



# **SIX STEPS TO PLANNING OUTSTANDING UNITS GUIDE**

HOW TO PLAN CURRICULUM UNITS  
THAT DEVELOP STUDENTS IN THEIR CAPACITY TO  
BECOME INDEPENDENT RESPONSIBLE LEARNERS

## Steps and Explanations to Planning Outstanding Units

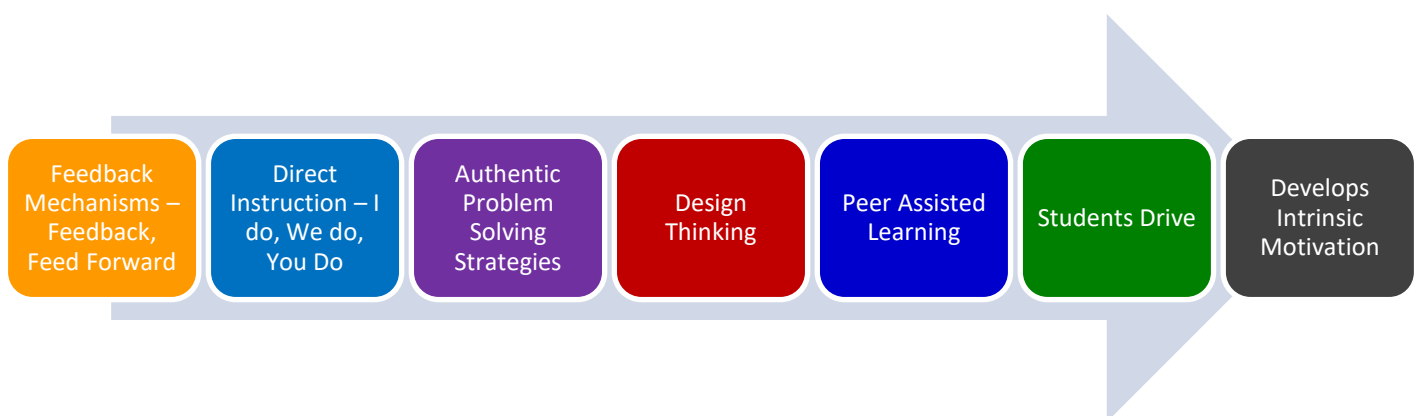
The intention of the following guide is to give a condensed version of the process by which teachers can begin to plan units that develop students in their capacity to become independent learners responsible for their learning whilst covering the knowledge, skills and understanding required by the Australian or your state's Curriculum.

The thinking underlying this approach is that, much like a driver cannot learn to drive unless they practice driving in reality (not on Need for Speed or any other virtual world), students cannot become independent, life-long learners unless we create learning that develops the whole student and requires them to practice in reality the skills of being independent, life-long learners.

What this means to teachers is that their planning of units must be “front-ended”, in other words, mostly done prior to beginning the unit. Much like you plan your journey (which roads, which turns, what will you pick up or do along the way, etc.) if you are driving to a new destination, teachers need to plan the learning journey for the students which they will drive. What teachers need to address as they plan is the following aspects of what leads to powerful learning:

- #1: Powerful Learning is built upon rituals and habitual practices**
- #2: Powerful Learning requires students to drive to the destination we set**
- #3: Powerful Learning develops a growth mindset as part of the process of learning**
- #4: Powerful Learning provides choice, responsibility and purpose in the world of the student**

These 4 key aspects are covered when teachers include the elements shown in the diagram below.



