



Unit of Work – Nakara Primary School

Teacher/s and Class:

Mr. Richard Lay 3/4 Lay

Date:

20/07/09

Unit Title:

My Place

Year Level/s:

Year 3 and 4

Duration of Unit:

9 weeks (one term) 4 x 40 minute lessons each week

Class Context:

Class consists of 24 students 2 of which have histories of disruptive behavior. And can be a distraction to the rest of the class. They have the ability to work but are both easily distracted and play on each other. A majority of the students are at a Band 1/2 level with ¼ at Band 2 level. There is one student that is at risk and in some instances working at a KGP3 level.

What have the students already learned? (Pre Teaching)

The students know about history and how some things have shaped how they live today.

The students today are reliant on technology and may not know how life existed 100 years ago.

Brief description of the unit:

This unit is integrated to include ongoing English outcomes. Looking at the book My Place by Nadia Wheatley the students will be able to see the impact over time that we have had on the natural environment and how this has affected how we live today. Using this illustrated information to compare and contrast the local environment in which the students live.

Key Learning Area Outcomes: *Beware of 'Death by a Thousand Outcomes' (to be assessed and included in written reports)*

EsseNTial Learnings: Collaborative 1, Inner 3

SOSE: Environment: Place, Landforms and Features 1.1, 2.1, 3.1 and Social Systems and Structures: Time, Continuity and Change 1.1, 2.1, 3.1.

ONGOING LEARNING ENGLISH OUTCOMES

English/ESL: Reading and Viewing 1.1, 2.1, 1.2, 2.2, 1.3, 2.3. Writing 1.1, 2.1, 3.1, 1.2, 2.2, 1.3, 2.3

Rationale: *Why do I want them to learn these things?*

So as the students will have a better understanding of how indigenous life was back then and how European colonisation has changed the way they live. The book also looks at how the landscape has changed over the course of 100 years and how we affect it. They can also look at how our influence on our environment can affect the future.

Assessment items to be included in portfolio

A timeline of their lives. Looking at the important events in their lives that have influenced them or changed them in some way.

Drawing a map of the Nakara area and the area where they live including significant landforms.

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Learning Outcomes	Indicators	Assessment
<p><i>Eg English Band 1 – R/V 1.3 Strategies</i></p>	<ul style="list-style-type: none"> • <i>What will the students be doing to demonstrate progress towards the achievement of outcomes?</i> • <i>What indicators from the NTCF might be integrated in this unit of work?</i> 	<ul style="list-style-type: none"> • <i>How will evidence of student learning be collected and documented?</i> • <i>What tools are being used to enable judgments about the students' progress?</i> • <i>What assessment will be included in portfolios?</i>
<p>EsseNTial Learnings:</p> <p>Collaborative 1: Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions.</p> <p>Inner 3: Make decisions and take actions based on personal values and principles that reflect empathy and integrity</p>	<p>Band 2:</p> <ul style="list-style-type: none"> • Listen attentively to note speaker's feelings. • Acknowledge and respond to opinions/ideas of others with tolerance • Engage in conversation acknowledging a partner's turn • Use appropriate intonation to ask questions or convey answers • Ask questions seeking clarification, explanation or more information <p>Band 1:</p> <ul style="list-style-type: none"> • Interact with others through discussing their experiences • Explain reasons for their decisions • Recognize and monitor own emotions before making decisions • Consider and explain consequences of decisions made <p>Band 2:</p> <ul style="list-style-type: none"> • Consider situation of others in order to develop understanding • Take into account others' feelings and ideas when making a decision • Examine how their own actions affect others • Present reasons for their views when considering opposing viewpoints 	<p>Assessment will be performed through group/peer analysis and through teacher observations during class groups and small group discussions and activities.</p>
<p>Studies of Society and Environment:</p> <p>Environments: Places, Landforms and Features;</p> <p>Env 1.1: describe the relationship between people and natural/built environments.</p> <p>Env 2.1: investigate the distribution of natural/built features and natural/human resources and describe</p>	<p>Env 1.1:</p> <ul style="list-style-type: none"> • Locate specific addresses and create simple maps of the local area • Investigate how Indigenous people use their natural environment • Explain why selected natural and built environments are important to themselves and others <p>Env 2.1:</p> <ul style="list-style-type: none"> • Explore the origin of a range of 	<p>Drawing a map of the Nakara area and the area where they live including significant landforms.</p> <p>Comparing the natural and built land forms of the area today to that of the area at specific intervals in history. (possible go back until 1970's).</p>

