

Buddina State School Unit Plan: Year 2 (Term 1 2008)



Title	People in the community who help us					Context: Through listening to guest speakers, reading and viewing information and visiting the local shops students will learn about roles and responsibilities of different occupations in the community. Students will identify those occupations that provide goods or a service.		
Focus KLAs	English	Maths	SOSE	Tech	Sci			
Targeted Essential Learnings						Evidence		
Ways of Working (Students can do)			Knowing and Understanding (Students know)			Then we need evidence of students ability to:		
English						Note: We need evidence of higher order thinking		
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify audience, purpose and text type • recognise and select vocabulary to describe subject matter • reflect on learning to identify new understandings. <p><i>Writing and Designing</i></p> <ul style="list-style-type: none"> • Identify purpose of a description of community worker. • Recognise and select appropriate vocabulary in writing a description. • Reflect on learning to identify new understandings. <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> • Identify audience, purpose and text type. • Recognise and select vocabulary to describe subject matter. <p><i>Reading and Viewing</i></p> <ul style="list-style-type: none"> • Identify main ideas and the sequence of events, and make simple inferences. • Reflect on learning to identify new understandings. 			<p><i>Writing and designing</i></p> <ul style="list-style-type: none"> • The purpose of writing and designing includes reporting and conveying simple messages and information. • Text users make choices about grammar and punctuation. • Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words. • Writers and designers use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting, and by referring to authoritative sources. • Writers and designers use correct formation of Queensland Modern Cursive script. <p><i>Speaking and listening</i></p> <ul style="list-style-type: none"> • Speakers can adopt different roles in formal and informal situations. • Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners. • In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures. <p><i>Reading and viewing</i></p> <ul style="list-style-type: none"> • Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings. • Readers and Viewers make connections between their prior knowledge and the subject 				<p><i>Writing and Designing</i></p> <ul style="list-style-type: none"> • Compose a description together on a policeman. Follow format of Title, Role, Uniform, Special Equipment, Good/Service, Interesting Fact • Write own description after many experiences at discovering the many different occupations in our community. • Locate the appropriate vocabulary for their description. <i>(Teacher to provide opportunities with classroom displays for children).</i> • Use sentence starters about occupations to further understanding of the construction of a sentence. • Discuss visits from special visitors. Use this as an aid to constructing recounts. Choose one sentence and publish during lab time inserting a picture to match. • Select an occupation that provides a good and write a sentence, use lab time to type sentence and insert a picture to match. <p><i>Language elements</i></p> <ul style="list-style-type: none"> • Nouns, verbs, adjectives develop and elaborate ideas and portray people, characters, places, events and things in different ways. <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> • Pose questions to visitors about their role and responsibilities in the community. • Prepare simple presentations and have information that is sequenced and appropriate for subject. • Listen to speeches and discuss content with class. <p><i>Language elements</i></p> <ul style="list-style-type: none"> • Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things 	

	<p>matter of the text.</p> <p>Literary and non-literary texts</p> <ul style="list-style-type: none"> Formal and informal texts are ways of communicating for different purposes 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> Select books that contain information relating to the occupation. Discuss content pages to assist us in our search for information. Use prior knowledge to supplement information gleaned from reading books on different occupations. <p>When reading and viewing:</p> <ul style="list-style-type: none"> Make connections between their prior knowledge and the subject matter of the text Make connections that words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways. Improve reading fluency by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter. Comprehend text through using language elements and contextual cues to interpret, infer from and evaluate familiar texts Decode unfamiliar words and their meanings using knowledge of grapho-phonetic, syntactic and semantic systems Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.
SOSE		
<p>Students are able to</p> <ul style="list-style-type: none"> Identify and collect information and evidence from narratives and familiar sources. Make judgements about usefulness of the information and evidence Draw conclusions and give explanations, using information and evidence Communicate using different types of texts for different audiences and purposes. Reflect on learning to identify new understandings. 	<p>Place and space</p> <p>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</p> <ul style="list-style-type: none"> Maps have symbols to represent places and identify the relative position of features including landmarks and locations. <p>Culture and identity</p> <p>Local communities have different groups with shared values and common interests.</p> <ul style="list-style-type: none"> Groups and communities are identified by practises, symbols and celebrations that reflect their values, beliefs and sense of belonging. (Easter) <p>Political and economic systems</p>	<ul style="list-style-type: none"> Interview different personnel around the school. Determine their roles and responsibilities. Construct a map of the school locating different personnel and where they carry out their occupations. Analyse the different occupations and how we rely on each and everyone to ensure that the school can function in a safe and responsible way. Identify emergency services and how these services provide for the community. Draw conclusions about what is a “service” and use this to list other occupations that provide a service. Draw conclusions about what is a “good” and use this to list other occupations that provide a good. <p>Draw a map of the local shopping centre and identify those shops that provide a service and those that provide a good.</p>

