Bowen State High School

Whole School
Curriculum Planning Process

+1 for Teachers +1 for Students
Front Ending Assessment - Creating Assessment Literate Learners

CLARITY 0.75

WHAT am I teaching and WHY am I teaching it?

Analyse the **unit of work** and **assessment** to **develop clarity** of the **curriculum intent**.

- As a team, **develop clarity** of the unit and assessment task using the **alignment template**.
- As a team, identify the **reading** and **writing** demands of the unit.
- As a team, create a **Know** and be able to **Do** table with **Think** questions.
- Conduct modifications process for learners on a modified curriculum program.

HOW will I teach it?

Establish clear **Learning Intentions** and **Success Criteria**.

- As a team, delegate responsibilities across your team to: develop a pre-task; finalise the assessment task; establish clear **Learning Intentions** and **Success Criteria;** and develop the appropriate model responses and TTR/TTW activities.

HOW will I know that learning has been successful?

- **Monitor** student learning during the unit and **reflect** on the overall success of the unit after moderation, using the calibration model.

Planning Flow Chart

P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF)
(whole school approach to assessing student learning)
State Schools Strategy

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Australian Curriculum

(The source document for all planning - 7 General Capabilities and 3 Cross Curriculum Priorities)

Contains Content Descriptions and Achievements Standards for each year level.
Outlines the structure for each subject through the strands and sub-strands of learning.
Used to create the whole school curriculum and assessment plan, year level curriculum and assessment and unit overviews.

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Curriculum into the Classroom (C2C)

A resource to help implement the Australian Curriculum in classrooms.

Provides unit overviews and GTMJs aligned to the curriculum for teachers.
Cognitive verbs and higher order thinking are embedded in documents.

Can be adapted or adopted to suit the school context.

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What I need to Teach

Developing Clarity

School based approach to achieving Clarity using the Whole School Alignment Template

Step 1: Align the achievement standard, assessed content descriptions and GTMJ to achieve clarity of what content is being taught and how the students are to demonstrate their learning in the assessment task (where content is being assessed in the task)

Step 2: Use the three cueing system (SMV) to determine the literacy demands of the assessment task/unit. These should be broken into Curriculum Input (Reading, Listening and Viewing) and Curriculum Output (Writing, Speaking and Creating)

Step 3: Create a Know and Do table using the GTMJ, content descriptions and model response.

Step 4: Process to modify units of work and determine access and instructional adjustments.

CLARITY

• Teachers have a clear understanding of the curriculum intent (content descriptions and achievement standards of the A-C) of the unit of work.

• Teachers can articulate what students need to know and be able to do to be successful in the assessment task (curriculum intent, GTMJ and modelled response).

• Teachers can articulate how students will need to use the skills of reading and writing to successfully complete the assessment task (know and do + planned texts + modelled response).

How Students demonstrate their learning?

What am I teaching?

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Modifying Curriculum

Students working at a different year level juncture (ICP endorsed) to their age level peers require modified curriculum and assessment tasks as per the P-12 CARF.

Teachers must be aware of students on ICPs and curriculum tasks must be modified to their identified curriculum level.

Teachers work with their year level group, co-teachers, case managers, curriculum HODs and HOD Inclusive Practices to align and modify assessment tasks using the sequence of content, achievement standard and the GTMJ from the modified year level.

Teachers then use the whole school approach to differentiate teaching and learning using the UDL Framework.

Why am I teaching it?

⬇   ⬇   ⬇

Sequence of Content	Achievement Standard	GTMJ
Provides Content Descriptors from the Australian Curriculum in year level sequence.	What students need to achieve by the end of the year for that level.	A-E Descriptors for each sub-strand of the curriculum area being assessed. Construct the GTMJ using achievement standards for C level, and building up and down using the content descriptors and/or cognitive verbs.

MODIFYING CURRICULUM AT BOWEN STATE HIGH SCHOOL

Students working at a different year level (ICP endorsed) require modified curriculum and assessment tasks as per the P-12 CARF.

Step 1: Map *Content Descriptors* **(at cohort level) to ICP level using** *Sequence of Content*.

Step 2: Map *Achievement Standards* **(at cohort level) to ICP level.**
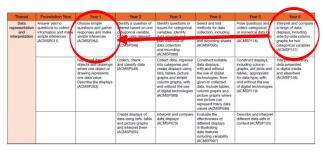
Step 3: Consult *Australian Curriculum Work Sample Portfolios* **to gain insight into how student responses might look at ICP level.**
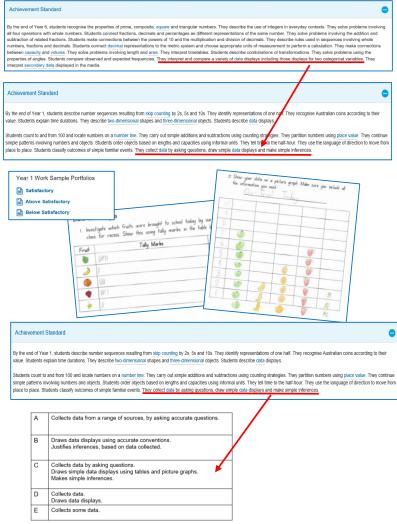
Step 4: Construct *Guide to Making Judgements* **using** *Achievement Standards* **for C level, and building up and down using** *Content Descriptors* **and/or cognitive verbs;**