## Six Steps to Planning Outstanding Units

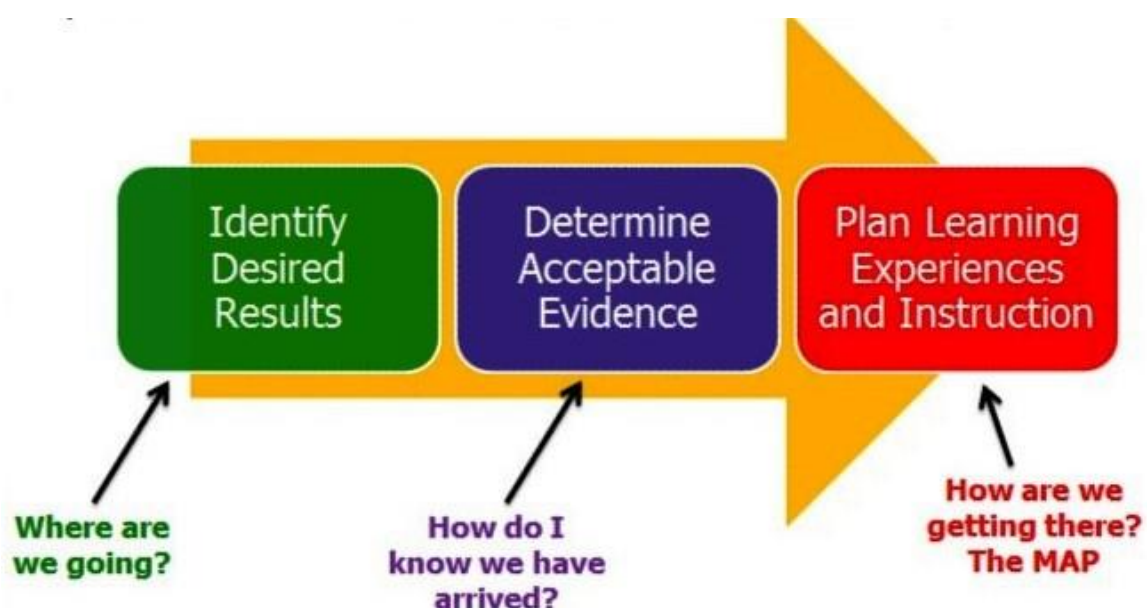
So HOW do we plan for performance? We plan for performance by addressing WHAT, HOW, WHY and any potential OBSTACLES.

**“WHAT”** is the destination or goal of the learning? Where do we want the students to go? By the end of the learning journey what are the skills, knowledge and understandings that we want the students to demonstrate.

**“WHY”**, or the purpose of the learning, is addressed by having logical and sequential understandings that make sense for students.

**“HOW”** refers to the road map that the students will use to drive themselves to the learning journey. These are the range of learning activities, learning strategies, habits / practices, instruction, master classes, etc. that need to be mapped out such that the students can arrive at the goal(s) successfully.

**“OBSTACLES”** requires the teacher to think of the barriers, student misconceptions, or mindset aspects that need to be addressed such that each and every student can arrive at the learning destination successfully. What could possible roadblocks be for the students? This is about using your understanding and experience of teaching students to identify these.



**There are six steps in the process to create the spine or backbone of the unit that addresses the above:**

## Step One

### **Extract the skills, the Learning Focus and Elaborations from the AUSVELS / Australian Curriculum Documents**

- What we have found works best is for the teacher to create a document that contains all the aspects of the Australian or your state's Curriculum that their unit will be addressing. If you have a scope and sequence document then this would simply mean extracting the information from there. Make sure that you include all the cross-curricula elements such as those found in Personal Learning, Interpersonal Learning, ICT, etc.
- A pitfall schools can fall into is using text books to do this work. Don't do this. Most text books are not necessarily a reliable source of accuracy – it is like relying on Wikipedia! Text books can cover too much content and should only be used as you are planning the learning experiences. Go to the online Australian or your state's Curriculum documentation and use the latest information. This is what you are reporting against.

## Step Two

### **Using the extracted information, identify what you want the students to know and be able to do by the end of the unit.**

- The information normally contained within the Australian or your state's Curriculum documentation is written in teacher-speak, and even teachers sometimes have difficulty understanding what the curriculum writers were trying to address.
- The intention of identifying what you want the students to know and be able to do by the end of the unit, and writing this in language appropriate to the year level, is to have the teachers use their experience and understanding of the information from the curriculum documentation to clarify what in reality they would be expecting their students to know and do by the end of the unit. What would be the actions that the teachers would see the students taking on the journey to the learning destination? This forms the acceptable evidence that the students would need to demonstrate that they have arrived at the goal(s).
- Create a CAN-DO List using the Know and Able to Do sentences using the template provided. You will notice that the template indicates a progression and increasing depth of understanding. As a greater extension you could add a fourth column which indicates "I have taught someone how to do this".

## Six Steps to Planning Outstanding Units

- This Can-Do list can be given to the students to progressively indicate their progress towards achieving the goals of the unit. The Can-Do list can be associated with particular learning activities, pages from a text book, as well as lessons to have the students connect to the learning that is occurring throughout the unit. Examples of Can-Do Lists can be found [here](#).