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<p>ways in which these features and resources interact and impact on one other.</p> <p>Env 3.1: investigate patterns of use of natural resources and how they have changed over time.</p>	<p>resources used at home, school and in the local community</p> <ul style="list-style-type: none"> • Investigate the link between land use and natural features • Explore changes to land forms and features over time <p>Env 3.1:</p> <ul style="list-style-type: none"> • Research places with similar land use and resources, and explain how these areas have changed over time • Examine how human impact can change environments • Investigate how and why hunting and gathering patterns in the community have changed over time 	
<p>Social Systems and Structures: Time, Continuity and Change;</p> <p>Soc 1.1: compare and contrast significant events and relationships between own family and those of wider social contact.</p> <p>Soc 2.1: research past events to evaluate why change occurs and their impact on the community.</p>	<p>Soc 1.1:</p> <ul style="list-style-type: none"> • Collect information to compare past and present lifestyles • Describe/classify aspects of life and artefacts in terms of time, eg. Old or new • Describe changed and consistent features of an environment through sets of photographs or illustrations <p>Soc 2.1:</p> <ul style="list-style-type: none"> • Investigate the impact of change on the local community • Represent changes over time in the local/broader community, eg organize and label significant events on a pre-constructed timeline 	<p>Construct a time line of their life selecting a few significant events in each year to write simple sentences about these events.</p>

Teaching and Learning Sequence

Please note: The Teaching and Learning Sequence can be as detailed or as brief as a teacher prefers. However, there is a direct link between this teaching and learning sequence and a teacher's daybook, eg if a teacher gives much detail in this section, it is likely that the daybook will be minimal in approach. If a teacher gives a brief overview to his/her teaching and learning sequence, much more detail will be required in the daybook. The teaching and learning sequence can be extended as necessary to encompass the amount of detail that a teacher requires to capture the essence of his/her unit, and is often developed through a teaching and learning model.

Week	Teaching and Learning Sequence	Assessment (from above)
1	Short week to re-establish patterns and routines.	

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Week	Teaching and Learning Sequence	Assessment (from above)
2	<p>Reading and view written and visual texts about Australia</p> <p>View and respond to Australian videos and DVDs on topics such as housing and family life.</p> <p>Read and view excerpts from “My Place” by Nadia Wheatley and interpret diagrams</p> <p>Draw own place and label the parts such as the suburb and home</p>	
3	<p>Read “My Place” from back to front and from front to back. Predict what it is about.</p> <p>Summarise each decade</p> <p>Understand relationship between illustrations and text</p> <p>Discuss in what way “My Place” is a time machine</p>	
4	<p>Write information about themselves into a profile to display with frames that students will produce during art/craft lessons.</p> <p>Using the “My Place” to locate/order specific information.</p>	
5	<p>Timelines: have students write name at the top of a timeline. Have them outline all the years of birth/2009 and record a few significant events from each year. They are to write these events as simple sentences. Students are to research by asking parents/guardians about personal information.</p>	Timeline
6	<p>Discuss the concept of “setting” and “place” in “My Place”. Students are to work in groups of about 4 to draw a map of Nakara School. Before they start each group should brainstorm a list of what they should include in their map of Nakara. E.g. The building, playground, oval, assembly area, canteen, playgrounds, preschool, car parks, gardens, surrounding streets, crossing etc.</p> <p>Groups to then compare how each group represented Nakara School. Discuss similarities and differences. Also discuss how important setting or place is important in writing narratives. Display all maps in classroom.</p>	
7	<p>Students to then construct their own map of how they see the school and what they see as being important/significant landforms/structures.</p> <p>Students to draw the surrounding area in which they live in, e.g. house, street, parks, shops etc.</p>	Drawing personal maps

