**Annotated version**

<table>
<thead>
<tr>
<th>Title of unit</th>
<th>Cycle &amp; Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject area</strong></td>
<td>What subject area you are teaching in?</td>
</tr>
<tr>
<td><strong>Goal for Activity</strong></td>
<td>What is the purpose of this activity? What will make the activity engaging for students?</td>
</tr>
<tr>
<td><strong>Rationale for Activity</strong></td>
<td>Why have you chosen this activity? How does it develop or reinforce the intended learning?</td>
</tr>
<tr>
<td><strong>QEP Subject Area Competencies</strong></td>
<td>What is the important curricular knowledge from the subject area competencies that you expect students to address as a result of this learning opportunity? (Explain the competencies instead of simply listing them)</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
<td>How will you present information and content in different ways? How will you differentiate the ways that students can express what they know? How will you stimulate interest and motivation for learning?</td>
</tr>
</tbody>
</table>

### ACTIVITY PLAN

**Student will know/understand/do as a result of this activity**

What key knowledge and skills will student acquire as a result of this unit (e.g. vocabulary, terminology, definitions, key factual information, critical details, important events or people, sequence and timelines)? What should students be able to explain, interpret, apply? How should students demonstrate perspective, display empathy or have self-knowledge (e.g. key/big ideas, generalizations, connections, applications, relationships)? What should they eventually be able to do as a result of their learning? (e.g. basic skills, communication skills, thinking skills, research, inquiry, investigation, study skills, interpersonal or group skills).

**Procedures**

This section should outline the step by step instructions for the activity. Consider the ages and abilities of the students you are working with. Most explanations benefit from multiple approaches i.e. Oral explanation that includes visual elements as well as an example or demonstration. You should also include a general sense of timing for each step e.g. 5 minutes.

- Step 1
- Step 2
- Step 3
- Step 4

**Assessment**

How will you know what students have learned? Understand? Can do? How will you cause students to reflect and rethink? How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding? How will help students to understand where they are going next?

### Broad Areas of Learning

- Health & Wellbeing
- Career Planning & Entrepreneurship
- Environmental Awareness & Consumer Rights & Responsibilities
- Media Literacy
- Citizenship & Community Life

**Explanation:**

Explain the specific broad areas of learning in relation to THIS learning instead of simply listing them: How does the intended learning promote Health and well-being, personal and career planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, or Citizenship and Community Life?

### Cross Curricular Competencies

- Uses Information
- Solves Problems
- Exercises critical judgement
- Uses Creativity
- Adopts effective work methods
- Uses information & communications technologies
- Achieves their potential
- Cooperates with others
- Communicates appropriately

**Explanation:**

Explain the cross curricular competencies in relation to THIS learning instead of simply listing them: How does the intended learning promote the intellectual, methodological, personal & social and communication related competencies?