Curriculum Clarity Template

*Gaining clarity of the curriculum intent for a unit of study*

(a guide with prompts and examples can be found here: [https://school-inclusion.com/inclusion-in-action/teaching-and-learning/](https://school-inclusion.com/inclusion-in-action/teaching-and-learning/))

**Foundation Science: Our Material World (making a wind ornament)**

1. **Achievement Standard**

   By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

2. **Assessable Content Descriptions**

<table>
<thead>
<tr>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
<th>Science Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and development of science</td>
<td>Planning and conducting</td>
<td>Chemical sciences</td>
</tr>
<tr>
<td>• Science involves observing, asking questions about, and describing changes in, objects and events (ACSHEB013)</td>
<td>• Participate in guided investigations and make observations using the senses (ACSIS011)</td>
<td>• Objects are made of materials that have observable properties (ACSSU003)</td>
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<tr>
<td></td>
<td>• Questioning and predicting</td>
<td></td>
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<tr>
<td></td>
<td>• Pose and respond to questions about familiar objects and events (ACSIS014)</td>
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</tr>
<tr>
<td></td>
<td>• Processing and analysing data and information</td>
<td></td>
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<tr>
<td></td>
<td>• Engage in discussions about observations and represent ideas (ACSIS233)</td>
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<tr>
<td></td>
<td>• Communicating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share observations and ideas (ACSIS012)</td>
<td></td>
</tr>
</tbody>
</table>
3. Identify the key components of curriculum, cognition, context and complexity

**Achievement Standard and Content Descriptions:**
- Describe observable properties of familiar objects
- Pose and respond to questions
- Share observations

**Year Level Description:**
Everyday objects and materials

**Elaborations:**
- Sorting and grouping objects based on observable properties
- Thinking about how materials used are suited to the local environment
- Consider questions relating to objects used in everyday life
- Work in groups to describe what they have done and what they have found out
- Communicating ideas through role play and drawing

**Literacy:**
- **Text knowledge**
  - Use knowledge of text structures
- **Comprehending texts through listening, reading and viewing**
  - Listen and respond to learning area texts
- **Composing texts through speaking, writing and creating**
  - Use language to interacts with others
  - Compose spoken, written, visual and multimodal learning area texts

**Word knowledge**
- Understand learning area vocabulary

**Grammar knowledge**
- Use knowledge of sentence structures

**Numeracy:**
- Using spatial reasoning
  - Visualise 2D shapes and 3D objects

**Critical and Creative Thinking:**
- Inquiring – identifying, exploring and organising information and ideas
  - Organise and process information
  - Identify and clarify information and ideas
- Reflecting on thinking and processes
  - Think about thinking

**Personal and Social Capability:**
- **Social management**
  - Communicate effectively
  - Work collaboratively
4. Consolidate this information into a Learning Objective and Success Criteria for the unit of study

Students are learning to describe the observable properties of materials from which an object is made. They are learning to ask and respond to questions and share and reflect on observations.

They will be successful when they can:

- Describe properties of familiar objects
- Ask questions about familiar objects
- Share and reflect on observations

In addition, teachers may wish to articulate what students need to know, be able to do and think about in order to be successful in the assessment task.

This process draws alignment between the achievement standard, curriculum elements and the context of the assessment task, explicitly identifying the aspects required for success. It demonstrates the connection between curriculum input and output expectations.

The following Unit Analysis table for this unit of study has been extended to reflect the provision of extensive (individual learning goals – Literacy General Capability 1a) curriculum adjustments to meet the needs of a student in the class.
## Unit Analysis Table

<table>
<thead>
<tr>
<th>Know</th>
<th>Unit Analysis</th>
<th>Think</th>
<th>Curriculum Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday objects are made out of materials that are suitable for their purpose (properties)</td>
<td>Explain why the properties of the materials they have chosen are suitable for purpose</td>
<td>What is it made of? What does it look like? Feel like? What are its properties? What is it suitable for?</td>
<td>Attend to objects Refuse or reject objects</td>
</tr>
<tr>
<td>Scientific language is used to communicate observations</td>
<td>Explain your ideas and observations using scientific language</td>
<td>What did you observe? Why did that happen? What would you do differently?</td>
<td>Reflect a preference for an object</td>
</tr>
<tr>
<td>We can discover information through asking questions</td>
<td>Ask questions using scientific knowledge</td>
<td>What is a question I could ask about a material? Is that a question? What would a scientist ask if they were investigating a material?</td>
<td>Respond to or show interest in familiar people and activities</td>
</tr>
</tbody>
</table>

Everyday objects are made out of materials that are suitable for their purpose (properties)

Explain why the properties of the materials they have chosen are suitable for purpose

What is it made of?
What does it look like? Feel like?
What are its properties?
What is it suitable for?

What did you observe? Why did that happen? What would you do differently?

What is a question I could ask about a material? Is that a question? What would a scientist ask if they were investigating a material?

Attend to objects
Refuse or reject objects

Reflect a preference for an object

Respond to or show interest in familiar people and activities
5. Consider the literacy demands and proactively plan how these will be taught and adjusted:

<table>
<thead>
<tr>
<th>Literacy Demand</th>
<th>Support/Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and use learning area vocabulary – Tier 2 ad 3 words</td>
<td>Explicitly teach and review key words</td>
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<td></td>
<td>Provide visual prompts</td>
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<td></td>
<td>Student friendly definitions</td>
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<tr>
<td>Pose questions</td>
<td>Modelled responses</td>
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<td></td>
<td>Sentence starters</td>
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<tr>
<td></td>
<td>Aided Language Stimulation board</td>
</tr>
<tr>
<td>Compose spoken text</td>
<td>Modelled responses</td>
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<tr>
<td></td>
<td>Sentence starters</td>
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<tr>
<td></td>
<td>Graphic Organisers</td>
</tr>
<tr>
<td></td>
<td>Aided Language Stimulation board</td>
</tr>
<tr>
<td>Use language to interact with others</td>
<td>Cues/prompting</td>
</tr>
<tr>
<td></td>
<td>Sentence starters</td>
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<td></td>
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</table>

6. Consider the summative assessment conventions (technique, type of text, mode and conditions) and the provision of access adjustments (universal):

Students are required to select materials to create a wind ornament. They have to interact with the teacher to describe the properties of the materials chosen, respond to questions, share and reflect on observations and pose a question.

Things to consider:

- Multimodal communication supports
  - Receptive and expressive
- Processing/thinking time
- Sentence starters and prompts
- Opportunities to demonstrate learning in alternative ways – eg. sorting physical materials by properties to demonstrate understanding of the concept, pointing to objects suitable for outside, use of an Aided Language Stimulation board to describe the properties of a given object
- Graphic organisers to prepare responses
- Choice in what to make – does it have to be a wind ornament?