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Week	Teaching and Learning Sequence	Assessment (from above)
8	<p>Looking at historical and current maps of the Nakara area and discuss what has changed in the decades. Looking at the landforms, structures and environment and how they have changed.</p> <p>Put students into groups and assign time periods from the “My Place” book. Eg</p> <ul style="list-style-type: none"> • Group 1 1788 – 1808 • Group 2 1818 – 1828 <p>Groups to use large sheets of paper and have them complete their table using Who (is in that period), What (they did), Where (they were located), When (they were). Groups report back to the class on what they have found, commenting on concepts such as time, continuity and change. Display in class.</p>	
9	<p>Student to select a period from the text and after reading it make a list of:</p> <ul style="list-style-type: none"> • Things that were important to the people then, • Things I'd miss if I lived then, • Things I wouldn't miss that I have today, if I lived then, • Decide which period I would like to live and state why. <p>Students to select another period and write what are some of the hardships and difficulties that the children had then. Compare them with the problems that children have today in 2009.</p>	
10	<p>Finish all activities not completed in past weeks to finalise “My Place” unit of work.</p>	

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Evaluation: *Realistically, how did this unit go for you as a teacher?*

- *How effective were the teaching/learning methods, experiences, resources etc used?*
- *What aspects of the program were most effective, what aspects were least effective?*
- *What does this unit indicate for future teaching and learning?*

Resources / Links to Layer 2

- My Place by Nadia Wheatley

Where to from here?

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Evaluation and Forward Planning

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Including Assessment Strategies in a Unit of Work

Please note: This not the full range of assessment strategies but just a guide to the types of assessment strategies and tasks to be embedded within effective teaching and learning cycles.

Observation	Recollections	Products, Performances and Portfolios	Tests
<ul style="list-style-type: none"> • Anecdotal records • Annotated work samples • Narrative scripting • Checklists • Notes on students work samples • Rubrics • Critical incident observations and recording, ie communication books 	<ul style="list-style-type: none"> • Pre, during and post interviews • Self and peer reflections • Teacher / student conferences • Three way conferences, ie student, teacher and parent / caregiver 	<ul style="list-style-type: none"> • Learning logs • Learning journeys • Journals • Work samples • Audio/video tapes • Photographs • Rubrics • Portfolios • Checklists • Running records • Panels, structured discussions • Student produced displays of products/learning 	<ul style="list-style-type: none"> • Essays and other constructed responses • Selected response tests – multiple choice, cloze • Diagnostic tests • Standardised tests

Bloom’s Taxonomy: Your Key to the NT Curriculum Framework

Verb Examples:

<p>Knowledge The recall of information</p>	<p>Comprehension The translation, interpretation or extrapolation of knowledge</p>	<p>Application The application of knowledge to a new situation</p>	<p>Analysis To break down knowledge into parts and show relationships among parts</p>	<p>Synthesis Bringing together parts (elements, components) of knowledge to form a whole and build relationships for new situations</p>	<p>Evaluation Judgments about the value of material and methods for given purpose</p>
<p>Define Describe Label Locate Memorise Recognise Name Recite Draw State Write Select Identify Order Recall Record List Reproduce Repeat Match Arrange Underline Recount Collect Copy</p>	<p>Transform Confirm Illustrate Express Match Paraphrase Change Restate Explain Predict Defend Distinguish Relate Generalise Infer Compare Summarise Extend Sort Describe Discuss Translate Express Convert Review</p>	<p>Apply Change Choose Solve Interpret Show Draw Model Sketch Modify Paint Report Dramatise Classify Produce Collect Prepare Discover Make Measure Use Schedule Practice Illustrate Operate</p>	<p>Analyse Classify Survey Examine Distinguish Research Investigate Infer Categorise Compare Take apart Subdivide Separate Contrast Differentiate Point out Select Construct Question Discriminate Test Calculate Experiment Group Inquire</p>	<p>Combine Hypothesise Role-play Plan Construct Design Originate Develop Add to Create Organise Produce Invent Formulate Arrange Assemble Compose Prepare Propose Set up Devise Validate Modify Build Incorporate</p>	<p>Appraise Compare Recommend Critique Assess Solve Weigh Summarise Criticise Relate Judge Consider Estimate Select Argue Evaluate Support Attack Predict Score Rate Conclude Decide Reframe Revise</p>