

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/>)

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

Content Descriptions		
Science as a Human Endeavour	Science Inquiry Skills	Science Understanding
<p><i>Nature and development of science</i></p> <ul style="list-style-type: none"> Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) 	<p><i>Planning and conducting</i></p> <ul style="list-style-type: none"> Participate in guided investigations and make observations using the senses (ACSIS011) <p><i>Questioning and predicting</i></p> <ul style="list-style-type: none"> Pose and respond to questions about familiar objects and events (ACSIS014) <p><i>Processing and analysing data and information</i></p> <ul style="list-style-type: none"> Engage in discussions about observations and represent ideas (ACSIS233) <p><i>Communicating</i></p> <ul style="list-style-type: none"> Share observations and ideas (ACSIS012) 	<p><i>Chemical sciences</i></p> <ul style="list-style-type: none"> Objects are made of materials that have observable properties (ACSSU003)

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 interact 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

Unit Analysis			Curriculum Adjustments
Know	Do	Think	Extensive (Individual Learning Goals)
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?	Attend to objects Refuse or reject objects
Scientific language is used to communicate observations	Explain your ideas and observations using scientific language	What did you observe? Why did that happen? What would you do differently?	Reflect a preference for an object
We can discover information through asking questions Questions start with question words that require a response (who, what, when, where, why, how)	Ask questions using scientific knowledge	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?	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:

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

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?