Step 5: Align *Guide to Making Judgements, Content Descriptors, Achievement Standards,* **and the task, to create a** *Know and Do Table* **for the ICP level.**

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Data representation and interpretation	Answer yes/no questions to collect information and make simple inferences (ACMSP011)	Choose simple questions and gather responses and make simple inferences (ACMSP262)	Identify a question of interest based on one categorical variable. Gather data relevant (ACMSP048)	Identify questions or issues for categorical variables. Identify data sources and (ACMSP068)	Select and trial methods for data collection, including and recording sheets (ACMSP095)	Pose questions and collect categorical or numerical data by (ACMSP118)	Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)
		Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)	Collect, check and classify data (ACMSP049)	Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)	Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)	Interpret secondary data presented in digital media and elsewhere (ACMSP148)
			Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)	Interpret and compare data displays (ACMSP070)	Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)	Describe and interpret different data sets in context (ACMSP120)	

Achievement Standard

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.

Achievement Standard

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. They order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

Year 1 Work Sample Portfolios
- Satisfactory
- Above Satisfactory
- Below Satisfactory

Achievement Standard

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

A	Collects data from a range of sources, by asking accurate questions.
B	Draws data displays using accurate conventions. Justifies inferences, based on data collected.
C	Collects data by asking questions. Draws simple data displays using tables and picture graphs. Makes simple inferences.
D	Collects data. Draws data displays.
E	Collects some data.

Know	Do	Think	Considerations
Ways of gathering data	Gathers data by asking questions	What question would we ask to find out what sport people play at lunchtime?	Group work Peer tutoring Question stems
Conventions of picture graph	Represent data by constructing picture graph	How can we represent how many people play different sports?	Visual cues Colour Scaffolded graph paper
Conventions of tally table	Represent data by recording it in a table	How do we tally our results?	Scaffolded table

WHAT AM I TEACHING AND WHY AM I TEACHING IT?

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 C2U unit plan.			

	Assessed Content Descriptions		**GTMJ**	**GTMJ**	**GTMJ**
Assessed Content Descriptions	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			

WHAT AM I TEACHING AND WHY AM I TEACHING IT?

Modifications Needed							
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 and 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 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 structures that students need to be familiar with so they can understand the text. Cause and effect Problem and solution Compare and contrast Description Sequencing **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 (Meaning and Syntax)	
Curriculum Output (Productive Modes – Writing, Creating, Speaking)	**Identify** the literacy strategies to assist students with vocabulary.	**List** the spelling knowledge and strategies that will be used to explicitly teach spelling. **Identify** the TTW activities that can be used to assist students in composing text.	**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 ties and sentence structures that are needed.	

WHAT AM I TEACHING AND WHY AM I TEACHING IT?

KNOW	DO			
Students need to know	**Students are ale to do (Cognitive verbs)**	**Think Questions**	**Considerations for whole class** (Adopted from the UDL Framework) To be completed individually for your class.	**Personalised learning** for students requiring reasonable adjustments. To be completed individually for your students.
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 if time does not permit.	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 **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	

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UDL Strategy Framework:

DIFFERENTIATION – UNIVERSAL DESIGN FOR LEARNING

REPRESENTATION		ACTION AND EXPRESSION		ENGAGEMENT	
1: Provide options for perceptions 1.1 Offer ways of customising the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information	• Information given in preferred mode (oral, pic) • Visual aids • Enlarged print • Adjusted language: instructions, text, oral • Adjusted layout of task/criteria sheet • Added visual aids/prompts • Adjust individual materials/worksheets/tasks	**4: Provide options for physical action** 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies	• Utilise assistive technology • Multiple opportunities to demonstrate knowledge and gain best response • Reduced writing requirement • Adjusted handwriting requirements • Adult scribe/reader • Adjustments made to homework • Opportunities for revision and drafts	**7: Provide options for recruiting interest** 7.1 Optimise individual choice and autonomy 7.2 Optimise relevance, value and authenticity 7.3 Minimise threats and distractions	• Utilise student's interests • Seating plan • Adjust the environment (quiet) • Class routine (predictable) • Visual routines • Choice in order of tasks • Advance notice of transitions and changes • Proximity to teacher (seating preference) • Assignment schedule • Individualise task to meet skill level and interests • Flexible/alternate teaching space • Independent learning
2: Provide options for language, mathematical expressions and symbols 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical rotation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media	• Adjusted language • Additional wait time to process language • Pre-teach vocabulary/concepts • Use of audio, digital and video	**5: Provide options for expression and communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for constructions and composition 5.3 Build fluencies with graduated levels of support for practice and performance	• Additional scaffolding • Use of assistive media • Tiered task • Adjusted mode – oral/written/video/ICT	**8: Provide options for sustaining effort and persistence** 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimise challenge 8.3 Foster collaboration and community 8.3 Increase mastery-oriented feedback	• 1:1 conferencing • Flexible groupings • Intellectual peers groups • Peer buddy tutoring • Reinforcement strategies and rewarding tasks • Explicit teaching of social skills • Provide social understanding
3: Provide options for comprehension 3.1 Activate or supply background knowledge 3.2 Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualisation, and manipulation 3.4 Maximise transfer and generalisation	• Highlight key words • Increase opportunities to practise new skills • Slow pace of instruction • Short, clear instructions • Check for understanding • Provide step by step instruction • Break instructions/material into smaller steps • Reduce note taking – provide copies of notes	**6: Provide options for executive functions** 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress	• Goal setting and monitoring • Task checklists • Planning scaffolding • Graphic organisers	**9: Provide options for self-regulation** 9.1 Promote expectations and beliefs that optimise motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection	• Sensory tools • Allowed breaks • Student self-assessment • Self-reflection

