

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

**Unit 2:**  
**Learning Area: Culture**  
**and Community**

**Module 4: Bringing it all**  
**together - Units of work**

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Name: ..... File N<sup>o</sup>:.....

Date commenced: ..... Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: ..... Date: .....

## Module 4: Bringing it all together – Units of work

### Module Introduction

Welcome to *Module 4: Bringing it all together – Units of work*.

This module focuses on the five culture and community primary syllabuses and teachers guides.

*Arts, Lower Primary Syllabus, 2004*  
*Arts, Upper Primary Syllabus, 2003*  
*Social Science, Upper Primary Syllabus, 2003*  
*Community Living, Lower Primary Syllabus, 2004*  
*Making a Living, Upper Primary Syllabus, 2003*  
*Primary Learning Outcomes for Grades 6, 7 and 8, 2003*  
*Arts Teacher Guide, Lower Primary, 2004*  
*Arts Teacher Guide, Upper Primary, 2003*  
*Social Science Teacher Guide, Upper Primary, 2003*  
*Community Living Teacher Guide, Lower Primary, 2004*  
*Making a Living Teacher Guide, Upper Primary, 2003*  
*Primary Learning Outcomes for Grades 3, 4 and 5, 2004*

We use syllabuses and teacher guides together to understand the way the subject content, learning outcomes and elaborations can be organised into integrated or subject-specific units of work.

To do this module you will need access to all the documents listed above. These are shown on pages 4-7 of the *Unit Introduction*. All activities in this module are based on these documents.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your *Learning Contract* found towards the end of this study guide.

## **Module learning outcomes**

When you have worked through this module, you, the learner, can (are able to):

1. explain to others how to develop a unit of work
2. develop a unit of work based on one or more learning outcomes from the same subject
3. develop an integrated unit of work based on one or more learning outcomes from more than one subject
4. explain how to assess a unit of work
5. develop an assessment plan for a unit of work.

## Section 1: What is a unit of work?

*Units of work can be developed individually or as a team. If there is more than one teacher in your school teaching the same grade then it is a good idea to collaborate on the development of units of work, designing possible student activities and assessment tasks. The outcomes provide the focus of a unit of work.*



**A unit of work is a series of sequenced teaching, learning and assessment activities that students do to achieve one or more learning outcomes within a specified period of time.** In an outcomes-based approach, the starting point is the Learning Outcomes.

A unit of work identifies

- Grade and subject
- Strand and sub-strands
- Title of the unit
- Number of hours or lessons
- Learning outcomes and indicators
- Purpose for the unit, including skills, knowledge and attitudes
- Links to other subjects
- Teaching and learning strategies (methods)
- Assessment
- Teaching program
- Lesson plans
- Resources

A unit of work can be developed from

- Learning outcomes in a single subject strand
- Learning outcomes in different strands in a subject
- Learning outcomes from two or more strands or subjects from one grade (an integrated unit of work)
- Learning outcomes from a single subject strand across grades (a multi-grade unit)
- Learning outcomes from different strands across different grades (an integrated, multi-grade unit)



**Browse through the following pages of your culture and community teachers guides to see how units of work are developed and structured.**

*Arts Teacher Guide, Lower Primary: pages 27-33*

*Arts Teacher Guide, Upper Primary: pages 18-30*

*Social Science Teacher Guide, Upper Primary: pages 24-49*

*Community Living Teacher Guide, Lower Primary: pages 24-31*

*Making a Living Teacher Guide, Upper Primary: pages 37-58*



**Compare what you do now when planning a unit of work with what is suggested in the teacher guides. Note the similarities and differences in the table below.** (An example has been done for you)

Similarities - When preparing a unit of work I already .....	Differences – When preparing a unit of work I usually don't ....
1. Name the grade the unit is designed for	1. List strand outcomes

## Section 2: Steps to developing a unit of work



These steps are a guide and may look jumbled up. Some teachers will complete the steps in the process in a different order, but eventually all steps will be covered.

Step 1	Study the content overview from the syllabus/es that shows the strands, sub-strands and learning outcomes. (if you are planning an integrated unit you need to look at most or all the syllabuses)
Step 2	Estimate how many lessons or weeks will be needed to complete the unit of work
Step 3	Identify the outcomes with similar concepts or processes (the links between subjects). It may be easier if you make links between sub-strands first  For both LP and UP you can cluster the outcomes – about 4 – from across the subjects that link naturally together and identify a theme that describes these links
Step 4	State the purpose of the unit, summarising in two or three sentences what students learn/achieve during this unit. Refer to the learning outcomes.
Step 5	Identify the knowledge, skills and attitudes that underpin the outcomes that you want the students to demonstrate in the unit of work. (use outcomes and indicators from the syllabus/es and the elaborations from the teacher guides)
Step 6	Develop and sequence teaching and learning activities that help students to learn and demonstrate the knowledge, skills and attitudes (read the elaborations in the teacher guides for some ideas on activities and/or use activities you have developed yourself)
Step 7 (mainly for lower primary)	State the language of instruction for teaching and learning activities and assessment tasks (and develop activities for language learning outcomes in the unit of work that incorporate bridging approaches)
Step 8	Develop an assessment plan which includes a schedule, tasks that allow students to demonstrate the knowledge, skills and attitudes in the outcomes, criteria with descriptors, and recording and reporting details
Step 9	Develop teaching programs for the unit of work by lessons, weeks or terms, (using your own programming format)
Step 10	List relevant resources and materials, particularly local resources
Step 11	Think about what you will do with the evidence of student achievement of outcomes

- Re-number these steps in the most logical sequence for you.



