

Assignment 2: Unit of work and lesson plan development	
Title	Unit of work and lesson plan development
Value	50 %
Week Due	Friday Week 12, by 11:59pm (Darwin Time)
Length	2000 words, excluding references
Learning Outcomes	Unit Outcomes: 1, 4, 5, 6 APST: 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2 AQF: 9 Graduate Attributes: Acquisition, Application, Creativity, Knowledge base, Communication, Team work, Social responsibility, Flexibility, Leadership

Task Requirement

This assignment will require you to demonstrate your understanding, knowledge and ability to plan and develop quality teaching and learning experiences in Health and Physical Education. The task has two parts: **Part A** requires you to create a unit plan, **Part B** requires you to develop five lesson plans from the unit of work you have created.

Part A: Unit of Work (50%)

For this part of the assignment, you need to design a unit plan based on a topic you have selected from the HPE curriculum. Your unit plan should consist of 20hrs of learning experiences across one 10-week term. This will be broken down to 1 x theory lesson (strand - personal and community health) and 1 x practical lesson (strand - movement and physical activity) per week. You may also choose to integrate both strands into one lesson.

Detail which should be included in your unit plan includes:

- Mapping of the lessons across the 10-week term.
- Learning outcomes for each lesson linked to the Australian Curriculum or other approved curricula.
- List of relevant resources that may be useful for each lesson.
- Overview of each lesson plan, highlights of the main knowledge underpinning the lesson plan and offers broad directions for classroom use and background information for the teacher.

Part B: Five consecutive lesson plans (50%)

From the unit plan you have developed, for Part B you are required to create five sequenced lesson plans. You need to include:

- Five individual one-hour lesson which are logically sequenced and age appropriate. You must list relevant content descriptors from the HPE curriculum, equipment, time, safety and resource considerations and identify relevant lesson assessment and evaluation strategies.
- Lesson plans must consist of a relevant introduction, logically sequenced activities in the body, effective closure activities and clear links between learning experiences.
- Learning and teaching experiences within each lesson plan that are creative, student-centred, inclusive of students from diverse backgrounds/needs and that cater for a variety of learning styles, include quality teaching strategies & incorporate/integrate ICT, numeracy and literacy.
- A range of assessment strategies that provide feedback on the achievement of learning outcomes.

All lessons require the following structure:

Introduction	10- 15 min
Body	20- 40 min
Closure	5- 10 min

As a guide, you should consider incorporating activities that ensure high levels of engagement such as role plays, learning circle, pamphlet, poster, speech, debate, mind mapping, jigsaw, closed passage, research task, newspaper task, media files, field studies, guest speakers, incursions, collage, video, smart board, and interactive computer simulations.

ASSIGNMENT 2 MARKING CRITERIA – Unit of work and lesson plan

Marking Criteria	Fail	Pass	Credit	Distinction	High Distinction
Part A: Unit of work (50%) Unit of work is appropriately structured including links to the HPE curriculum, outcomes, assessments. Unit of work highlights the main aspect of each lesson and provides background information for the teacher.	<p>Unit of work not evident or incomplete.</p> <p>Outcomes and links to curriculum are not evident.</p> <p>Sequence of activities/lessons is confusing.</p> <p>Resources are not provided in sufficient detail</p> <p>Outline of lesson activities lacks sufficient detail.</p>	<p>Unit of work is generally complete with generally appropriate information.</p> <p>Outcomes and links to curriculum are sound.</p> <p>Sound sequence of activities/lessons which are generally clear.</p> <p>Resources are provided</p> <p>Outline of lesson activities completed with sufficient detail.</p>	<p>Unit of work is complete and provides comprehensive information</p> <p>Outcomes and links to curriculum are good.</p> <p>Good sequence of activities/lessons which is focus and detail.</p> <p>Relevant resources are provided</p> <p>Outline of lesson activities is provided in good detail.</p>	<p>Unit of work is complete and provides comprehensive information and insight.</p> <p>Outcomes and links to curriculum are very good.</p> <p>Very good sequence of activities/lessons which are clear, organised and engaging.</p> <p>Relevant and detailed resources are provided</p> <p>Outline of lesson activities is provided in very good detail.</p>	<p>Unit of work is complete and provides a design which is innovative, creativity and of excellent standard.</p> <p>Outcomes and links to curriculum are excellent.</p> <p>Excellent sequence of activities/ lessons which are clear, organised and engaging.</p> <p>Excellent resources are provided</p> <p>Outline of lesson activities is provided in excellent detail.</p>

Marking Criteria	Fail	Pass	Credit	Distinction	High Distinction
Part B: Lesson planning (50%) Lesson planning structure	No apparent learning objectives are included in lesson planning. A lack of progression and coherence. The activities are poorly planned and unsuitable for the age/ year level of learners.	Learning objectives are provided but can be better linked with the lessons. Progression and coherence of the lessons are satisfactory. The activities are relevant but some modifications can be made to better suit the learners.	Learning objectives are clear and are connected with the lessons. There is ample evidence of progression and coherence in the lessons. The activities are suitable for the age/ year level of learners.	Lesson plans have well-integrated learning objectives. Lessons show good progression of learning activities and skill acquisition. The activities reflect thorough planning to tailor to the age/year of the learners.	Learning objectives are very clear and achievable with a realistic timeframe. Lessons demonstrate excellent progression and coherence in achieving targeted skills. The activities are very well-planned and tailored to the age/ year level of learners as specified in the curriculum.
Pedagogical skills and content knowledge	Poor knowledge of the topic area with irrelevant activities. No effort in introducing relevant pedagogical approaches, equipment and classroom management strategies. Lesson plans are not student-focused.	Satisfactory knowledge of the topic area shown in relevant activities. Some effort in introducing relevant pedagogical approaches, equipment and classroom management strategies. Lesson plans are student-focused.	Planned lessons demonstrate ample knowledge of the topic area and the activities chosen target relevant skills. Relevant pedagogical approaches and classroom management strategies are built into the lesson design. Good choice of equipment. Ample evidence of planning for the inclusion of diverse students.	Planned lessons demonstrate good knowledge of the topic area and the activities chosen target the essential skills. Good use of different pedagogical approaches, teaching cues and classroom management strategies. Very good choice of equipment with safety considerations. Very good evidence of planning for the inclusion of diverse students.	Planned lessons demonstrate in-depth knowledge of the topic area and the activities chosen are able to enhance the essential skills. Excellent use of different pedagogical approaches, teaching cues and classroom management strategies. Excellent choice of equipment with safety considerations. Sophisticated considerations for the diverse needs and abilities of individual students.
Assessment of learning outcomes	No evidence of assessment and reporting strategies.	Some evidence of assessment and reporting strategies.	Ample evidence of assessment and reporting strategies that are linked to curriculum outcomes.	Good evidence of assessment and reporting strategies that are linked to curriculum outcomes.	Assessment and reporting strategies are integral to the lesson design and aligned to curriculum outcomes.
Academic writing skills and presentation	No clear structure evident. Ideas are difficult to understand because of many grammatical areas and poorly formed sentences.	Lesson plans have a reasonably clear structure. Most sentences can be understood but with many repetitions of ideas and grammatical inaccuracies.	Lesson plans are logically structured. Most sentences are grammatically correct and easy to understand.	Lesson plans are well-structured and engaging with a clear focus. Sentences are well-written, clear, grammatically correct and concise.	Lesson plans are very well structured with a clear focus. Lesson objectives, sequence of activities, materials, resources and diagrams are presented clearly with pages numbered. All sentences are grammatically correct and concisely written with precise word choice that demonstrates pedagogical content knowledge.



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