	<p>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</p> <ul style="list-style-type: none"> • Rights and responsibilities, rules and codes of behaviour are part of local communities. (<i>Behaviour Management Lessons and classroom rules</i>) • People and resources are involved in the production and consumption of familiar goods and services.
Science	
<p>Students are able to</p> <ul style="list-style-type: none"> • pose questions and make predictions • identify and collect data, information and evidence • use identified tools, technologies and materials • draw conclusions and give explanations, using data, information and evidence • communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations 	<p>Natural and processed materials Materials have different properties and undergo different changes.</p> <ul style="list-style-type: none"> • Materials are categorised according to their observable properties • Properties of familiar materials may be changed
Technology	
<p>Students are able to</p> <ul style="list-style-type: none"> • Identify the purpose for design ideas • Communicate major features of their design using 2D or 3D visual representations and words • Reflect on learning to identify new understandings 	<p>Technology as a human endeavour Technology is part of our everyday lives and activities.</p> <ul style="list-style-type: none"> • Products include artefacts, systems and environments <p>Information, materials and systems (resources) Resources are used to make products for particular purposes and contexts.</p> <ul style="list-style-type: none"> • Simple techniques and tools are used to manipulate and process resources

<p>Easter – Discuss meaning of Easter – (Christian belief) Discuss ways that we may celebrate this special occasion.</p>
<ul style="list-style-type: none"> • Take photos of objects made from different materials (wood, metal, plastic etc.)
<ul style="list-style-type: none"> • Practice designing a stamp in Publisher. (<i>Children write “Australia” and put 50c on stamp. Choose picture from file on Occupations</i>) • Use the technology process to design a series of stamps. (<i>Children may choose to represent occupations that provide a good or a service.</i>) (<i>Features of stamps must be clearly visible, e.g. price, Australia on the stamp somewhere, occupations must be clearly identified by drawing.</i>)

This will lead to the deep understandings of:
Buddina school and local community have systems to make rules and laws, govern, and manage the production and consumption of goods and services. Buddina is a local community that has different groups with shared values and common interests.

Catering for Diversity

Enrichment Activities Students can:	Students requiring support Students can:
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Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
Professional Knowledge	I understand that ICT can be used to benefit teaching and learning and is most effective when used in the context of learning and not as an end itself when used in the context of learning and not as an end itself.	PK	✓	
Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	ICT's embedded in unit plan.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Students have weekly access to computer lab to construct their learning.
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	
	I use a range of ICT resources and devices for professional purposes	PP4	✓	Locating and retrieving resources from CX
	I use ICT to locate, create and record information and resources	PP5	✓	OneSchool
	I can store, organise and retrieve digital resources	PP6	✓	OneSchool
	I use ICT to access and manage information on student learning	PP7	✓	OneSchool
Professional Values	I can identify when professional learning is required to effectively implement planning where ICT is integrated.	PV1	✓	I approach the computer assistant and my peers for assistance when required.
	I select ICT resources appropriate for student learning in a range of contexts and for a diversity of learners.	PV2	✓	Selection of appropriate software to suit the learner.