### Scenario

Here is Mr Kape's rough draft of a unit of work for a single outcome (4.1.1) from the *Community Living, Lower Primary Syllabus* (page 15). Mr Kape selected the outcome from the syllabus. Next he went to the elaborations section of the *Community Living Teacher Guide, Lower Primary* (pages 33-34). Here he decided to focus on the following:

- Content – why work?, categories/types of work or workers
- Processes and skills – investigate, observe, discuss
- Attitude – positive work ethic and commitment.

Mr Kape jotted down his ideas in a table, including teaching strategies and assessment methods that would make sure students achieved the learning outcome.

	Outcome/ indicators	Assessment task	Strategies	Content
<i>Strand - Community</i>  <i>Sub-strand - people</i>	<i>Investigate work people in communities undertake</i>	<i>Student to select best description of..... story about ..... or interview transcript of... to include in portfolio</i>	1. Brainstorm – why work? 2. Develop a glossary and discuss meaning of terms 3. List types of work in categories 4. Select one from each category and describe the job or write a story about it or interview a worker	<i>Categories/types of work or works</i> <i>Reasons for working</i> <i>skills of investigative, observing and discussing</i> <i>Positive work ethic and sense of commitment</i>

The learning outcome stated ‘Investigate work people in communities undertake’. Mr Kape expects his students will achieve this outcome by discussing and classifying different categories of work and investigating four types of work in more detail. After deciding his assessment criteria, Mr Kape caters for the different learning needs of his students by allowing them to choose to present their findings as a description, story or interview. Students are then able to select their best piece of work for assessment.



**Study the steps for developing a unit of work (previous pages) closely and Mr Kape’s draft unit. What steps did Mr Kape leave out?**

- Now it is your turn to develop a draft of a unit of work for one learning outcome. You may work with a colleague for this activity. Use outcome 8.1.2 from the *Social Science, Upper Primary Syllabus - Analyse how physical environments influence human settlement patterns in the world - for your example*. Use the sequence provided in the *Social Science Teacher Guide* or that provided in the table on page 8.



**Read the elaborations for this outcome on pages 53-54 of the *Social Science Teacher Guide, Upper Primary*.** You will also have to read page 13 of the *Social Science, Upper Primary Syllabus*. Then follow the steps outlined on pages 26-30 of the *Social Science, Teachers Guide, Upper Primary*.

- Your draft unit of work should list the topics and activities and two assessment tasks based on the syllabus and outcome elaborations.
- Use the table below to guide your draft. Some information has already been completed for you.
- The questions that can help with your planning are listed on page 9. Read them.

<b>Unit of work: (Title)</b>	
<b>Grade</b>	8
<b>Strand Sub-strand</b>	Environment and resources
<b>Time</b>	4 weeks
<b>Learning outcome</b>	8.1.2: Analyse how physical environments influence human settlement patterns in the world
<b>Purpose</b>	
<b>Assessment methods and tasks</b>	
<b>Learning / Teaching strategies and/or activities</b>	
<b>Knowledge, skills and understandings</b>	

1. What's it that the students have to learn and achieve?  
This question relates to the outcomes
2. What's the best way to find out if my students have achieved the outcomes?  
This question relates to assessment decisions
3. What are the best activities to assist my students to achieve the outcome?  
This question relates to learning learning and teaching strategies and activities
4. What is the most appropriate content (knowledge, skills and attitudes) to enable my students to achieve this outcome? This question relates to the elaboration in the teacher guides.

In this sequence of questions, content is thought of as the means of enabling students to achieve the outcome and not as an end itself.

You may wish to start with the 'content' (Question 4) as suggested in the teacher guide.

## Section 3: Integrated units of work

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Study the sample integrated unit of work in the *Community Living Teacher Guide, Lower Primary* pages 25-28. The unit is based on a theme and incorporates learning outcomes from Community Living, Language and Arts.

Now study the ‘Strand: Trading’ details on pages 40-41 of the *Community Living Teacher Guide, Lower Primary*.



Compare the knowledge, skills and attitudes listed in the sample unit (page 26) with the same items listed in the elaborations (page 40-41).

- Highlight those items from Community Living that have been selected for use in the integrated unit.



It is reasonably easy to find the content that is appropriate for achieving a learning outcome, but we must also link the recommended processes and skills with teaching and learning activities and assessment tasks.