I can:

I have heard of this	I can do this with help	I can do this on my own	I CAN List Item

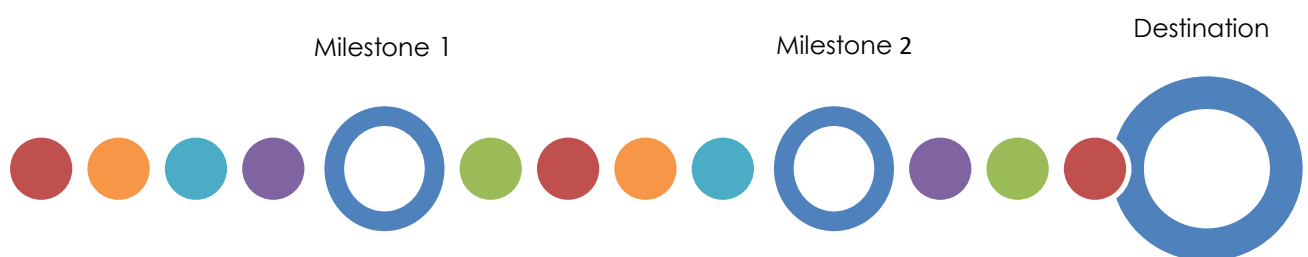
### Step Three

**Create an Overall Goal Understanding followed by a logical sequence of understandings that will naturally lead the students to gain the overall goal understanding you have articulated.**

- Key understandings are created to clearly define the purpose (the WHY) of the learning within the unit. They articulate the fundamental deep learning that the unit is being created to achieve.
- Clear key understandings will allow teachers to create authentic essential / fat / fertile questions that can be used to guide and challenge student thinking in particular directions. The sequence of understandings also allow for an authentic and meaningful sequence of learning throughout the unit.
- The sequence of understandings will guide the teaching that will occur throughout the unit and the Can-Do items can be linked to particular understandings.
- The document that describes the process in detail to design the key understandings can be found in the [supplementary guide](#).

## Six Steps to Planning Outstanding Units

- It is at this point that authentic learning goals and essential / inquiry questions can be written. Quite often we find teachers trying to design essential questions before being crystal clear about the learning destination or the key understandings. Once the logical sequence of key understandings have been designed it is much easier to design authentic learning goals and essential /inquiry questions that lead to richer and deeper learning.
- For each key understanding identify or create appropriate learning goals and essential questions that would lead the students to reach the understanding.



## Step Four

### **Design a culminating event (or a sequence of assessment) where the students can authentically demonstrate their understanding and skills.**

- One of the findings of research into inquiry learning (which includes project based learning and problem based learning) is that assessment that is real, practical and has meaning beyond the day to day of the school, engages students much more than just tests, essays or posters.
- Assessment that is real and has meaning allows for a range of things,
  - It sequences learning as the students have to deliver something (a product) by a particular time.
  - The product the students are delivering is not necessarily to you but to others in the community (e.g. the whole school, the parents, the council, etc.). This creates a significance and importance to what they are doing.
  - When something is significant it can allow students to grapple with the reality of producing something as adults do (and all the associated executive functions required to do so).
  - This does not mean that tests, essays, etc. are excluded from being used as assessment but are not the necessarily the main element of assessment.

## Six Steps to Planning Outstanding Units

- One other thing to note is the culminating events do not need to be “bigger than Ben Hur”. They simply allow for students to demonstrate their understandings, knowledge and skills.
- When working with teachers to create the assessment (or culminating event) I often ask them to brainstorm many possible assessments that would demonstrate the Overall Goal Understanding they articulated in Step Three. As part of this I have them write what elements would they like the students to deliver so they can be assessed.
- You can find some examples of Culminating Events for both primary and secondary schools amongst the sample units from schools [here](#).

### Step Five

#### **Identify a checklist of steps that would enable a student to achieve the criteria required for the culminating event.**

- The intent of the checklist is twofold:
  - The first intention is to unpack the expert thinking and the process you would go through to successfully complete the assessment. This will give away your thinking. Quite often the thinking of an expert in the area is not apparent to a student.

How would an historian think? How would a scientist or engineer go about solving this problem or attacking this project? How would a mathematician unpack this? How would an author or journalist approach this task?

The checklist unpacks the thinking of an expert.

