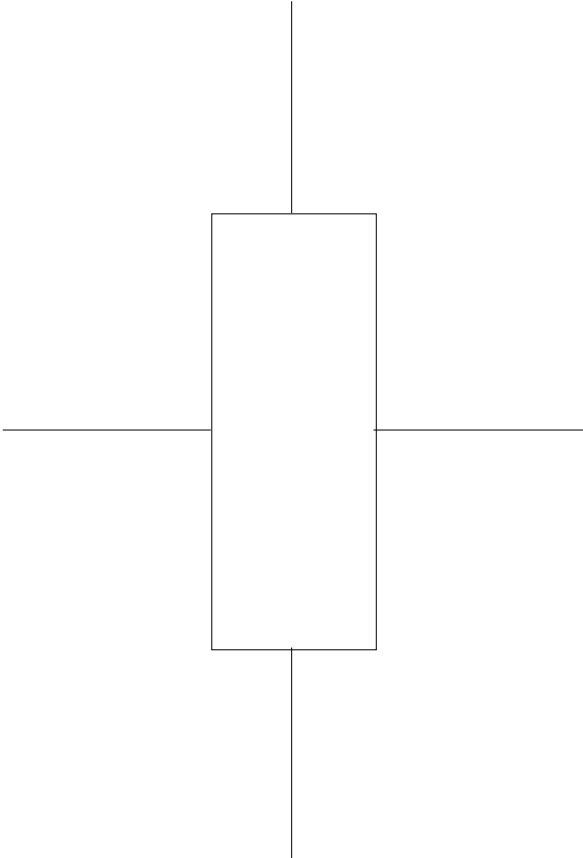
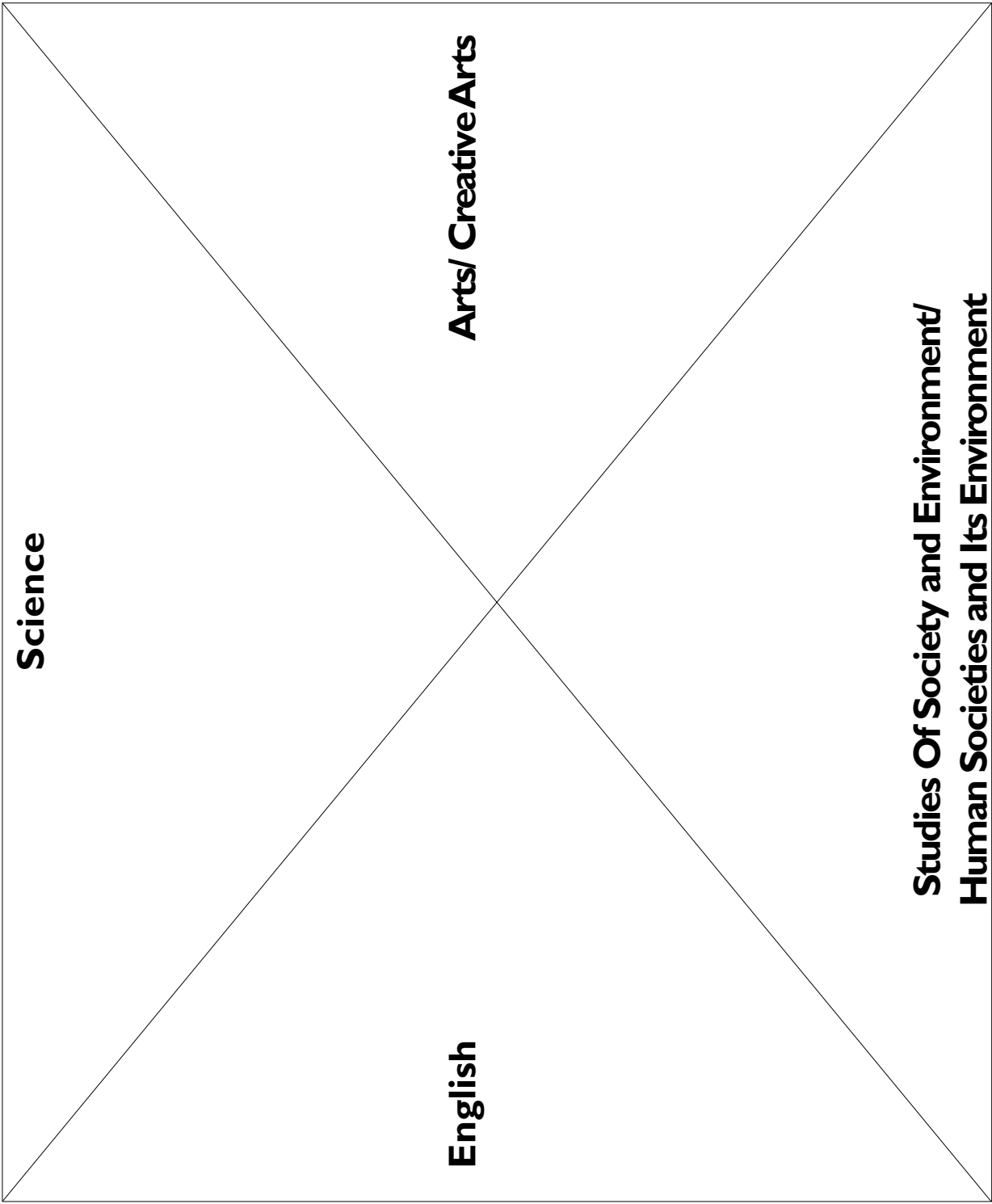