Study the recommended processes and skills for learning outcome 5.2.1 on page 40 (*Community Living Teacher Guide, Lower Primary*) and the teaching and learning activities and assessment tasks on pages 27-28. Notice how opportunities have been provided for students to learn and practice their skills.

One skill listed is ‘*draw and interpret flow charts/graphs/maps*’. Activities 8, 11, 13 allow students to develop and practise this skill.

Another skill listed is ‘*record and list*’. Activities 1, 6, 9, 10, 15 allow students to develop and practise this skill.



Let us now look at details of Outcome 6.2.4 in the *Making a Living Teachers Guide, Upper Primary* pages 26-28 and the sample unit of work for a project on pages 43-45.

The outcome states ‘identify resources and a range of tools and equipment required for handicrafts and apply the skills in a familiar practical situation.’ The practical project chosen to achieve this outcome is to ‘make a desktop cover’.



**Brainstorm with a group of grade 6 teachers other practical projects that could also be used to achieve outcome 6.2.4. List the suggestions here.**

- Which Making a Living skills listed on page 28 are used or developed in the learning activities listed on page 45?



**Notice that there are measuring, calculating and estimating skills used to complete the desktop cover project.** There are also drawing, weaving and pattern-making skills used to complete the desktop cover project. These skills can also be found in the Mathematics and Arts syllabuses.



**Study the sample integrated unit of work in the *Social Science Teachers Guide, Upper Primary* pages 47-49.**

- Identify the learning outcomes (and subjects) covered in this unit of work.



**With a colleague or group of teachers from the same grade, study the Upper Primary Learning Outcomes Chart or the Lower Primary Learning Outcomes Chart and select outcomes from three subjects that could be linked for a unit of work.**

- Record the outcomes here, as well as the name of the unit and its purpose.

Unit name:

Unit purpose:

Subjects/syllabuses	Selected outcomes

## Section 4: Assessing units of work

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Each of the teacher guides describes a process for developing assessment tasks in units which is summarised below.

- Decide on the best assessment method to gather information you need about the student's learning for this unit of work: observation, analysing samples of work, etc. (refer to the assessment recording and reporting section in the lower primary syllabuses)
- Identify the assessment tasks from teaching and learning activities for the unit of work
- Identify the most appropriate person to conduct the assessment task – such as yourself, the student, student peers, a community resource person
- Decide the number of assessment tasks necessary to gather all the information you need
- Decide if you are going to conduct on-going assessment
- Keep the number and nature of the tasks manageable for yourself because you have to manage seven subjects and be fair to the students
- Sequence the tasks to line up with your teaching and learning activities. Decide the best time to assess students, remembering you have to give them time to learn and practise the knowledge and skills formatively
- Include your assessment tasks within your unit plan



Before you commence any of the following activities, go back to Module 3, pages 8-9 and reread the definitions relating to assessment.

In this module we have looked at units of work from

*Social Science Teachers Guide, Upper Primary* pages : 26-30 and 47-49

*Community Living Teachers Guide, Lower Primary*: pages 24-31.

*Making a Living Teachers Guide, Upper Primary*: pages 43-46.

Each of these units of work has included an assessment plan or assessment tasks.



Study the assessment plans and assessment tasks described in the units of work with one or more colleagues and discuss whether they are different from your current practice.



With the help of your colleague/s, prepare a presentation to explain to a group of teachers how to do an assessment plan.

Use an example from the upper or lower primary Arts syllabuses to help with your explanation.

- For the outcomes you selected on page 12 of this module, develop an assessment plan. Use the table on the next page to identify assessment methods and strategies.

<b>Possible assessment methods</b>	<b>Possible assessment tasks</b>

## Module Summary

Congratulations! You have come to the end of this module! In doing so you have worked your way through the five Culture and Community syllabuses and teacher guides and have done the many tasks and activities designed to make it easy for you to learn and apply your learning.

This module focused on developing a subject-based unit of work based on one or more outcomes from the same subject and an integrated unit of work based on outcomes from two or more subjects. A sequence for developing a unit of work was illustrated with examples and steps to planning assessment were identified.

You have seen that there are two ways of developing a unit of work. One way is by using the steps given in the teacher guides. (page 6 of this module) The other way is by answering the four questions on page 9 of this module.

You should have by now developed certain knowledge, understandings, insights and skills as they relate to reform curriculum in the context of your work. All this should help you to perform well in your work.

At this point let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the module are copied here. For each of the outcomes how do you assess yourself - Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. explain to others how to develop a unit of work?	
2. develop a unit of work based on one or more learning outcomes from the same subject?	
3. develop an integrated unit of work based on one or more learning outcomes from more than one subject?	
4. explain how to assess a unit of work?	
5. develop an assessment plan for a unit of work?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence that will support the achievement of each of the outcomes. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember these *module outcomes* help you achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

**Additional space for your notes**

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