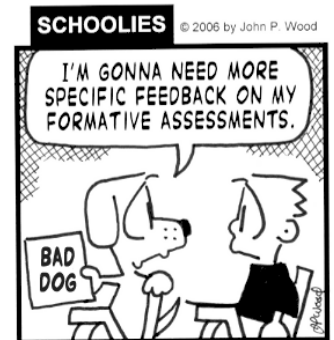
- The second intention of a checklist is that it assists you in identifying the sequence of mini-workshops, instruction, learning experiences and activities, and even homework you could design to develop the capacity of students to achieve the learning goals of the unit.
- To create the checklist you can ask yourself, what steps would I take to achieve this project if it was mine and I was one of the students?
- You can find some examples of checklists amongst the sample units from schools [here](#). There are also two articles about using checklists to support student learning.



## Step Six

### **Create a formative rubric that unpacks key skills you want to develop in the students throughout the unit.**

- Most of the rubrics we have seen teachers produce are summative rubric simple used for assessment. This is NOT a formative rubric.
- A formative rubric concretely articulates, in student speak, what that skill looks like at progressive levels.
- [K. Anders Ericsson](#) pioneered the research into deliberate practice and he found that skill expertise has more to do with how one practices than with merely performing a skill a large number of times. An expert breaks down the skills that are required to be expert and focuses on improving those skill chunks during practice or day-to-day activities, often paired with immediate coaching feedback. Another important feature of deliberate practice lies in continually practicing a skill at more challenging levels with the intention of mastering it.
- We use the structure of a formative rubric to support the teachers to unpack not only what the skill chunks are at different stages of skill development, but to provide a structure for teachers to articulate the explicit approaches they will use to develop and challenge the students.
- Expert teachers generally know what level of skill a student is displaying in the way they are demonstrating in their work. However, this is an instinctual thing with teachers which they address when they see it. If we are going to actually support the students in developing a mastery approach we have to move this from an anecdotal 'on-sight' approach to explicitly articulating what it is we are looking for, the evidence that we require them to produce to demonstrate that they are at a level, and the strategies we will be using to develop their skill.
- Once we have captured this information suddenly the process of developing visible feedback mechanisms that the students drive becomes much easier. The result is that performance increases, the more competent students have a structure that can extend them, teachers have more time to support the struggling students, and the students begin to have tools that allow them to become independent learners.
- It does take time to articulate it well as it challenges the teachers to get really clear about WHAT demonstrable behaviour it is they are looking for.
- A sample rubric for research can be found in the Supplementary guide so you can get an idea of how we unpacked one skill at a year 8 level.





## **Related Templates, Documents and Articles can be found in the Supplementary guide:**

### **Step One and Two**

1. Can Do List
2. Blooms Taxonomy Action Verbs
3. Learning Taxonomy Affective

### **Step Three**

1. Designing Key Understandings

### **Step Four**

1. [Intuyu Consulting website – Learning Resources page for examples of units](#)

### **Step Five**

1. Blank Checklist
2. How a simple checklist can improve learning
3. Using Checklists to Support Learning

### **Step Six**

1. Rubric Student Version
2. Rubric Teacher Version
3. Sample Research Rubric
4. [Intuyu Consulting website – Learning Resources page for examples of units.](#)

# PLANNING OUTSTANDING UNITS SUPPLEMENTARY GUIDE

Steps One and Two

Can Do List

Unit: \_\_\_\_\_

Year Level: \_\_\_\_\_

I can:

I have heard of this	I can do this with help	I can do this on my own	I CAN List Item

I can:

I have heard of this	I can do this with help	I can do this on my own	I CAN List Item

**Bloom's Taxonomy Action Verbs**

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations	Break down objects or ideas into simpler parts and find evidence to support generalizations	Compile component ideas into a new whole or propose alternative solutions	Make and defend judgements based on internal evidence or external criteria
Verbs	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give example</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognise</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Change</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate</li> <li>• Discover</li> <li>• Dramatize</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse</li> <li>• Appraise</li> <li>• Breakdown</li> <li>• Calculate</li> <li>• Categorise</li> <li>• Compare</li> <li>• Contrast</li> <li>• Criticise</li> <li>• Diagram</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Experiment</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Model</li> <li>• Outline</li> <li>• Point out</li> <li>• Question</li> <li>• Relate</li> <li>• Select</li> <li>• Separate</li> <li>• Subdivide</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Assemble</li> <li>• Categorise</li> <li>• Collect</li> <li>• Combine</li> <li>• Comply</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Devise</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Plan</li> <li>• Prepare</li> <li>• Rearrange</li> <li>• Reconstruct</li> <li>• Relate</li> <li>• Reorganise</li> <li>• Revise</li> <li>• Rewrite</li> <li>• Set up</li> <li>• Summarise</li> <li>• Synthesize</li> <li>• Tell</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise</li> <li>• Argue</li> <li>• Assess</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Contrast</li> <li>• Defend</li> <li>• Describe</li> <li>• Discriminate</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Judge</li> <li>• Justify</li> <li>• Interpret</li> <li>• Relate</li> <li>• Predict</li> <li>• Rate</li> <li>• Select</li> <li>• Summarize</li> <li>• Support</li> <li>• Value</li> </ul>

