

University of Canterbury College of Education Technology Education Unit Planner Explanation

See my guidelines for writing a unit of work in technology for more detail.

Age and Level: Although students in any class will be working at different level this gives an indication where the bulk of the class will be working. Give Age of children and the Curriculum level.

Stimulus/ Situation: This part should contain information about how you will introduce or motivate the students. It should foster a student centred approach and be exciting, authentic and possibly imaginative.

Identified the need or opportunity: States the need or opportunity for problem solving. This will form the focus of the unit. Outcomes will be developed to meet this need or opportunity

Material/Equipment: Identifies the equipment and materials needed for the unit. Be as detailed as possible. This will help you with your organisation and planning

State the **topic**. Link this to the tangible outcome.

Coverage: Provides you with a summary of the achievement objectives that you will cover within a unit. Remember you need to cover achievement objectives from all three strands in EVERY unit. Assessment in technology is holistic. The assessment should give you opportunity to assess at key stages during the unit. Highlight the achievement objects you plan to assess

Name the **technological area** that is a focus in the unit. This focus should be evident in the learning intentions and experiences. Additional learning from other technological areas may occur incidentally. Justify the major by noting what the learning in this area

Big Understanding: What do you want the children to come away from the unit with? This may relate to processes, skills, understanding of social and environmental issues. It must be more than just content knowledge. What learning will endure?

Give an explanation of the **material, energy and or information transformations** evident within the unit.

Highlight the **health and safety** hazards and issues evident within the unit. This is very important as it is proof that you have considered risks and risk. Don't forget to then teach safe practice as a part of the unit management.

Information, Web Sites, Books / Community Resources, visits or visitors: Identifies information and community resources which are needed for the unit. This needs to be detailed and specific where possible. Highlight organised visits /visitors to be arranged early in the unit. Names, phone numbers and other details help planning and are a great reference for the future. Remember this is your plan.

Unit Summary: Give a brief outline of the whole unit here. Helps to give you an idea of what is involved in the unit. Put this in sequential order for teaching.

Vocabulary: The new words/terms which the students have not come across before. They may include words from tech. areas, processes, principles etc. Introduce them to students.

Achievement Objectives and Strands	
PP BD OD&E	TM TP TS
CoT	CoTo
Stimulus/ Situation:	Technological Area: (justify)
Technological Need or Opportunity:	Big Understanding:
Materials/ Equipment:	Transformations: (relates to identified need)
Information, Web Sites, Books / Community Resources, visits or visitors:	Health and Safety Considerations:
	Unit Summary:
	Vocabulary: (new to children)

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Please Note: Copy this page as often as you need it. I would expect two for most units

Technology Learning Intentions:
 Identify and note the learning you need the children to participate in. What you think the students need to learn so that they can move on to the next step of their technological practice.
 Write them in sequential order for teaching. Make sure you are identifying the **technological** learning.
 Remember you need to cover learning from achievement objectives from all three strands in EVERY unit. Always cover learning from all of achievement objective 6a.b.c&d..

Learning Experiences :
 Consider what activities will allow the students to learn what you need them to learn. Write learning experiences that relate to the relevant technological practice to be covered. Write them in sequential order and make sure you have the students participating in learning experiences that relate to all three strands and relates to their level of understanding. Make learning experiences varied and child centred.

Technological Learning Evidence :
 Identify what you think the students need to gain from the learning experience so that they can move on the next step of their technological practice. Then think about how you will know whether this learning has taken place. Evidence of learning will be **tangible** evidence and something that can be used for assessment purposes when clear criteria for success have been established. Just state the actual evidence, do not repeat the learning experience. Bullet point and or a phrase is enough e.g.: list of, chart showing....., graph summarising

Technology Learning Intentions <i>The students are learning to...</i>	Learning Experiences <i>The students will.....</i>	Strand & AO links	Technological Learning Evidence	Technology Success Criteria for Assessment at 2-3 Key Stages

Technology Success Criteria for Assessment at 2-3 Key Stages:
 You need to identify two or three key stages in the unit when assessment will occur.
 For each identified key stage write 3-4 specific success criteria. Ask yourself what does successful learning look like?
 The success criteria you write may allow for assessment of a number of different learning intentions. They can be used for self, peer and teacher assessment and are used in conjunction with the evidence of learning.
 Assessment in technology is holistic. The key stages you determine may allow for assessment of a number of different learning intentions.

State **links** to Strands and AO. Just abbreviate the Strands and use the AO letters. Strands use upper case letters. E.g.
 Tech Prac: PP, BD, OD&E
 Tech Kn: TN, TP, TS
 NoT: CoT, CoTo.
 State the level here only if it differs from what you have stated on Page One

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Key Competencies:

Highlight the key competencies that are evident in this unit and state how they are being met. It might be a good idea also to state whether they are introduced and taught in the unit or whether they are being practiced.

Curriculum Links: Note here obvious links to other curriculum areas. The process areas of Maths and English may be particularly relevant here.

Links to Key Competencies Manage Self Relating to others Participating and Contributing Thinking Using Language, symbols and text	Links to Curriculum areas: The Arts English Learning Languages Mathematics and Statistics Science Social Studies
Organisation	Bicultural Focus
Unit Evaluation	

Organisation:

Classroom organisation is a vital component of technology education. Students are frequently required to work collaboratively and cooperatively although at times they may work individually. This is where you explain this. Also mention when parent help is required and organisation for any visits or visitors planned.

Bicultural Focus:

You should be familiar with this now as it is required on all lesson and unit planning. Please do not leave it blank. When children are working together key Māori values are vital. And of course there are many other options to consider.

Put your **name** on the unit. You deserve the credit if you wrote it. If you have used ideas from another unit please reference it here

Unit Evaluation:

Complete a post unit evaluation. This will help you improve teaching and learning next time you attempt the unit. When doing a unit for an assignment for us we require you to write the questions that you think you need to ask yourself to be truly reflective about the unit and your teaching.

Values:

Outlined clearly in the curriculum. Again it might be a good idea also to state whether they are introduced and taught in the unit or whether they are being practiced. These may well be linked to your bicultural focus.