

Please note all text in **RED** is an annotation to help you plan using this template format.

Remember to continually refer to the SLG task description and assessment rubric when planning your submission.

Unit Topic:	Curriculum Level Levels 5/6
HUMANITIES DOMAIN FOCUS GEOGRAPHY - Describe and explain the diverse characteristics of places in different locations from local to global scales (Victorian Curriculum, 2017, VCGGC085) - Identify and describe locations and describe and explain spatial distributions and patterns (Victorian Curriculum, 2017, VCGGC086) - Describe and explain interconnections within places and between places, and the effects of these interconnections (Victorian Curriculum, 2017, VCGGC087)	
Cross Curriculum Links : History: English:Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (Victorian Curriculum, 2017, VCELY358) Math: General Capabilities: Creative + Critical Thinking :Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities (Victorian Curriculum, 2017, VCCCTQ021) Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (Victorian Curriculum, 2017, VCCCTM03)	
RATIONALE: Pedagogical Scope Approach-Which Inquiry approach e5, Murdoch Model ? (see Reynolds chapter 2 for help/explanation) Topic Choice-Why appropriate to Year level? Why is this topic important –key concepts/knowledge/ problem-solving, critical thinking skills, etc Global Curriculum Connections	
Key Concepts Change, Sustainability	

Knowledge Identification of arguments and evidences, counter arguments and counter evidences: Use of questioning and strategies for exploring alternative perspectives and ideas:	
Skills Observing, Questioning, Planning, Interpreting, Analysing Understanding relationships	
Learning Outcomes WHAT do I want the children to know at the end-in terms of concepts, understandings, skills What connections can be made to Curriculum Standards? (does the context lead to learning outcomes standards?)	
Big Picture QUESTION Framing question for the Inquiry-How/ When? –open ended big picture question	
KEY FOCUS QUESTIONS Eg. What factors effect coastal erosion? In which parts of Australia is coastal erosion most damaging? Why?	
Assessment Techniques and Strategies -overview	
Assessment for learning:	What assessment techniques/tools/strategies will provide evidence of student learning and outcomes?
Assessment as learning:	
Assessment of Learning:	

Unit Plan				
Teaching Sequence	Learning Intentions	Teaching / Learning Strategies	Assessment Focus	Teacher Resources Web Links
SESSION 1	What do we want students to understand? (How do these understandings link to the 'big idea'...) to be able to do? and to be?	Specific, explicit teaching strategies eg. Modelling Concept map-brainstorm Small group Work- Pair work	How will we know they have learned these things?	Artifacts, Mind Map template KWL template
		Strategies for differentiation	Eg. Formative -KWL	
		Articulation of strategies to ensure a differentiation for students. How do I cater for a diverse group of learner abilities?		
SESSION 2/3/4/5/6	Repeat above			
SESSION 5			Culminating project/Investigation?	
REFERENCES List of teacher reference books, children’s texts, Curriculum web sites, eg. National Geographic, etc.				