Unit Analysis Table

Inclusive Curriculum Provision:

Aligning the age- equivalent curriculum content (what students need to know, be able to do and think about) with opportunities for quality differentiated teaching practice, and the provision of supplementary, substantial and extensive curriculum adjustments.

Unit Analysis				**Curriculum Adjustments**		
Know	**Do**	**Think**	**Quality Differentiated Teaching Practice**	**Supplementary Adjustments**	**Substantial Adjustments (Year 1 Access Point)**	**Extensive Adjustments (Individual Learning Goals)**
Data can be represented in different ways	Read and interpret information from data displays	What are the different types of data displays? How do I read and interpret their meaning?	Range of data displays in different formats (multimedia) Graphic Organisers	Personalised graphic organisers and scaffold sheets Regular focused teaching	Data can be represented by objects and drawings Make simple inferences from data displays (objects and drawings)	Display information using real objects and photographs
A symbol can represent more than one piece of data	Draw a suitable key to communicate the amount of data represented	How much data does the symbol represent? How do I know?	Incorporate concrete materials Calculators to multiply/divide	Simplified groupings of data	A symbol represents one piece of data – record the amount of data represented (one-to-one correspondence)	Comment on data in pictographs
Features of data displays	Describe similarities and differences	What features are the same or different?	Highlighting/colour coding/labelling Venn Diagrams	Focus on 2 data displays only	Describe categories with greatest or least number of objects	Work out the meaning of pictographs using knowledge of context and vocabulary
Purpose and quality of data representation in different displays	Comment on the usefulness of each representation	Is the display a good representation of the data? Why/why not?	Strong and weak examples Sentence starters	Reader Scribe Cloze passage	What questions to ask to get the data needed – determine which question will collect appropriate responses Collect data	Convey knowledge about learning area topic
Data can inform decisions and support or refute statements	Analyse data to make a reasoned decision (agree/disagree, make recommendations, explain reasoning)	What is the data telling us? Does this support the statement?	Guided questioning using Bloom's Taxonomy Variety of output options	Reader Scribe Regular focused teaching	Use the data to justify if a statement is true or false	Respond to questions about pictographs Respond to questions about information displayed

Note: The table above is a general example. Differentiation and supplementary adjustments are authentically applied when they are contextualised to students, and when the student has been consulted. The table above is an example of quality differentiated teaching practice and supplementary adjustments in relation to the content only. Further differentiation and supplementary adjustments will also occur in relation to other components of the teaching/learning experience, eg. planning, instructional methods, assessment, communication, and the environment.