	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhere to EQ departmental policies and guidelines.
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

ICT Cross Curriculum Priority

Inquiring with ICTs	•
Creating with ICTs	•
Communicating with ICTs	•
Ethics, issues and ICTs	•
Operating ICTs	• Apply basic formatting features when using ICTs.

Key Resources

English	SOSE	Technology	ICTS
Bulk loan: People in the community who help us			

Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
<p>English Written description of a person in our community identifying their role, if they provide a good or service, and what equipment is necessary to their job.</p> <p>Verbal presentation of description to the class</p>	<p>English Investigate forms of descriptions in various texts and discuss the purpose. (Routes to Writing) Teacher Model description</p> <ul style="list-style-type: none"> • Cloze Activity • Focussed activities on use of correct adjectives. • Simple speaking activities to reinforce good speaking behaviour. • Appropriate audience manners reinforced to children. • Demonstrate methods for locating appropriate vocabulary for their description. • Demonstrate and model sentence starters about occupations to further understanding of the construction of a sentence. • Discuss visits from special visitors. 	<p>English In the description the children will include:</p> <ul style="list-style-type: none"> • Title • Identification of occupation • Whether they provide a good or service • Equipment required for occupation <p>Language elements</p> <ul style="list-style-type: none"> • Some correct use of adjectives • Nouns, verbs, adjectives develop and elaborate ideas to portray people, characters, places, events and things in different ways. <p>In the speaking activity the children will:</p> <ul style="list-style-type: none"> • Use a clear and confident voice

<p>SOSE Construction of a map of the school and the local shopping centre Identification, analyses and conclusions on people who supply services and goods.</p> <p>Technology Design of stamp</p>	<ul style="list-style-type: none"> • Discussion on selecting an appropriate occupation that provides a good. <p>SOSE</p> <ul style="list-style-type: none"> • Brainstorm/Identify different roles and responsibilities for people who work in our school. • Interview people who work in our school. • Investigate occupations within the local community (Kawana Shopping Centre, Surf Life Saving Club, Emergency Services). • Interview people in the community who provide goods or services (record responses for children to access). <ul style="list-style-type: none"> • Discussion on and modelling of the interview process. • Discussion on and modelling of map construction • Discussion on identifying, analyses and drawing conclusions on the different occupations, goods and services and how we rely on each. <p>Technology</p> <ul style="list-style-type: none"> • Discussion on the technology practice. • Practice in designing a stamp in Publisher. • Using the technology process to design a series of stamps. 	<ul style="list-style-type: none"> • Have some eye contact • Be familiar with the content of their talk • Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things <p>SOSE</p> <ul style="list-style-type: none"> • Interview different personnel around the school. • Construction of a map of the school locating different personnel and where they carry out their occupations. • Analyses of the different occupations and how we rely on each and everyone to ensure that the school can function in a safe and responsible way. • Identification of emergency services and how these services provide for the community. • Conclusions about what is a “service” and use this to list other occupations that provides a service. • Conclusions about what is a “good” and use this to list other occupations that provides a good. • Map of the local shopping centre and identify those shops that provide a service and those that provide a good <p>Technology-Stamp design</p> <ul style="list-style-type: none"> • Identification of the purpose for design ideas • 2D or 3D visual representations and words • Use of the technology process to design a series of stamps. • Reflection task
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Making Judgments

KLAs Assessable Elements (*highlight elements assessed through this unit context ensuring both dimensions knowing and understanding and ways of working are assessed*)

English	Maths	Science	Technology	SOSE	The Arts	HPE
<ul style="list-style-type: none"> - knowledge & understanding - interpreting texts - constructing texts - appreciating texts - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - thinking and reasoning - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating & -- - designing - producing - evaluating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - participating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - creating - presenting - responding - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - planning - implementing and applying - reflecting