|  |
| --- |
| **ASSESSMENT 4: UNIT PLAN** |

**Purpose**

For students to demonstrate an understanding and ability to apply the theory and practice of unit planning to their chosen subject area; To understand the content and pedagogy for their chosen discipline and to understand the need for and be able to apply a wide range of methods of presenting course material.

This assessment is designed to allow students to develop the following Graduate Attributes:

* *Knowledge and Understanding of content and techniques of a chosen discipline*
* *The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.*
* *A proficiency in the appropriate use of contemporary technologies*
* *An ability to apply effective, creative and innovative solutions*

**Description of Assessment**

Students are to complete a unit plan and accompanying materials (including an appropriate assessment task) for a chosen topic from their respective discipline. The chosen topic should be one that is specified (in the appropriate SACE Board 2018 Subject Outline) as suitable for Stage 1 or Stage 2.

Whilst students will not be expected to deliver the unit they should ensure that the timing is appropriate for the topic and that the content is appropriate to a Stage 1 or Stage 2 level. It is expected that students will submit the following components:

***UNIT OUTLINE***

This should be completed using the unit planning theory provided to students in the lecture*. Regardless of the format chosen the outline must include a detailed description of the content and the following aspects:*

* *Introduction/Overview of the Unit, incorporating the content description*
* *Pre-test or Assessment Activity that Assess Prior Knowledge*
* *Learning Intentions*
* *Unit Schedule/Calendar*
* *Assessment and Evaluation; description of assessment and evaluation of students throughout the unit.*
* *Technology requirements*
* *Additional Resources and/or Material Necessary*

***TOPIC ASSESSMENT TASKS***

Appropriately formatted and presented assessment task/s that students would be expected to complete within the topic. It is expected that at least one of these tasks would be the summative task for the topic and as such should meet the assessment criteria and requirements outlined in the SACE Board Subject Outline. Formative tasks used to assess understanding should also be presented but tasks used to ‘teach’ content are not expected.

As with all University Assessment students must ensure that they adhere to the Universities Plagiarism Policy. Appropriate recognition of other people’s ideas is expected throughout the task.

**Assessment Conditions**

Students will be assessed against the extent to which the meet the learning objectives listed below and should ensure they refer to the marking rubric attached.

**Learning Objectives**

1. Integrate relevant research and theory to develop a broad repertoire of subject-appropriate teaching and learning strategies, including use of ICT
2. Demonstrate thorough knowledge and understanding of the complexity of the discipline and the teaching strategies of the learning area.
3. Design and sequence unit and lesson plans based on essential content of the subject area, curriculum, including effective assessment principles
4. Assemble a range of subject-appropriate resources, including online, that engage a diversity of students in their learning
5. Demonstrate communication skills to present a clear and coherent exposition of knowledge and ideas to a diverse range of students

**Presentation**

It is expected that an electronic copy be submitted via MyUni by 11:59pm on the day due

**Due Date:** Friday 23 March

**APST Graduate Standards Addressed**

|  |  |
| --- | --- |
| 1. [Know students and how they learn](http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards/1) | 1.5 Differentiate teaching to meet the specific learning needs across the full range of abilities |
| 2 [Know the content and how to teach it](http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards/2) | 2.1 Content and teaching strategies of the teaching area  2.2 Content selection and organisation  2.3 Curriculum, assessment and reporting  2.6 Information and Communication Technology |
| 1. [Plan for and implement effective teaching and learning](http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards/3) | 3.1 Establish challenging learning goals  3.2 Plan, structure and sequence learning programs  3.3 Use teaching strategies  3.4 Select and use resources  3.5 Use effective classroom communication |

