Year ___ _____ Unit _____

Year level _____	Unit _____	Semester ____

Unit overview

Insert the **unit overview**
(outlines the intent of the unit) found in the C2C unit plan.

Achievement Standard

Insert the **achievement standard**
(contains a year's worth of learning that is reflective of a C standard) found in the C2C unit plan.

Assessed content descriptions

Assessed Content descriptions		GTMJ	GTMJ	GTMJ
Insert the **assessed content descriptions** (These are located in the C2C alignment document. These are the content descriptions from the Australian Curriculum that are assessed in this task. These are used to inform what students need to **know** and do)	**A**	Insert the relevant **criterion descriptions from the GTMJ** (These are found in the unit outline in the C2C task. The GTMJ is used to determine what students need to know and **do**)		
	B			
	C			
	D			
	E			

Modifications needed (ICPs)							
Years	**1**	**2**	**3**	**4**	**5**	**6**	**7**
General Capabilities							
Literacy	Numeracy	ICT	Critical and Creative thinking	Personal and social Capability	Ethical understanding	Intercultural Understanding	
✓	✓	✓	✓	✓	✓	✓	
Cross Curricular Priorities							
Aboriginal and Torres strait islander cultures			Engagement with Asia		Sustainability		
✓			✓		✓		

	Broad and deep vocabulary (Meaning & Visual)	Fluency (Meaning)	Active comprehension strategies (Meaning)	Text and textual features (Meaning and Syntax)	Knowledge of the world (Meaning)
Curriculum Input (Receptive modes - Reading, Listening, Viewing)	**List** the vocabulary that students need to know in order to comprehend and construct texts. Tier 2 words: **List** the high quality academic vocabulary and cognitive verbs. Tier 3 words: **List** the content-specific vocabulary.	**Identify** the students in your class that cannot decode text at level. **Identify** the punctuation features in the text that students need to understand prior to reading.	**Identify** the reading comprehension strategies that that will assist in comprehending the text. Predicting Connecting Inferring Comparing Visualising Summarising Paraphrasing Synthesising Self-questioning Skimming Scanning Determining Importance Re-reading Sounding out Chunking Using analogy Consulting a reference Adjusting reading rate. **Identify** TTR activities that can be used to assist this.	**Identify** the text structure that students need to be familiar with so they can understand the text. Cause and effect Problem and solution Compare and contrast Description Sequencing (Narrative, Methods, Recipes) Opinion **Identify** and **list** the text organisational features that students need to be familiar with so they can understand the text. E.g. Graphs, Tables, Images, Titles, Subtitles etc.	**Discuss** and **list** the knowledge of the world that is needed for students to engage in the text (read, view, listen) or to produce the text (write, create, speak).
		Spelling knowledge (Visual)	**Strategies for planning and composing (Meaning and Syntax)**	**Text and textual features (Syntax and Meaning)**	
Curriculum Output (Productive modes - Writing, Creating, Speaking)	**Identify** the literacy strategies to assist students with vocabulary.	**List** the spelling knowledge and TTW strategies that will be used to explicitly teach spelling.	**Identify** the TTW strategies that will be used to plan writing. **List** the language features and punctuation that students need to produce in the chosen text. **Identify** the TTW activities that will can be used to assist students in composing text.	**Identify** the text structure that students need to produce: **State** the audience and the purpose of the output: **Identify** and **list** the cohesive devices and sentence structures that are needed.	

