

UNPACKING OUTCOMES

Syllabus outcomes are derived from the content of the syllabus. They provide clear statements of the knowledge, skills, understandings and values and attitudes expected to be gained by most students as a result of effective teaching and learning by the end of a stage.

A STAFF ACTIVITY

An activity that has proved helpful for teachers is to unpack the outcome. The worksamples included are from Holy Spirit Primary School, North Ryde and form a workshop with teachers from Inner Western Region of the Archdiocese of Sydney. The blank proformas used in the activity are included.

Process

Step 1

Using a line of outcomes from HSIE, written on a blank transparency and working in stage groups, the teachers were invited to

- identify the verbs used in the outcome
- identify the key words in the outcome
- suggest an indicator a child might demonstrate towards achievement of the outcome.

Outcomes and subject matter

Step 2

The OHTs were then placed on the overhead projector and each stage overlaid to show and provide and opportunity to discuss the development of the learning sequence across the stages.

Worksample 1

Step 3

Each group was then invited to add specific subject matter and develop a learning experience. These were also written onto a blank OHT and again overlaid and discussed.

Worksample 2

A further example is included

Outcomes and subject matter

Worksample 3

Worksample 4

Proformas

Unpacking verbs

Learning experiences

OUTCOMES AND SUBJECT MATTER

Early Stage One	Stage One	Stage Two	Stage Three
<p>ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, those environments.</p>	<p>ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</p>	<p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.</p>	<p>ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p>

<ul style="list-style-type: none"> ① features and places in the immediate environment ① natural and built features of their immediate environment and of areas they have visited ① experiences and interactions with their immediate environment and with areas they have visited ① features, places and environments that are clean and safe ① care of natural things in the immediate environment 	<ul style="list-style-type: none"> ① the globe as a representation of Earth ① everyday words for location, position and direction, eg left, right, mountain, city ① uses of places in their local area ① natural, built and heritage features in the immediate environment and in other areas adaptations to environments to fulfil needs ① changes to the immediate environment as a result of meeting needs and wants ① personal and shared values and responsibilities towards features, sites, places and environments ① care of resources, including waste disposal ① Aboriginal relationship to the land and ways of caring for the land. 	<ul style="list-style-type: none"> ① geographical terminology, eg north/south/east/west, equator, Tropic of Cancer, tropic of Capricorn, North/south Pole ① significant natural, heritage and built features in the local area, New South Wales and Australia, and their uses ① the location of major cities, rivers and mountains in New South Wales and the capital cities of Australia ① local and other Australian communities ① environmental changes ① groups associated with places and features, including Aboriginal people ① management and care of features, sites, places and environments. 	<ul style="list-style-type: none"> ① physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities ① geographical terminology, eg latitude, longitude ① communities, regions and environments in Australia and the world ① patterns of human involvement and use of environments, eg Aboriginal land management practices ① effects of human and natural changes on environments ① ecologically sustainable development of environments ① different perspectives about maintenance and improvement of environments ① selected natural or heritage built sites in the world, through case studies ① explanations of natural phenomena and the environments in Aboriginal Dreaming stories
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UNPACKING OUTCOMES (worksample 1)

OUTCOME HSIE	EARLY STAGE 1 ENES1	STAGE 1 ENS1.5	STAGE 2 ENS2.5	STAGE 3 ENS3.5
What verbs are used in the outcome?	Gathers Communicates	Compares Contrasts Interacts	Describes Demonstrates	Demonstrates Understands
What are the key words used in the outcome?	Natural and built environments Information Interact Caring	Natural and built environments Local area People Features	Places Local areas Australia Significance Built and Natural environments	Interconnectedness Global Australian Environment Acts responsibly Ecologically
What might you expect a to see a child do? Eg an indicator	Classifies environments as built or natural	List natural and built features of the local area	Explain the significance of Lane Cove National Park and the Daintree rainforest	Write a letter to the Minister for the environment to voice concerns about global warming