## Also...

[Learning Taxonomy – Krathwohls Affective Domain pdf link](#)

## Step Three

### **Designing Key Understandings**

Quite often, developing powerful and meaningful key understandings is an area that teachers struggle with as they create and plan authentic rich task units. This is a critical step that many teachers can gloss over in planning but can make a profound difference to having clear, powerful units that provide great learning opportunities.

What we have experienced when teachers have begun the process of extracting “understandings” from the Australian Curriculum (or any curriculum documentation for that matter) what results is a long list of statements, understandings, and facts being written down. This is an important step in the process but it is not the final step. Quite often it is treated as a final step because the teachers themselves are used to teaching students “knowledge” rather than having the students learn. This is a consequence of the Industrial Education paradigm that has existed in our society for the past 200 years. If the teachers just use the lengthy list of “understandings” in their planning documentation without sequencing the “understandings” into a coherent and consistent whole, then there is a subtle but long reaching impact.

What we have found is that teachers take this mass of “understandings” and, with the mindset of they have to “cover” all this and make sure the students “learn” this, crowd the unit with too much material. All of this is with the hope that the students will gain the “understandings” articulated in their planning documents. This is shotgun learning. This approach fundamentally undermines the opportunity students can gain to frame their understanding inside a powerful context. If we, as a teaching profession, want to develop students to be performance oriented in their learning, we must first clearly and logically articulate what we are intending the students to understand and what skills they are to develop and then align the learning to accomplish those goals.

Key understandings are created to clearly define the purpose of the learning within the unit. They articulate the fundamental deep learning that the unit is being created to achieve. The key understandings not only have the scope of addressing what the Australian Curriculum achievement standards require to be understood, but also the passion and self-expression of the teaching team, as well as the values and expression of the school.

Clear key understandings will allow teachers to create authentic essential / fat / fertile questions that can be used to guide and challenge student thinking in particular directions. The sequence of understandings also allow for an authentic and meaningful sequence of learning throughout the unit. Teachers and students alike will actually know

## Six Steps to Planning Outstanding Units

what they are fundamentally out to learn in the unit and what would indicate successfully achieving that understanding.

The following steps highlight the process and the thinking behind designing powerful key understandings.

### Part A

Reflecting on the information extracted, as well as your own personal experience in teaching this content and what you feel is important for the students to grasp at this stage in their learning that will set them up for powerful future understandings in the area, it is time to create an Overall Goal Understanding.

The Overall Goal Understanding is accomplished by asking the question:

*Having looked at what is required in the Australian Curriculum, what do I REALLY want them to understand by the end of this unit?*

This is an opportunity to be creative and masterful as a teacher. What do you REALLY want them to have grasped by the end of this unit? What understanding is important to them as a human being as well as to their understanding of the content to be covered? What understanding can address the material but also reflect the values that the school espouses?

This is normally a big picture sort of statement that can reflect a greater breadth of knowledge and understanding in the world. It can allow for cross-linking to other subjects. It can tie the understanding for one subject / domain to other domains and broader understandings.

For example, a team of teachers from a Catholic secondary college expressed their Overall Goal Understanding for a Year 7 English unit as:

*To bring about change that positively affects ourselves and others requires us to create narratives and actions.*

This Overall Goal Understanding could be used to address any or all of the following Australian Curriculum English understandings:

- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)
- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)

## Six Steps to Planning Outstanding Units

- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)

Equally it could be linked to understandings within History (or Civics, or other areas) as well to create an integrated unit. For example, the above Overall Goal Understanding would address in part the Year 7 Australian Curriculum History achievement standard:

*By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.*

### Part B

Once the Overall Goal Understanding has been articulated then we can unpack that understanding into a sequence of logical understandings that need to be understood to conclude that Overall Goal Understanding.

