Unit plan

This document is an editable unit plan template based on the format produced by Ochre Education and the Australian Education Research Organisation (AERO). Annotated examples of how this document can be used, using Ochre Education lessons as examples, are available [here](https://www.edresearch.edu.au/resources/ochre-example-unit-plans).

# Subject: [Subject name] Year level/stage: Year #

|  |  |  |
| --- | --- | --- |
| Length | Unit name and Australian curriculum links | Unit objectives |
| [00] lessons[00] weeks class time | [Unit name]* [Curriculum link]
* [Curriculum link]
* [Curriculum link]…
 | Students should be able to:* [Question 1]
* [Question 2]
* [Question 3]
* [Question 4]…
 |

|  |  |
| --- | --- |
| Learning sequence and mastery learning – Pre‑requisite units/skills | Learning sequence and mastery learning – Post units/skills |
| [Insert text] | [Insert text] |

# Unit learning objectives

|  |  |  |  |
| --- | --- | --- | --- |
| **Understanding** | **Knowledge** | **Skills** | **Vocabulary** |
| Students will understand:* [Item 1]
* [Item 2]
* [Item 3]
* [Item 4]…
 | Students will know:* [Item 1]
* [Item 2]
* [Item 3]
* [Item 4]…
 | Students will be able to:* [Item 1]
* [Item 2]
* [Item 3]
* [Item 4]…
 | [Vocabulary] |

# Evidence of learning

What evidence will we look for to determine whether students have made progress and mastered the tasks in this unit?

What will understanding and skill look like?

## Task 1

[Task 1 outcome]

## Task 2

[Task 2 outcome]

## Task 3

[Task 3 outcome]

# Lesson stages

| **Lesson** | **Review and recap**Mastery learning | **New learning** | **Formative assessment**Check for understanding |
| --- | --- | --- | --- |
|  | What skills and knowledge should students practice as part of their introduction?What skills and knowledge are required for this lesson?How will students retrieve this knowledge? | What knowledge will be introduced in this lesson?How will the new learning be broken down to avoid overloading students?How will the new learning be spaced?How will the new learning be broken down into smaller chunks? | How will we know if students have mastered the skills and content? How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment? |
| **Lesson 1**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 2**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 3**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 4**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 5**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 6**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 7**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 8**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 9**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |
| **Lesson 10**[Lesson name] | [Insert text] | [Insert text] | [Insert text] |