**Name of Course:**

**Title of Unit:**

**Grade/Block(s): \_\_\_\_\_\_\_\_\_ Duration of unit: (how many classes?)**

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| **Big Idea/Theme** |
| **Curricular Competencies**  |
| **Curricular Content** |
| **Core Competencies** |
| **Teaching Topics & Recipes in order (Sequence of lessons)** *\*I suspect your SA/FA also want to see the actual recipes as attachments to the Unit overview?* |

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| Lesson #/Title/  | Topic/Recipe (Design Recipe?) | Notes *(might include prelim ideas about assessment or teaching methods)* |
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| **The following details plus a detailed scope and sequence (learning path) of lessons will be required for the Detailed Unit Plan.** |
| **Materials & Resources***It may be helpful to consider and share resources that would support learning throughout this unit.**Teachers also have autonomy to use the resources that they feel will best support student learning.*  |
| **Assessment (summative and formative)*** *How will you (and students) know what they have learned? Assessment involves gathering evidence of what students could say, make, write or do, to demonstrate their learning.*
* *Action verbs are central when considering the types of assessment, we want our students to experience.*
* *Remember to align the assessment or check in points to specific learning outcome(s) in the unit. Assessment is aligned when it offers students a chance to demonstrate the intended learning from the learning outcome(s). Actually NOTE in the scope and sequence of the lessons where, what, how you will assess (Formative & summative)*
 |
| **Learning Intentions (SWBAT or I can statement) – for detailed Unit plan***A learning intention for a lesson or series of lessons is a statement that describes clearly what the students know, understand, and will be able to do as a result of learning and teaching activities.* *Learning intentions help make clear, in student friendly language what students are learning. Discussing the learning intentions with students will ensure that student friendly language is used and clarity in the intended learning is present.* *Learning intentions are always linked to one or more learning outcomes in the specification.****We are learning to….******Consider, reflect upon, describe… Context of your learners… who are they?*** |
| **Reflection (after teaching)** |
| **Individual** *During and having completed the unit of learning, you may wish to consider questions such as;** *Did the selected learning outcomes integrate well together?*
* *What learning intentions did I share with the students in my class? Were these learning intentions suitable for my students?*
* *What learning experiences did I create with my students?*
* *Would I change any of the agreed assessment checks?*
* *How might we return to these learning outcomes in a future unit of learning?*
 | **Department** |