Know	Do		Class Action Plan		
Students need to know:	**Students are able to: (Cognitive verbs)**	**Think Question (optional)**	**Considerations for whole class** (Adopted from the UDL Framework) To be completed individually for your class.	**Personalised learning** for students requiring reasonable adjustments and for students on the NCCD. This is to be completed individually for your students.	**NCCD Data**
Insert the knowledge that students need to know to be successful in the task. (Constructed from descriptions of learning outlined in the GTMJ, elaborations of content descriptions, model response and literacy demands of the task) **To be developed as a team.**	Insert the skills that students need to be able to do to be successful in the task. (Constructed from descriptions of learning outlined in the GTMJ, elaborations of content descriptions, model response and literacy demands of the task) **To be developed as a team.**	Insert question that guide the learning of skills throughout the unit. **To be developed as a team or delegated to a team member following planning.**	Quality Differentiated Teaching Practice using VTVL Surface Deep and Transfer Literacy Strategies **Representation** 1. Information given in preferred mode (oral, pic) 2. Visual aids 3. Enlarged print 4. Adjusted language: instructions, text, oral 5. Adjusted layout of task/criteria sheet 6. Added visual aids/prompts 7. Adjust individual materials/worksheets/tasks 8. Use concrete materials 9. Adjusted language 10. Additional wait time to process language 11. Pre-teach vocabulary/concepts 12. Use of audio, digital and video 13. Highlight key words 14. Increase opportunities to practise new skills 15. Slow pace of instruction 16. Short, clear instructions 17. Check for understanding 18. Provide step by step instruction 19. Break instructions/material into smaller steps 20. Reduce note taking – provide copies of notes 21. Repeat Instruction 22. Allow opportunities for regular revision 23. Monitor comprehension with probing question		Diff
					Sup
					Sub
					Ext
					Diff
					Sup
					Sub
					Ext
Must be a **noun.** **Science example** Word equations and chemical equations. **English example** Sentence structure: • simple, compound and complex sentences including those with embedded clauses.	Must start with a **verb** and must include a description about how the verb will be used. Use the punctuation below as a guide. Identify reactants and products. Create chemical and word equations. Innovate with sentence structures to: • emphasise meaning, • convey a point of view, • increase tension.	A think question is used to: • cue students about key learning in a lesson, • gauge student understanding at the end of the lesson or learning experience, • model the thinking required to demonstrate content (understanding) and skills (the cognitive verb). Use words such as who, what, when, where, why, how and which. Using your *do* dot points, create a question that supports the thinking required to achieve the dot point.	**Action and Expression** 24. Utilise assistive technology 25. Multiple opportunities to demonstrate knowledge and gain best response 26. Reduced writing requirement 27. Adjusted handwriting requirements 28. Adult scribe/reader 29. Adjustments made to homework 30. Opportunities for revision and drafts 31. Adjust length of task 32. Additional scaffolding 33. Use of assistive media 34. Tiered task 35. Adjusted mode – oral/written/video/ICT 36. Adjusted mode – choice of adjusted mode 37. Goal setting and monitoring 38. Task checklists 39. Planning scaffolding 40. Graphic organisers 41. Allow additional time **Engagement** 42. Utilise student's interests 43. Seating plan 44. Adjust the environment (quiet) 45. Class routine (predictable) 46. Visual routines 47. Choice in order of tasks 48. Advance notice of transitions and changes 49. Proximity to teacher (seating preference) 50. Assignment schedule 51. Individualise task to meet skill level and interests 52. Flexible/alternate teaching space 53. Independent learning 54. 1:1 conferencing 55. Flexible groupings 56. Intellectual peers groups 57. Peer buddy tutoring 58. Reinforcement strategies and rewarding tasks 59. Explicit teaching of social skills 60. Provide social understanding 61. Sensory tools 62. Allowed breaks 63. Student self-assessment 64. Self-reflection		Diff
					Sup
					Sub
					Ext
					Diff
					Sup
					Sub
					Ext
					Diff
					Sup
					Sub
					Ext
					Diff
					Sup
					Sub
					Ext

Teaching and Learning sequence			
Week	**Lesson 1**	**Lesson 2**	**Lesson 3**
1	**L.I:** Insert Learning Intention **SC:** Insert Success Criteria	**LI:** **SC:**	**LI:** **SC:**
2	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
3	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
4	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
5	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
6	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
7	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
8	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
9	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**
10	**LI:** **SC:**	**LI:** **SC:**	**LI:** **SC:**

Tasks to be completed		Teacher Responsible	Date to be completed and distributed to team/HOD	Additional Comments
Pre-tasks and Exit Slips	At level			
	Modified			
Literacy resources (TTR/TTW/TWR/VLL)	At level			
	Modified			
'Know and be able to Do' table and think questions	At level			
	Modified			
Teaching and Learning Sequence LIs and SCs	At level			
	Modified			
Finalised assessment task (complete with whole school assessment template)	At level			
	Modified			
Exemplar/model response	At level			
	Modified			