporting resources.> |
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# Unit reflection

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| <Throughout and at the end of the unit, evaluate the teaching and learning unit and refine and adjust as necessary.  Reflection questions:   * How does the teaching and learning unit provide evidence of student learning and progress? * Does the teaching and learning unit: * specify the content descriptions addressed in the unit * specify the achievement standards addressed in the unit * include the resources and activities used to develop knowledge and skills * provide for a range of student abilities * specify the assessments used to monitor and progress student learning * provide guidance about the approximate time required for the unit? * Considering your responses to the questions above and other relevant reflections, how can the teaching and learning unit be improved? * How will the evidence of student learning from this teaching and learning unit influence the subsequent teaching and learning unit?> |
|  |