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 a multidisciplinary unit.**

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

# Overview

| **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.  Include duration (including number of weeks and lessons). Use headings and subheadings as appropriate.> | <Describe the cohort. Include all information relevant to developing your teaching learning unit, such as:   * relevant student data and information * differentiation and individualisation needs.> |
| Duration  Weeks:  Lessons: |  |

## Continuum of learning – Victorian Curriculum F–10 links

## Achievement standards

| **Level X (level before focus)** | **Level X (focus level)** | **Level X (level after focus)** |
| --- | --- | --- |
| <Copy and paste the relevant achievement standard sentence(s) from the Victorian Curriculum F–10.> | <Copy and paste the relevant achievement standard sentence(s) from the Victorian Curriculum F–10; refer to your completed curriculum area map(s).> | <Copy and paste the relevant achievement standard sentence(s) from the Victorian Curriculum F–10.> |
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## Content descriptions

| **Level X (level before focus)** | **Level X (focus level)** | **Level X (level after focus)** |
| --- | --- | --- |
| <Copy and paste the relevant content description(s) and/or code(s) from the Victorian Curriculum F–10.> | <Copy and paste the relevant content description(s) and/or code(s) from the Victorian Curriculum F–10; refer to your completed curriculum area map(s).> | <Copy and paste the relevant content description(s) and/or code(s) from the Victorian Curriculum F–10.> |
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## Other curriculum content

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| **Capability** | **Achievement standard link(s) and assessment notes** | **Content description link(s) and teaching and learning notes** |
| <Name of capability ([Critical and Creative Thinking](https://f10.vcaa.vic.edu.au/capabilities/critical-and-creative-thinking/introduction), [Ethical Capability](https://f10.vcaa.vic.edu.au/capabilities/ethical-capability/introduction), [Intercultural Capability](https://f10.vcaa.vic.edu.au/capabilities/intercultural-capability/introduction) and/or [Personal and Social Capability](https://f10.vcaa.vic.edu.au/capabilities/personal-and-social-capability/introduction)).> | <If you are teaching and/or assessing a capability, copy and paste the relevant achievement standard(s) from the Victorian Curriculum F–10.> | <If you are teaching and/or assessing a capability, copy and paste the relevant content description(s) and/or codes from the Victorian Curriculum F–10 and add teaching and learning notes.> |
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## Cross-curriculum priorities

| **Cross-curriculum priority** | **Teaching and learning notes** |
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| <Name of cross-curriculum priority ([Aboriginal and Torres Strait Islander Histories and Cultures](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction), [Asia and Australia’s Engagement with Asia](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/asia-and-australias-engagement-with-asia/introduction) and/or [Sustainability](https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/sustainability/introduction)).> | <If you are making a connection to a cross-curriculum priority, provide the relevant organising element(s) and note the relevant teaching and learning.> |
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## Essential questions

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| **Essential questions to foster inquiry, understanding and transfer of learning** |
| <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** | **Linked achievement standard(s)** | **Moderation** |
| --- | --- | --- |
| <Enter the assessment task name and type (refer to 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(s); refer to the achievement standard(s) section above.> | <Add opportunities for moderation.> |
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| **Week** | **Lesson no.** | **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 achievement standards addressed in the unit * specify the content descriptions addressed in the unit * include the resources and learning 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 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 subsequent teaching and learning units?> |