LEARNING EXPERIENCES (worksample 2)

OUTCOME	SUBJECT MATTER	LEARNING EXPERIENCES
EARLY STAGE 1	Features and Places in the immediate environment	<ul style="list-style-type: none"> ⌚ walk around the school, local shopping area, bush area and collect a range of artifacts - take photographs, make drawings, tape sounds ⌚ discuss artifacts ⌚ record through writing and pictures
STAGE 1	Everyday words for location, position and direction	<ul style="list-style-type: none"> ⌚ walk around the school describing how to get to various positions ⌚ identifying differences between dwellings, parks etc ⌚ children lead each other around following instructions ⌚ make a model and explain/give directions from an overview ⌚ list differences between school oval/local park ⌚ visiting heritage school house - identifying differences
STAGE 2	Year 3 - location of major cities, rivers and mountains in NSW and capital cities in Australia Year 4 - geographical terminology, eg North, South, equator, Tropic of Cancer, North Pole etc	<ul style="list-style-type: none"> ⌚ locate and map local area with reference to NSW and the world using maps and globes ⌚ on a world map mark in the zones. Use a key to identify tropical, sub-tropical, cool temperate rainforests.
STAGE 3	Communities, regions and environments in Australia and in the world	<ul style="list-style-type: none"> ⌚ cultural study of Bali ⌚ environmental study of Antarctica

OUTCOMES AND SUBJECT MATTER

Early Stage One	Stage One	Stage Two	Stage Three
<p>WES1.9 Engages in writing texts with the intention of conveying an idea or message</p>	<p>WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p>	<p>WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.</p>	<p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written features.</p>

<ul style="list-style-type: none"> ⌚ engage in joint and independent writing activities such as copying and tracing environmental print, labelling drawings ⌚ contribute to a range of joint construction activities to achieve a variety of purposes, eg observation, description, recount, procedure ⌚ independently write short texts, eg observations, descriptions, recounts and draw, sequences of visual images to illustrate procedures ⌚ engage in joint writing activities for audiences such as their own class or other classes, parents or other family members ⌚ independently write simple texts for themselves and/or an audience on familiar topics, using pictures or their own choice of words to label drawings 	<ul style="list-style-type: none"> ⌚ practice joint and independent constructions of a variety of simple texts types on familiar topics for a known audience, eg recount of personal experience, simple procedure, description of familiar people or things ⌚ engage in joint and independent constructions of a range of text types, eg recounts of personal experience, simple procedures, descriptions of familiar people or things, poems, elementary stories, information reports, basic explanations, written opinions ⌚ respond to questions about their own writing from a variety of audiences, eg teacher, family member, classmates, older or younger students, teacher's aide, classroom visitor ⌚ use headings to indicate topic of text ⌚ use graphics to accompany text where relevant 	<ul style="list-style-type: none"> ⌚ jointly and independently construct a range of texts, eg narrative, procedure, response, recount, description and information report ⌚ write for a chosen audience, eg write letters to family or friends, real or imaginary ⌚ jointly alter a text to take account of different audiences ⌚ build knowledge of topic before writing by brainstorming and discussing to make reference lists for writing ⌚ label graphics accompanying own texts ⌚ jointly and independently construct a range of texts for different audiences and purposes, eg descriptions, recounts procedures, narratives, poems, sequential explanations, personal responses, expositions ⌚ use a range of drafting strategies, eg note-taking, planning, organising headings, writing key words, revising, final drafting, editing, proofreading ⌚ write about both familiar and 	<ul style="list-style-type: none"> ⌚ Participate in frequent joint and independent activities to construct a wide range of literary and factual texts ⌚ Consolidate skills in locating resources and accessing information in preparation for writing ⌚ Produce a variety of texts, using a range of technology, for different audiences ⌚ Produce texts with attention to design, layout and graphics ⌚ Produce well-planned, coherent, extended texts by applying knowledge about the writing process, eg researching, drafting, revising, editing, proofreading, structuring paragraphs ⌚ write and creatively manipulate a range of text types to more sophisticated levels, eg researched historical recounts, detailed descriptions, sustained arguments and discussions with evidence, responses to artworks, multimedia projects ⌚ Relate to audiences through subtle use
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		<p>researched topics</p> <p>⌚ work with a variety of forms, eg projects, letters, diagrams, posters, multimedia.</p>	<p>of language, eg humour, modality, irony</p> <p>⌚ write texts that deal with more complex and detailed subject matter to high levels of technicality and abstraction</p> <p>⌚ combine various channels of communication in multimedia texts, eg poetry, dramatic performance, business letters, diagrams, illustrations.</p>
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UNPACKING OUTCOMES (worksample 3)