**Marking Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning Objectives and Assessment Criteria** | **Fail**  **0-44%** | **Fail**  **45-49%** | **Pass**  **50-64%** | **Credit**  **65-74%** | **Distinction**  **75-84%** | **High Distinction 85+%** |
| **Overall Assessment**   * General Description   Assignment demonstrates understanding of unit planning and is presented effectively showing originality. | Fails to attempt or satisfy the minimum requirements | Attempts to satisfy the minimum requirements but fails to demonstrate a satisfactory understanding | Demonstrates a sound understanding but presentation is not always appropriate | Demonstrates a good level of understanding and presentation. A degree of originality is present | Demonstrates a very high level of understanding and presentation and a high degree of originality. | Demonstrates an exceptional understanding and presentation of work. Displaying significant originality. |
| **2. Demonstrate thorough knowledge and understanding of the complexity of the discipline and the teaching strategies of the learning area**  **1.5, 2.1, 2.2, 3.3, 3.4**   * Content to be presented in unit is provided and is appropriate to Stage 1 level and timing is suitable | ***No evidence of an understanding of the complexities of the discipline and teaching strategies.***  Content is not at an appropriate level for the intended audience or is factually | ***Minimal understanding of the complexities of the discipline and teaching strategies.***  Content is theoretically sound but is not at an appropriate level for the intended audience | ***Satisfactory understanding of the complexities of the discipline and teaching strategies.***  Content is theoretically sound and is generally at an appropriate level for the intended audience | ***Good understanding of the complexities of the discipline and teaching strategies.***  Content is theoretically correct, but relies heavily on one source. All information is relevant and at an appropriate level for the audience | ***Excellent understanding of the complexities of the discipline and teaching strategies.***  Content is theoretically correct, and is sourced from a range of resources. All information is relevant and at a level appropriate for the audience | ***Insightful understanding of the complexities of the discipline and teaching strategies.***  Content is consistently at the appropriate audience level. It has been referenced from a variety of sources and is integrated into all tasks effectively |
| **3. Design and sequence unit and lesson plans based on essential content of the subject area, curriculum, including effective assessment principles**  **3.1, 3.2, 3.3, 3.4**   * Unit plan is appropriately presented and encompasses required detail * Assessment tasks are provided (including 1 summative task) and appropriately formatted to assist classroom learning | ***No evidence of an understanding of the need for Unit plans.***  Minimal completion of aspects of the lesson plan and or no formative learning task incorporated into the lesson plan. | ***Minimal understanding of Unit planning.*** Superficial attempts at completing aspects of the plan and or an attempt to incorporate a summative task but it is inappropriately or superficially linked to the topic. | ***Satisfactory understanding of Unit planning.***  All aspects of assessment plan completed and an appropriate summative task is incorporated but its presentation is could be improved. | ***Good understanding of Unit planning.***  All aspects of assessment plan completed with most having relevant and sufficient information and an appropriate summative task is incorporated and is presented is in an effective way. | ***An excellent understanding of Unit planning.***  All aspects of the plan completed with significant and appropriate detail. A logical cohesion to the plan exists. An appropriate original summative task is incorporated and is presented in an effective way. | ***Evidence of an insightful understanding of Unit planning.***  All aspects of the plan completed with significant and appropriate detail. A logical cohesion to the plan exists.  An excellent original summative task is incorporated and is presented in an effective way. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **4. Assemble a range of subject-appropriate resources, including online, that engage a diversity of students in their learning**  Appropriate range of resources have been assembled and where necessary modified to allow for student engagement. | Unit fails to use subject appropriate resources | Unit uses subject appropriate resources but only uses one. | Unit uses a variety of appropriate resources for the subject. | Unit uses a variety of appropriate resources for the subject, including online. | Unit uses a variety of appropriate resources for the subject, including online allowing for effective student engagement. | Unit uses a variety of appropriate resources for the subject which have been modified to allow for effective student engagement. |
| **1. Integrate relevant research and theory to develop a broad repertoire of subject-appropriate teaching and learning strategies, including use of ICT**  **2.1, 2.6, 3.3, 3.4, 3.5, 4.5**   * Unit plan demonstrates a range of methods of presenting material and in a manner that is appropriate to the audience. Technology is incorporated into the learning tasks where appropriate. | Unit fails to provide variety in methods of presentation. | Unit has variety but some presentation methods are not appropriate for the topic or audience | Unit incorporates a variety of presentation methods which are appropriate for the audience and topic. Little to no use of technology is incorporated and or the timing of tasks would appear inappropriate. | Unit incorporates a variety of presentation methods which are appropriate for the audience and topic. Technology is incorporated where appropriate. | Unit effectively incorporates a variety of presentation methods which are appropriate for the audience and topic. Technology is incorporated where appropriate and timing of tasks appears appropriate. | Unit effectively incorporates a variety of presentation methods which are appropriate for the audience and topic. Technology is incorporated in innovative ways and timing of tasks appears appropriate. |
| **9. Demonstrate communication skills to present a clear and coherent exposition of knowledge and ideas to a diverse range of students**  **3.5, 4.2**   * Unit Plan and materials are presented in a clear and coherent manner | Fails to adhere to academic standards and/or fails to submit all the components prescribed. | Academic standards are not adhered to and/or errors in expression and presentation exist. | Academic standards are mostly followed and presentation largely adheres to prescribed format | Academic standards are followed and presentation is noted by clear expression and appropriate formatting. | Academic Standards are consistently followed, the format is consistent with what is prescribed and shows originality | Academic Standards are consistently followed, the format follows that prescribed but contains high levels of originality |