# Ako Panuku Unit Planner – 8 easy steps to unit planning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HŌTAKA** |  | **KŌWAE AKO** |  | **AKORANGA** |

**Kupu ārahi** — tuhia tō mahere anō nei mā tētahi atu e whakatinana.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | **HŌTAKA** | *Name of programme plan this unit links to* | WĀHANGA AKO  | *Name of the curriculum area* | **TAUMATA** | *Curriculum level (1-8)* |
| 2 | **KAUPAPA** | *Enter topic/name of the unit.* | **TE ROA** | *How many weeks/days will it take to deliver the unit?* | **#AKORANGA** | *How many lessons are in this unit?*  |
| **WHENU** | *Enter the related strand/strands from the curriculum area specified above.* |
| **WHĀINGA PAETAE**  | *Which specific achievement objectives from the curriculum does this unit cover? These should be a subset of those identified in the programme plan.*  | **PUTANGA AKO** | *Which specific learning objectives will this unit focus on? These should be related to the achievement objectives identified for this unit.*  |
| 3 | **NGĀ HONONGA**  | *Does this unit have links to other curriculum areas or strands? If so, explain how you can transfer ideas from other lessons to support learning in this unit, or vice versa.*  |
| 4 | **NGĀ AKORANGA** |  | **KAUPAPA** |
| 1 | *State the focus of each lesson. Add more rows if there are more than 6 lessons in this unit.*  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 5 | **NGĀ RAUEMI** | *Enter the resources that are available in the kura to support this unit, or additional resources that will be needed.*  |
| 6 | **TAHA REO**  | *What is the literacy of the curriculum area that needs to be covered in this unit? This may include technical language, specific genre, or expressions, or ways of saying things.*  |
| 7 | **TAHA AROMATAWAI**  | **Diagnostic assessment:** *What diagnostic assessment tools will you use to find out what students know or do not know, and can or cannot do in relation to this unit?* | **PAEARU AROMATAWAI** |
| *Specify the success criteria relevant to learning outcomes above.*  |
| **Formative assessments:***What formal and informal assessment opportunities/tools will you create to monitor student progress against the success criteria?*  |
| **Summative assessment:***What formal opportunities will you create in this unit for students to evidence what have they learned and to critically reflect and evaluate and explain how they learned it?* |
| 8 | **HE TĀPIRITANGA** | *Enter any additional information relevant to this unit—remember the plan should be written for someone else to follow, so include any information that would enable another teacher to deliver the unit.*  |