The sequence of key understandings can be unpacked by asking the question:

*If the students are to understand the Overall Goal Understanding (OGU) by the end of the unit, what do they logically need to understand to reach the OG Understanding?*

Keeping in mind the skills and understandings extracted in step one, this is an opportunity to unpack different understandings contained within the Overall Goal Understanding.

Using the example from Part A where the Overall Goal Understanding was,

*To bring about change that positively affects ourselves and others requires us to create narratives and actions*

What we need to address includes elements such as change, the link between change and storytelling/narratives, and the effects of change.

## Six Steps to Planning Outstanding Units

The teachers unpacked the sequence in the following manner:

- i) We all undergo change and it is inevitable*
- ii) Change has effects on our relationships, beliefs, actions, and ideas.*
- iii) Change is often spread through storytelling*
- iv) To bring about change that positively affects ourselves and others requires us to create narratives and actions.*

Whilst these understandings still need to be somewhat refined, the unpacking into a logical sequence allowed for several openings for the teachers:

- The sequence of understandings that the students must accomplish across the unit is now defined. This will guide teaching and learning throughout the unit.
- Articulating these understandings “essential” / “fertile” / “fat” questions can now be designed within each key understanding such that students are exploring the understanding deeply.
- These key understandings now can be used as the overarching learning intentions for the unit and the teachers can now define the success criteria that would indicate that a student has successfully accomplished the specific understanding.
- The key understandings (learning intentions) and success criteria can now be given to the students so the direction and intention of the learning required in the unit is clear to them.
- The way these key understandings are worded allow for easy linkages to student passions, learning styles, current affairs and topics, and to topics that the students can relate to – no matter their background. In some ways the understandings are statements where teachers and students can uncover a wide range of evidence for - no matter the topic.

### **Samples of Key Understandings**

The following are examples of Overall Goal Understandings and their subsequent unpacked key understandings from a range of schools and a range of topics.

#### **A. Grade 1 Integrated Unit**

The Grade 1 Teaching team at this particular primary school were designing an integrated inquiry based learning unit that covers elements of History, Humanities (geography), Civics and Citizenship, and Indigenous Australians. There was a previous unit called Paddock to Plate with a food theme and the teaching team wanted to review and update that unit to make it consistent with the AUSVELS and be more intentional in its development of student learning.



## Six Steps to Planning Outstanding Units

The Overall Goal Understanding that the teachers designed was:

*To make good / responsible choices about what and how we consume, we need to understand where our food comes from and what processes it goes through.*

This was then unpacked into the following sequence of understandings that lead to the overall understanding the teachers wanted to achieve.

- i) The food we consume comes from a variety of sources.*
- ii) The food undergoes different processes on its journey to your home.*
- iii) These processes have an impact on the environment, the food quality, and the nutrition of food, and these processes have changed over time.*
- iv) To make good / responsible choices about what and how we consume, we need to understand where our food comes from and what processes it goes through.*

The intent of the unit was for the students to explore where food came from, what happened to it along the way, its effects on the world around them as well as on them. The beauty of creating the key understandings like this is that they allow for bringing in food of different cultures, look at historical food processes, as well as linking to what indigenous people ate and did.

### B. Year 6 Australian Curriculum History

The Overall Goal Understanding that the teachers designed was:

*To be in charge of our own destiny requires us to be informed by the past and to understand how we can effect change in the future.*

This was then unpacked into the following sequence of understandings that lead to the overall understanding the teachers wanted to achieve.

- i) Australia is a democracy shaped by individuals and groups fighting for their voices to be heard equally.*
- ii) Historically, factors such as migration, equality, indigenous rights, global social and economic reasons, etc., have impacted the shaping of Australia's identity and voice.*
- iii) To effect positive change for our country's future that is equitable for all we must be informed by our past.*
- iv) To be in charge of our own destiny requires us to be informed by the past and to understand how we can effect change in the future.*

## Six Steps to Planning Outstanding Units

### C. Year 7 Australian Curriculum Science

The Overall Goal Understanding that the teachers designed was:

*Our society relies upon extracting valuable resources for living.*

This was then unpacked into the following sequence of understandings that lead to the overall understanding the teachers wanted to achieve.

- i) *Everything is a mixture of different substances and some are useful and some are not.*
- ii) *The value (or usefulness) of these different substances depends on their use and value to others*
- iii) *To make use of these substances we need to be able to extract and isolate them.*
- iv) *Our society relies upon extracting valuable resources for living.*

### D. Year 7 Australian Curriculum History

The Overall Goal Understanding that the teachers designed was:

*The impact of historical events, individuals and groups affects our ideas, thoughts and cultural practices today.*

This was then unpacked into the following sequence of understandings that lead to the overall understanding the teachers wanted to achieve.

