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-action/teaching-and-learning/)

Evaluating characters in a novel – Year 9 English

1. Achievement Standard

Receptive modes (listening, reading and viewing)
By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)
Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

2. Assessable Content Descriptions

Language
Expressing and developing ideas
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness
- Explain how authors creatively use the structures of sentences and clauses for particular effects
- Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text

Language for interaction
- Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor

Literacy
Interpreting, analysing, evaluating
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals, or groups are constructed to serve specific purposes in texts

Creating texts
- Create informative and persuasive texts that present a point of view and advance or illustrate arguments

Text structure and organisation
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas
- Understand that authors innovate with text structures and language features for specific purposes and effects

Literature
Examining literature
- Analyse texts from familiar contexts, and discuss and evaluate their content and appeal of an individual author’s literary style

Responding to literature
- Explore and reflect on personal understanding of the world and significant human experiences gained from interpreting various representations of life matters in texts
- Present and argument about a literary text based on initial impressions and subsequent analysis of the text
3. Identify the key components of curriculum, cognition, context and complexity

Achievement Standard and Content Descriptions:
- Identify, analyse and explain vocabulary choices and language features
- Evaluate and integrate ideas and information to form interpretations
- Select evidence from texts to analyse and explain influence of language choices and conventions
- Present an argument about a text-based analysis
- Create a text
- Use a variety of language features

Year Level Description:
Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Elaborations:
- Comparing and contrasting vocabulary choices
- Examine how authors make use of devices like myth, icons and imagery
- Compare texts using evaluative language in different ways
- Evaluating techniques used to construct plot
- Experiment with ways to present personal viewpoints
- Sequencing and developing an argument using basic language structures
- Analyse the use of abstract nouns
- Make judgements about a text
- Present arguments that advance opinions, justify positions, and make judgements
- Create argumentative texts with explanations and details of evidence
- Follow the structure of an argument

Literacy:
- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating
- Text knowledge
- Grammar knowledge
- Word knowledge

Personal and Social Capability
- Self-awareness
- Self-management
- Social awareness
- Social management

Critical and Creative Thinking:
- Inquiring - identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures
4. Consolidate this information into a Learning Objective and Success Criteria for the unit of study

**Students are learning to evaluate an author’s use of text structures and language features to construct representations of character, ideas and issues in a text.**

**They will be successful when they can:**

- Analyse and explain vocabulary choices and language features
- Evaluate and integrate ideas and information to form interpretations
- Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience
- Analyse how a central issue and character from a text have been represented
- Present an argument about a literary text based on analysis

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 and associated achievement standard.

This process draws alignment between the achievement standard, curriculum elements and the context of achievement to 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 substantial (alternate access point) and extensive (individual learning goals) curriculum adjustments to meet the needs of identified students in the class. The concepts and content from Year 9 English have been aligned with that of Year 3 English and with individual learning goals derived from Level 1 of the general capabilities. This process maintains age-equivalent learning experiences and context, and instead provides adjustment to the complexity of the knowledge and skills by drawing on the demands of the Year 3 equivalent, and the associated individualised goals from the literacy and numeracy general capabilities.
<table>
<thead>
<tr>
<th>Unit Analysis Table</th>
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<tbody>
<tr>
<td><strong>Know</strong></td>
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<tr>
<td>How language features and vocabulary are used by authors in literary texts</td>
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<tr>
<td>Different text types have different conventions (text structure and language features) that are manipulated by authors to construct meaning and influence audiences</td>
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<tr>
<td>• Organisation and sequencing</td>
</tr>
<tr>
<td>• Plot techniques</td>
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<tr>
<td>• Creative sentence types</td>
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<tr>
<td>How to create texts that respond to issues by interpreting and integrating ideas from texts</td>
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<tr>
<td>How to use a variety of language features to create different levels of meaning</td>
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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>
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| Read and comprehend texts| Decoding prompts/support
                        | Reader
                        | Text to speech
                        | Clarify understanding
                        | Comprehension scaffolds
                        | Visuals
                        | Multimodal representations of texts |
| Tier 2 vocabulary        | Explicitly teach and review key words
                        | Provide visual prompts and student friendly definitions |
| Create texts             | Modelled responses
                        | Planning scaffolds
                        | Scribe
                        | Speech to text
                        | Voice/video record verbal responses
                        | Plan, draft and editing with explicit feedback |

Note: the general capabilities literacy continuum can be utilised to inform supports and adjustments to the literacy demands

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

The current summative assessment for this example unit of study requires students to write an analytical essay. Handwriting and spelling are not being assessed, so these aspects can be adjusted or removed from the demands of the assessment task. The text type of an essay is not dictated by the curriculum, so other text types and ways to demonstrate learning could be utilised.

Things to consider:

- Ensure instructional language is clear
- Adjust the complexity of the oral and written instructional language
- Provide the identified supports and adjustments for literacy demands
- Consider if choice in how a student demonstrates their learning can be incorporated
- Consider multimodal representation and demonstration
7. **Consider any additional adjustments for individual students:**

The student accessing substantial curriculum adjustments will require an assessment task that reflects the knowledge and skills identified at the Year 3 access point. This will require the complexity of the summative assessment and the associated marking guide to be adjusted to align with the expectations identified in the unit analysis table.

The student accessing individual learning goals may need to demonstrate their learning in an individualised way – such as collecting a variety of evidence throughout the unit of study. The evidence collected may include photographs, videos, observations, and annotated work samples. This student may also require personalised literacy and communication adjustments (e.g., the use of AAC to support receptive and expressive communication).

It is recommended that multidisciplinary collaboration occurs in relation to curriculum instruction for both students.