

# PRO FORMAS

The following set of pro formas are included to show different ideas that teachers use for planning units and for tracking KLA outcomes in integrated units.

## A PROCESS FOR UNIT/THEME PLANNING

1. **Determine the focus/topic/theme**  
(specific KLA or integrated KLAs)
2. **Expected Outcomes**  
(What do you expect the children to ‘demonstrate’ at the end of this unit?)
3. **What teaching/learning experiences will you provide?**
  - knowledge
  - skills
  - processes
  - values and attitudes
4. **What strategies will you use?**  
(Remembering that they will be leading to the achievement of the outcomes, and will allow each child to demonstrate at their developmental level.)
5. **How will you know the children have achieved or demonstrated the outcomes?**  
(What assessment strategies will you use? What records will you keep?)
6. **What resources will you use?**

## A PROCESS FOR UNIT/THEME PLANNING

**Determine the focus/topic/theme** (specific KLA or integrated KLAs)

### **Expectations**

What do you want students to be able to do in the end?

### **Outcomes (KLAs)**

Not too many as these will need to be assessed.

### **Teaching/learning strategies**

eg Which teaching tool?

### **Teaching/learning experiences**

### **Assessment**

How will you know the students have achieved or are able to demonstrate their learning?

### **Resources**

## UNIT/THEME PLANNING

Outcomes:

Stage: \_\_\_\_\_

Theme focus

Teaching and learning activities

Modelling activities

Joint construction

Independent construction activities

Text type focus

Integration with other Key Learning Areas

Language features to be reinforced

New language features relevant to text type



**Overview of Learning Experiences**

Stage	Stage	Stage
Indicators	Outcomes Indicators	Indicators

1.

2.

3.

4.

Links with other KLAs

Resources

TERM            1    2   3    4  
 Week 1 2 3 4 5 6 7 8 9 10

Theme/Unit/Focus

Values and Attitudes Outcomes

<b>ENGLISH</b>	<b>HUMAN SOCIETY &amp; ITS ENVIRONMENT</b>	<b>SCIENCE &amp; TECHNOLOGY</b>
OUTCOMES and INDICATORS	OUTCOMES and INDICATORS	OUTCOMES and INDICATORS

Teaching and Learning Activities







# OVERVIEW OF PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Stage/grade \_\_\_\_\_

Term 1 2 3 4  
Weeks 1 2 3 4 5 6 7 8 9 10

SKILLS	CONTENT STRANDS	SUB-STRANDS						
	Growth & Development	Personal Identity	The Body	Human Sexuality	Changes	Values		
Communicating	Interpersonal Relationships	Relationships	Communication	Families	Peers	Groups		
Decision Making	Personal Health Choices	Making Decisions	Nutrition	Health Services and Products	Drug Use	Environmental Health	Preventative Measures	
Interacting	Safe Living	Personal Safety	Home and Rural Safety	School and Play Safety	Road Safety	Water Safety	Emergency Procedures	
Moving	Active Lifestyle	Components of an active Lifestyle	Ways to be Active	Effects of Physical Activity				
Problem Solving	Games and Sports	Non-Locomotor Skills	Locomotor Skills	Manipulative Skills	Games	Aquatics	Athletics	Playing the Game
	Gymnastics	Non-Locomotor Skills	Locomotor Skills	Elements of Movement	Composition			
	Dance	Non-Locomotor Skills	Locomotor Skills	Elements of Dance	Composition	Dance Styles		



Process/concept/idea

KLA

KLA

KLA

KLA

Teaching/learning experiences

Big idea or theme

KLA

KLA

KLA

KLA

Generic skills

Teaching/learning experiences



## MAPPING OF UNITS ACROSS KLAs

UNIT	English	Maths	HSIE	Science and Technology	PDHPE	Creative Arts
Term 1						
Term 2						
Term 3						
Term 4						

<b>Outcome</b>	<b>Learning experiences</b>

<b>Outcome</b>	<b>Learning sequence</b>	<b>Skill needed</b>