- i) *Ideas, thoughts and cultural practices begin in response to events, individuals or groups.*
- ii) *Individuals, groups, and events can have a far reaching historical impact.*
- iii) *What allows for long term impacts in ideas, thoughts and cultural practices include elements like: narratives, storytelling, groups spreading ideas and beliefs, and networks (like empires, community groups, etc.)*
- iv) *The impact of historical events, individuals and groups affects our ideas, thoughts and cultural practices today.*

Another example of an unpacking from another school for the same topic looked like:

The Overall Goal Understanding:

*To understand our society needs us to understand what happened in the past*

Which un-packed into:

- i) *All societies and civilisations are built on rituals, beliefs and social structures*

## Six Steps to Planning Outstanding Units

- ii) *These rituals, beliefs and social structures affect individuals and groups differently depending on their place in that society or civilisation.*
- iii) *When change inevitably comes, it can have long lasting impacts – even over thousands of years*
- iv) *To understand our society needs us to understand what happened in the past.*

### E. Year 7 Australian Curriculum English

The Overall Goal Understanding that the teachers designed was:

*To be a responsible citizen requires us to formulate our own informed opinions based on considering a range of evidence.*

This was then unpacked into the following sequence of understandings:

- i) *We live in a media rich world where opinions, beliefs and attitudes are thrust upon us via different forms of media.*
- ii) *Media uses a range of techniques to influence or manipulate our opinions, beliefs and attitudes.*
- iii) *Informed opinions arise from considering a range of evidence and creating arguments based on evidence.*
- iv) *To be a responsible citizen requires us to formulate our own informed opinions based on considering a range of evidence.*

### F. Year 9 Australian Curriculum History

The Overall Goal Understanding that the teachers designed was:

*We live in a world of massive movements of people and our understanding of the impacts and effects of movement is critical.*

This was then unpacked into the following sequence of understandings:

- a) *People move for a range of reasons, most often beyond their control, generally to achieve a better life.*
- b) *The movement of people has a massive impact on the biomes, indigenous people, cultures, thinking, economics, and politics.*
- c) *The movement of people transfers ideas, technologies, and cultural practices and can bring an extraordinary richness to our lives.*
- d) *Different cultures have different viewpoints and these points of view can limit the transfer of ideas, technology and practices that can make a difference.*
- e) *We live in a world of massive movements of people and our understanding of the impacts and effects of movement is critical.*

## Six Steps to Planning Outstanding Units

### G. Year 10 Australian Curriculum English

The Overall Goal Understanding that the teachers designed was:

*To have a just society we have to have respect for, and understand, the different perspectives and stories of each individual, group and culture.*

This was then unpacked into the following sequence of understandings that lead to the overall understanding the teachers wanted to achieve.

- i) People, groups and cultural beliefs and practices are built upon a set of consistent values and perspectives developed over time.*
- ii) Each perspective is valid and to be respected.*
- iii) For a just society, we may not agree with another's perspective, but we must understand it.*
- iv) To have a just society we have to have respect for, and understand, the different perspectives and stories of each individual, group and culture.*

[Examples of Units – link to our Learning Resources page](#)

### Step Five

**Article:** [How a simple checklist can improve learning](#)

**Article:** Using Checklists to Support Learning Check It Out! Using Checklists to Support Student Learning

Kathleen Dudden Rowlands

The English Journal

Vol. 96, No. 6 (Jul., 2007), pp. 61-66

**Blank Checklist:** on page 20 of this guide.

### Step Six

**Template:** Sample Research Rubric on page 21 of this guide.

**Template:** Rubric Student Version on page 22 of this guide.

**Template:** Rubric Teacher Version on page 23 of this guide.

## NAME OF UNIT CHECKLIST

		Starting Date:	
TASK – <i>Steps you need to take to complete your Culminating Event Presentation</i>		DATE TO BE COMPLETED	DONE (√)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