Theme:





Unit Name:

Unit Level:

State/Territory:

Phase

Teaching and Learning Emphasis

Engaging

Having decided that students will benefit from the study of a particular theme that integrates learning outcomes from a number of Key Learning Areas, the teacher should focus on ways of scaffolding students' connection to and interest in the theme. It is important at this stage to consider the needs and interests of the students. In the context of *Special Forever* connection to topics of importance and interest in the students' local community is an important strategy. Much like the orientation of a narrative this section of the unit must capture attention and set the contexts for learning.

Discovering

At this phase of the integrated unit the teacher could work with students to negotiate the individual and group focus of learning. This will be determined by what is currently known about a topic and what is necessary to know. This phase might also involve identification and explicit communication of learning goals and identified indicators of success related to learning outcomes. Students in this phase will undertake individual and group investigations or research with the intention of developing and extending thematic content knowledge and understanding which will form the basis of action and communication.

Acting

Action is included as a specific phase within the *Special Forever* integrated unit design to emphasise an objective of the project to encourage students' participation in local environmental action. In this phase students, having developed knowledge of a particular aspect of their local environment, undertake informed actions beyond the classroom.

Communicating

Communication is at the heart of *Special Forever*. Teachers plan to teach students the requisite literacy skills and provide adequate support to ensure that they can effectively communicate using oral, written and visual texts. Importantly, students should have the opportunity to select the most appropriate oral, written or visual genres to communicate their ideas, understandings and messages. Having participated in each of the previous phases, students come to this phase knowledgeable about a particular aspect of their local environment and with some authentic experiences or actions to communicate.

Engaging

Questions for planning

- Which Learning Area Outcome/s will form the focus of student learning?
- What experience, prior knowledge, ideas, interests do students have which I can build on?
- How will I find out what students know?
- What initial experiences will help engage students?
- How will I introduce key ideas of the theme and how will I connect these with the students' existing ideas and experiences?
- What local environmental, societal and personal contexts and experiences will help students?
- How will I introduce the *Special Forever* theme to students?
- What literacy skills will students need for these learning activities?
- How will I know what and how well students are learning?
- What do I want to observe and record of each student's skills and knowledge?
- Which learning area outcomes will be most relevant for student learning and assessment?
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Example teaching strategies

- Brainstorm
- Concept map
- Knowledge retrieval charts
- Displays
- Question production
- Role play/ Drama
- 'What if' questions
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Discovering

Questions for planning

- How will I get students to identify what they know about and what they want to find out more about?
- What questions do students have?
- How will I support students to build content knowledge?
- How will I assist students to clarify their questions?
- How will I support student learning actions?
- How will I support students to consolidate learning?
- What Murray-Darling Basin Commission resources (posters, videos, books, CDROMs) will complement this unit of work?
- What other resources/experts will complement this unit?
- What literacy skills will students need to maximise learning?
- In light of identifying what students need and want to find out about, which learning area and learning outcomes are most relevant?
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Example teaching strategies

- Question production
- Questionnaires
- Retelling
- Three step interview
- 1,2,4,8 or Think pair share
- Explain
- Define, Locate, Select
- Huddle
- Quiz questions
- Roundtable
- Jigsaw
- Roll call
- Explain
- Mantle of the expert
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Communicating

Questions for planning

- Is students' content sufficient accurate for the purposes of communication?
- What literacy skills both written, oral and visual will students need to communicate effectively?
- What literacy activities will enable students to communicate their understandings and actions to our class? school? town? local region? other parts of the basin?
- Consider the audience, students' purpose in relation to that audience, possible modes (oral, written and visual), possible formats and types of production (book, display, tape, video, website, CD ROM).
- Consider text structure and features.
- In what other contexts could you use these texts? (eg. a jointly constructed narrative adapted for a school performance then performed as a part of Education Week for a senior citizens' association)
- How will you support students to take text from draft to publication stage?
- Consider which learning outcomes from English and the Creative Arts/Arts syllabuses and profile documents will form the basis of student learning and assessment?
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Example teaching strategies

- Recount
- Description
- Report of an event
- Science report
- Poster
- Learning goals
- Procedure eg science experiment
- Letter to editor
- Poetry
- Exposition
- Explanation
- Collage
- Painting
- Drawing
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Theme:

Unit Title:

Learning Areas:

Unit Level:

Duration: four weeks

Resources:

Unit Description:

Unit Outline:

- 1. Engaging**
- 2. Discovery**
- 3. Acting**
- 4. Communicating**

Engaging

Learning Activities

Notes for the teacher

Discovering

Learning Activities

Notes for the teacher

Acting

Learning Activities

Notes for the teacher

Communicating

Learning Activities

Notes for the teacher