OUTCOME English	EARLY STAGE 1 WES1.9	STAGE 1 WS1.9	STAGE 2 WS2.9	STAGE 3 WS3.9
What verbs are used in the outcome?	Engages Conveying	Plans Reviews Produces	Drafts Revises Proofreads Publishes	Produces Using
What are the key words used in the outcome?	Texts Ideas Messages	Simple literary and factual texts Familiar topics Known readers Variety of purposes	Well structured More demanding Written language features	Literary and Factual texts Variety of purposes Challenging topics Ideas Issues Written language features
What might you expect a to see a child do? Eg an indicator	<ul style="list-style-type: none"> ⌚ attempts to write a simple text to convey a message ⌚ accompanies a text with an illustration to give more meaning 	<ul style="list-style-type: none"> ⌚ writes some high frequency words ⌚ independently constructs sentences ⌚ sequencing words in order 	<ul style="list-style-type: none"> ⌚ self-evaluate own work using an assessment criteria ⌚ include structure and language features of a particular text type, eg tenses ⌚ writes for a specific audience or purpose 	<ul style="list-style-type: none"> ⌚ writes paragraphs that contain a main idea + elaboration of the main idea, eg Information report

LEARNING EXPERIENCES (worksample 4)

OUTCOME	SUBJECT MATTER	LEARNING EXPERIENCES
EARLY STAGE 1	Independently write short texts, eg observations, descriptions, recounts and draw, sequences of visual images to illustrate procedures	<ul style="list-style-type: none"> ⌚ write labels for a mural created after an excursion ⌚ write a brief description of what they saw on the excursion
STAGE 1	Practice joint and independent constructions of a variety of simple texts types on familiar topics for a known audience, eg recount of personal experience, simple procedure, description of familiar people or things	<ul style="list-style-type: none"> ⌚ draw a sequence for the procedure to make pancakes ⌚ jointly construct the writing of the procedure for making pancakes
STAGE 2	Jointly and independently construct a range of text types, eg narrative, procedures, response, recount, description and information report	<ul style="list-style-type: none"> ⌚ brainstorm ideas for characters, places and times for a narrative ⌚ create a word bank of adjectives and adverbs that can be used to support the brainstormed list ⌚ jointly construct the introduction for a narrative, choosing from the suggested lists
STAGE 3	Write texts that deal with more complex and detailed subject matter to high levels of technicality and abstraction	<ul style="list-style-type: none"> ⌚ jointly select a school or community issue. Construct an exposition in the form of a letter to the principal or local council about the issue, include a position statement and several arguments in support of the position. ⌚ research and gather evidence to develop the arguments ⌚ write the letter in small groups

UNPACKING OUTCOMES

OUTCOME	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
What verbs are used in the outcome?				
What are the key words used in the outcome?				
What might you expect a to see a child do? Eg an indicator				

LEARNING EXPERIENCES

OUTCOME	SUBJECT MATTER	LEARNING EXPERIENCES
EARLY STAGE 1		
STAGE 1		
STAGE 2		
STAGE 3		