## Domain and Term

### Year XXX Inquiry Curriculum Research Rubric Grid – Teacher Version

Skill	Beginning	Developing	Capable	Evidence of Skill	Teacher Practices /Modelling Graphic Organisers
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>- Define – what purpose, why</li> <li>- Locate – understanding different types of information</li> <li>- Evaluate and select – identify information (accurate, timely, coverage/depth, recognising/acknowledging bias, authority, respect of origin)</li> <li>- Organising notes gathering and organising the information into a consistent structure</li> <li>- Action Plan Report</li> </ul>	<p>Use a graphic organiser to identify what they already know about the topic and what they need to find out</p> <p>Use a single word or question in a search engine to select a random link and scan to locate information</p> <p>Identifies information that meets the requirements of the task and criteria</p> <p>Uses a graphic organizer to group ideas and concepts</p> <p>Put together report that meets some of the set criteria</p>	<p><b>Plus...</b> Develop authentic questions that are designed to find out the required information</p> <p><b>Plus...</b> Uses three search strategies, as presented in the workshop, that locates information</p> <p><b>Plus...</b> Select the information that passes the information evaluation checklist (refer to the 'crap' test)</p> <p><b>Plus...</b> Use a PMI chart to rank/evaluate information in their graphic organizer</p> <p><b>Plus...</b> Meets all the criteria and the suggested solutions appear to be able to deliver the desired positive impact</p>	<p><b>Plus...</b> Identifies the format of information (e.g. images, sound, quotes, text, graphs, etc.)</p> <p><b>Plus...</b> Uses a range of different sources (organisational material, podcasts, videos, music, handouts, poster) to locate alternative information</p> <p><b>Plus...</b> Select the information that creates the most persuasive impact through the project</p> <p><b>Plus...</b> Organises the information into a coherent and logical argument</p> <p><b>Plus...</b> The action plan provides for flexibility and detail that allows for success (dates, roles, actions, responsibilities, resources)</p>	<p>What evidence will demonstrate the development of skills?</p>	<p>What strategies and approaches will you use to develop these skills in your students?</p>

**Year X** **Program**  
**Rubric Gnd – Student Version**

Skill	Beginning	Developing	Capable	Learning			Evidence of Skill What tasks I have completed? Where is the evidence? Evidence I have taught someone or have applied this in a different situation	Student Assessment Limited Satisfactory Good Very Good Excellent	Teacher Assessment Limited Satisfactory Good Very Good Excellent
				I have heard of this	I can do this with help	I can do this on my own			
	•	Plus ... •	Plus ... •						
	•	•	•						
	•	•	•						
<b>Student Reflection</b>									
<b>Teacher Comments</b>									

Year XXX Unit Rubric Grid – Teacher Version					
Skill	Beginning	Developing	Capable	Evidence of Skill	Teacher Practices /Modelling / Graphic Organisers
				What evidence will demonstrate the development of skills?	What strategies and approaches will you use to develop these skills in your students?
		Plus...	Plus...		
		Plus...	Plus...		
		Plus...	Plus...		
		Plus...	Plus...		



## Six Steps to Planning Outstanding Units

**Intuyu Consulting** is a group of expert educational consultants who operate as critical partners for schools and school systems. Using the latest research in education, business, and neuroscience we partner schools to create outstanding learning and development cultures, inspiring educational practices, and disciplined and effective learning environments. We operate nationally and internationally, working in Government, Catholic and Independent sectors.

Our consultants support teachers and schools in their planning, thinking and their professional growth to work out what will work best in their environment and their circumstance. We facilitate leadership teams and school leaders to become clear and plan to achieve their visions. We are critical friends to principals and members of leadership teams to support their individual development. Recently we partnered the CEM and the University of Melbourne in a Curriculum Renewal Project across 10 Secondary Colleges and worked with middle leaders and School Leadership to effectively lead curriculum and pedagogical renewal. We are champions for people and learning.

### About the author - Dr Adrian Bertolini

Adrian is the Founder & Director of Learning of Intuyu Consulting. He is one of Australia's foremost thought leaders on practical and real education that empowers and develops resilient, independent learners. Whilst his journey began as an engineer and Senior Lecturer in Aerospace Engineering at RMIT University, Adrian has worked across Australia, with students and teachers in primary, secondary and tertiary environments, to create authentic learning structures and experiences. He redeveloped the ruMAD? (aRe yoU Making A Difference) program for the Education Foundation and it is now acknowledged as one of the pre-eminent inquiry-based learning models in the country. In 2009 it won the Garth Boomer Award for curriculum development.

Adrian is much sought after by schools and businesses for his simple and effective presentations that not only challenges people to think deeply but also provides listeners with the practical "how's" to move forward. He is constantly acknowledged for being an engaging, passionate and knowledgeable speaker and facilitator.

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