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WHAT AM I TEACHING AND WHY AM I TEACHING IT?

THREE CUEING SYSTEMS:

- Comprehension strategies
- Text structures
- Purpose and audience
- Cohesion
- Knowledge of the world
- Vocabulary
- Fluency
- Images

- Sentence Structure
- Punctuation
- Language Features
- Oral Rehearsal in SAE

MEANING
Whole Test Level
Does that make sense?

SYNTAX
Sentence Level
Does that sound right?

VISUAL
Word Level
Does that look right?

- Concepts about print
- Phonemic awareness
- Phonics
- Spelling
- Strategies to decode words
- High frequency sight words

Questions for group discussion whilst using the alignment template:

What are the literacy/ numeracy demands of the task?

What literacy and numeracy skills do my students already have?

What are the reading and writing demands of the unit?

How will this be delivered?

HOW WILL I TEACH IT?

Consider the following questions when deciding how to teach the unit and how to develop clear Learning Intentions and Success Criteria.

What does my Quadrant of Learners, Student voice, LOA result, NAPLAN, Literacy Continuum, Reading/Numeracy Data and Pre-task reveal about what my students already know and what can they already do?

How will I use the Pedagogical Framework (VTVL) to design my lessons and create a gradual release of responsibility across the unit?

Gradual Release of Responsibility			
Modelled Thinking	**Shared Thinking**	**Guided Thinking**	**Independent Thinking**
Teacher: Models their thinking to students. Student: I listen to the thinking of the teacher.	Teacher: Provides questions, prompts and clues to support student thinking. Student: I start to articulate my own thinking.	Teacher: Teacher provides support if thinking is unclear. Student: I collaborate with peers and teacher to apply my thinking.	Teacher: Provides daily opportunities to develop thinking and demonstrate their understanding. Student: I apply and develop my thinking on my own.

How will I use the Pedagogical Framework (LIs and SCs, Engagement, Input, Guided Practice, Independent Practice and Closure/Review) to teach with a literacy focus?

What literacy strategies (TTR, TTW, TWR, VLL) will I use and when will I use them?

How will I differentiate in this unit? How will we use the whole school approach and the UDL Framework?

What are the cognitive verbs that relate to this unit and how will I teach using these?

HOW WILL I TEACH IT?
ESTABLISH CLEAR LEARNING INTENTIONS AND SUCCESS CRITERIA USING THE COGNITIVE VERBS IDENTIFIED IN YOUR KNOW AND DO TABLE

Cognitive Verbs

THE 75 COGNITIVE VERBS OF THE
QUEENSLAND SENIOR CURRICULUM:

A
analyse
apply
appraise
appreciate
argue
assess

C
calculate
categorise
clarify
classify
comment
communicate
compare
comprehend
conduct
consider
construct
contrast
create
critique

D
decide
deduce
define
demonstrate
derive
describe
design
determine
develop
devise
differentiate
discriminate
discuss
distinguish
document

E
evaluate
examine
execute
experiment
explain
explore
express
extrapolate

G
generate

H
hypothesise

I
identify
implement
infer
interpret
investigate

J
judge
justify

M
make decisions
manipulate
modify

O
organise

P
predict
propose
prove

R
realise
recall
recognise
reflect on
resolve

S
select
sequence
sketch
solve
structure
summarise
symbolise
synthesise

T
test

U
understand
use

See your literacy handbook for glossary of these terms.

HOW WILL I TEACH IT? ESTABLISH CLEAR LEARNING INTENTIONS AND SUCCESS CRITERIA

TEACHING AND LEARNING SEQUENCE			
Week	**Lesson 1**	**Lesson 2**	**Lesson 3**
1	**LI:** 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:**

HOW WILL I TEACH IT? DELEGATE RESPONSIBILITIES ACROSS YOUR TEAM

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 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			

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HOW WILL I KNOW THAT LEARNING HAS BEEN SUCCESSFUL?

Monitor student learning during the unit and reflect on the overall success of the unit after moderation.

TIC (Teacher In Charge) Curriculum Responsibilities

Year/Subject	TIC	Unit Title	Teacher Responsible for Units
YEARS 7 TO 10			

TIC (Teacher In Charge) and Curriculum Responsibilities

Year/Subject	TIC	Unit Title	Teacher Responsible for Units
YEAR 11 AND 12			

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