Sample planning pro forma

K-10 Languages unit of work

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| Key Concepts | Why does the learning matter? | Students learn about and learn to statements: | Structures and socio-cultural content: |
| * List your key concepts here, in dot point form, using the statement “I want my students to know that…” to help articulate each key concept. | * There should be at least one matching statement for each key concept. * The statement should explain why the learning of the key concept matters for student learning, and should relate to the syllabus outcomes. | * Select and enter these direct from the syllabus without alteration then, if appropriate, add contextual detail and examples that relate to the unit. * Limit your selection to the key ones for the unit of work to make your emphasis explicit. There should be a matching statement for each ‘learn about’ in the ‘learn to’ section. | * An example of each structure should be listed in the target language. |

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| Resources |
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| Targeted outcomes | Building the field | Teaching and learning activities | Evaluation and variation |
| * Select outcomes from the syllabus appropriate for the unit of work. * If you write them using the syllabus codes only, it is recommended that all outcomes be presented in full at the front of your teaching program for easy reference. * Alternatively, you might prefer to enter them in full in this part of the proforma. | This section should explain how the context of the unit will be established by drawing on students’ background knowledge, cultural knowledge and prior learning. | What do you want them to do? Consider how the activities will reflect the elements of the intellectual quality dimension of the NSW model of pedagogy. For each activity, consider if elements of the quality teaching framework are reflected, as appropriate to the activity.  This section should:   * list the activities in which students will engage * show the sequence of activities * show how students’ learning will develop * include a culminating activity that brings all the learning of the unit together   When teaching the unit, consider ticking off and dating the activities as your record of progress through the unit (so that your unit of work can become a register).  Note: Activities marked \* could be used for assessment | * What worked well? * What didn’t work well? * What considerations should be made when next teaching this topic? |

Teacher name:

Teacher signature:

Date: