Coppabella State School Curriculum Plan

Developed and compiled by the Pedagogy Team - July 2013

This document supports the Coppabella State School Whole School Pedagogical Framework

Staff can access relevant supporting documents via the Coppabella Placemat G Drive link located on their desktop
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School Purpose

In partnership with staff, students’ parents and community, Coppabella State School offers an individualized, quality education that empowers students to participate in an ever-changing society. Coppabella State School provides students with opportunities to engage in a range of challenging learning experiences in a supportive, inclusive and safe environment where students can reach their full potential.

Values & Beliefs about Teaching and Learning

• A teaching and learning environment which promotes engaged and enthusiastic learners
• An explicit instruction approach which develops confident and independent learners
• An approach which develops life-long learners who use higher order and critical thinking skills
• All students given the opportunity to focus on their own personalised areas of improvement
• An approach which engages, stimulates and challenges the physicality of life
• Consistent and clear communication in all aspects of teaching and learning

*Every day, in every classroom, every student is learning!*
At Coppabella State School we acknowledge the Four Pillars of School Pedagogy

<table>
<thead>
<tr>
<th>Teacher Accountable Learning</th>
<th>Explicit Instruction</th>
<th>Moving Student Knowledge From Short to Long Term Memory</th>
<th>Effective Relationship</th>
</tr>
</thead>
</table>

Within the Four Pillars of School Pedagogy there are certain givens which support effective and efficient teaching and learning

- Good working relationships with every child
- Explicit high expectations
- High levels of presentation of all book work and classroom displays
- Correction of all work
- Repeating of work not up to standard
- Work routines to be constantly emphasised and reinforced

We acknowledge that for students to achieve certain imperatives must exist

**Students**

- Must have at least one teacher they believe cares and supports them.
- Must believe the work they are requested to do is at their level
- Must have friends at school

**Teachers**

- Must believe every student can achieve highly
- Must continually build bridges with every student
- Must know the next steps for learning for every child
<table>
<thead>
<tr>
<th>Good working relationships with every child</th>
<th>Explicit high expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students are treated with consistency and respect.</td>
<td>Every child can achieve. Every child can improve. Every child has an immense range of talents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High levels of presentation of all book work and classroom displays</th>
<th>Correction of all work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookwork and class displays reflect high expectations and demonstrate a consistent approach in terms of structure and layout.</td>
<td>Feedback in the form of correction is crucial to ensuring students current level of knowledge moves closer to set goals and outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repeating of work not up to standard</th>
<th>Work routines to be constantly emphasised and reinforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting high expectations, presentation and correction is the understanding that repeating work will be undertaken when not matched to expectations.</td>
<td>Clear and consistent practices in all that we do. ‘Looks the same, sounds the same, feels the same.’</td>
</tr>
</tbody>
</table>
Dimensions of Teaching and Learning

The five Dimensions of teaching and learning form the basis of Coppabella State School teachers' professional practice. At its centre are students. Each dimension links to and supports the others. No one dimension exists in isolation.

There is no fixed starting point — most teachers begin by considering the mandated curriculum while taking into account what students already know and the best teaching strategies to support learning. Teaching not only involves selecting the curriculum for students but also entails assessing and evaluating students' understanding of what they have learned. Attending to these teaching and learning dimensions becomes an iterative process as teachers ask questions, evaluate the evidence and think about what, when and how to teach for effective learning for all students. Ultimately, working in the dimensions of teaching and learning becomes an organisational routine.

Productive Pedagogies

Productive Pedagogies are effective pedagogy, incorporating an array of teaching strategies that support classroom environments, and recognition of difference, and are implemented across all key learning and subject areas.

Effective pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

The following is an overview of how we implement the iterative Dimensions of Teaching and Learning process and our Productive Pedagogies approach at Coppabella State School and what it looks like in our teaching practice, remembering that there is no right or wrong starting point.
Curriculum Intent

Curriculum is all the planned learning that a school offers and enacts. Curriculum intent is what we want students to learn from the mandated curriculum. Teachers decide how best to plan and deliver the curriculum to ensure that all students have opportunities to engage in meaningful learning. However, curriculum planning is not a linear process. Effective teachers plan and enact curriculum that meets the learning needs of the diverse range of students in their classes. At Coppabella State School we have developed a Curriculum Map which indicates which parts of the mandated curriculum will be taught when. (The Coppabella State School Curriculum Map is included at the end of this document)

We utilise a range of curriculum documents in developing succinct teaching and learning experiences, including;
- ACARA National Curriculum in English, Maths, Science and History from Prep-Year 7
- Use of C2C Unit planning documents within One School

Minimum Requirements

2013 example of the distribution of minimum curriculum time requirements over a school week

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>7 hrs</td>
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<td>6 hrs</td>
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<td>6 hrs</td>
<td>3.5 hrs</td>
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<tr>
<td>Mathematics</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
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<td>5 hrs</td>
<td>3.5 hrs</td>
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<tr>
<td>Science</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
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<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>3 hrs</td>
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</tr>
<tr>
<td>History (2013)</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
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<tr>
<td>Languages</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td>1.5 hrs</td>
<td>1.5 hrs</td>
<td></td>
<td>2 hrs</td>
</tr>
</tbody>
</table>
**Teaching of Reading**

At Coppabella State School reading and comprehension are core learning priorities. Improved student achievement and outcomes in reading secure access to the curriculum and enhance learning outcomes in all areas.

At Coppabella, we believe that every student can learn to read fluently, independently and critically. Our reading program is based on the To, With and By strategy with a focus on explicit teaching and the 5 Planks of Reading i.e- oral language, phonics, fluency, vocabulary and reading comprehension strategies. Mine-Ours-Yours, the Apprenticeship or Gradual Release of Responsibility Model describes a balanced approach to the teaching and learning of reading from teacher directed to independent practice. TO, WITH & BY builds upon a range of existing school resources and reading instruction practices and provides a language to describe reading instruction across a whole school community. TO, WITH & BY aims to develop fluent, competent, confident and independent problem-solvers who willingly read consistently and widely across the learning areas of, and beyond the schooling years.

**TO** (red light)  
*Show Me!*  
Model the habits and strategies of a proficient reader *to* students.

**WITH** (amber light)  
*Help Me!*  
Conduct regular guided reading instruction to teach the strategies *with* students.

**BY** (green light)  
*Let Me!*  
Provide time for independent (95-99% accuracy) fiction and non-fiction reading *by* students.

*Tell Me!*  
Assess for improvement. Provide students with feedback. Set goals. Achieve targets.

The Teaching-Learning-Cycle of modelled, shared, guided, independent and applied learning also describes the needs based instructional groupings in an effective differentiated reading classroom.

Elements of reading are an essential component of our warms up’s which take place daily. These include Phonics/THRASS, sight words and grammar concepts. A reading comprehension strategy is focussed upon each week across the school using the CARS and STARS Reading Program.

High minimum benchmarks for reading have been set for each year level. These are explicitly shared with teachers, parents and students and are part of the Internal Monitoring policy at the school. These benchmarks can be found in the appendix ___ School Assessment Planner.
A reading conference takes place each term where student progress towards reading targets is closely monitored and goals for the upcoming term are identified. Student support is prioritised using these portfolios and attainment in line with the school’s high minimum standards for reading. All students have a Coppabella State School Student Evaluation and Assessment Profile with explicit goals for students to work towards. PM levels, Informal Prose Inventory Records, DOLCH sight words progression, and PAT – R results are collected to assist in the monitoring of each students’ progress.

All students reading above their chronological age/expected PM level are heard individually once per week, students reading at their chronological age/expected reading level are heard individually 2 x per week and students reading significantly below their chronological age/expected PM level are heard individually 4 x week.

**Our weekly reading program consists of the following:**

**Explicit Instruction in Reading (To, With and By):** Explicit Instruction of visual decoding and comprehension strategies using a range of programs to support the development of students reading (3 x 30 mins)

**Modelled Reading (To):** Direct attention to specific aspects of reading behaviour or textual features where the reader models thinking processes and metalanguage of reading to make visible the metacognitive processes that occur (Daily)

**Guided Reading (With):** Explicit teaching of reading with a clearly stated purpose and strategy articulated to students (1 x week 30 min)

**Shared/Partnered Reading (By):** To scaffold students with a focus on specific text features or reading behaviours - usually to increase comprehension (3 x 15 min)

**Independent Reading/Group Work – Read to Self:** To enable students to practice successful strategies for a specific purpose and practice reading for enjoyment. Eg. Cas and Stars, cloze, DART, comprehension, proofreading etc (3 x 30 mins)

*Teaching of Writing – 2014 AIP*

*Teaching of Grammar- 2014 AIP*
Teaching of Spelling

The teaching and learning of spelling is a core learning priority at Coppabella State School. Improved student achievement and outcomes in spelling secures success across all learning areas.

Spelling is the knowledge and use of English orthography, the system for representing English language in written form. Spelling is a functional component of writing and automaticity is the basis of fluent writing. Spelling is also a component of reading owing to its role in vocabulary acquisition and decoding skills. It is closely related to vocabulary development.

Spelling at Coppabella State is based on the Australian Curriculum English Scope and Sequence.

| Prep | Recognise the letters of the alphabet and know there are lower and upper case letters. Recognise rhymes, syllables and sounds (phonemes) in spoken words. Know that spoken sounds and words can be written down using letters of the alphabet & how to write some high frequency sight words and known words. Know how to use onset and rime to spell words. Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops. | Year one | Recognise sound–letter matches including common vowel and consonant digraphs and consonant blends. Understand the variability of sound–letter matches. Manipulate sounds in spoken words including phoneme deletion and substitution. Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard and how to use visual memory to write high frequency words. Recognise and know how to use morphemes in word families eg. ‘play’ in ‘played’ and ‘playing’. Reread student’s own texts and discuss possible changes to improve meaning, spelling and punctuation. |
| Year two | Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations. Understand how to use digraphs, long vowels, blends and silent letters to spell words and use morphemes and syllabification to break up simple words and use visual memory to write irregular words. Recognise common prefixes and suffixes and how they change a word’s meaning. | Year three | Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations. Recognise high frequency sight words. Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation. |
| Year four | Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations and letter combinations including double letters. Recognise homophones and know how to use context to identify correct spelling. Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure | Year five | Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words. Recognise uncommon plurals, eg. ‘foci’. Reread and edit student’s own and others’ work using agreed criteria for text structures and language features. |
| Year six | Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, eg. technical words and words adopted from other languages. Reread & edit students’ own and others’ work using agreed criteria and explaining editing choices. | Year seven | Understand how to use spelling rules and word origins, eg. Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them. Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact. |
**Teaching of Maths**

At Coppabella State School we structure our mathematics and numeracy lessons based upon the year level C2C units which align with the Australian Curriculum. We believe that the straight year level units provide our students with the best opportunity to develop their mathematical skills in a sequential order best suited to their individual learning needs. Our use of the Central Queensland Benchmark Tests, PAT Maths Plus Assessment and C2C Unit Assessment Tasks also provide the best alignment with our mathematics and numeracy curriculum.

Maths Numeracy sessions consist of three integral parts within a 90 (P-3) or 120 (4-7) minute block. In this session students will have an explicitly instructed lesson based upon the year level C2C unit; A Warm Ups lesson where students practise, chant and recall a range of mathematical skills with the purpose being to move knowledge from short term to long term memory; A consolidation lesson where students consolidate a recently acquired mathematical skill or concept through a range of practice item types. This may include the use of online learning tools such as IXL Maths or Study Ladder, independent/group activities or problem solving, working with a teacher aide, consolidation through games and hands on activities.

Maths Numeracy must also contain an element of basic fact mental recall practice and repetition. The purpose is for students to develop the ability to recall a range of addition, subtraction, multiplication, division and associated facts mentally. Success at such mental recall tasks will support a variety of other mathematical endeavours. Examples include weekly basic fact tests, speed tests, individual and class games (round the world, shoot out)

**P-3 Daily Maths Planning at Coppabella**

<table>
<thead>
<tr>
<th>Sample Day</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Prep C2C Unit 5: Lesson 10 (TEACHER)</td>
<td>Year 1/2 IXL and Study Ladder (INDEPENDENT)</td>
<td>Year 3 Warm Ups – (TEACHER AIDE) fractions, dollar amounts, 5X tables</td>
<td>Year 3 Consolidation – (TEACHER AIDE) Playing Shape Bingo</td>
</tr>
<tr>
<td>Prep Warm Ups – (TEACHER AIDE) Numbers to 20; o’clock; days of the week</td>
<td>Prep Consolidation – (TEACHER AIDE)</td>
<td>Year 1/2 C2C Unit 5: Lesson 12 (TEACHER)</td>
<td>Year 3 IXL and Study Ladder</td>
</tr>
<tr>
<td>Prep IXL and Study Ladder (INDEPENDENT)</td>
<td>Year 1/2 Warm Ups – (TEACHER AIDE) teen numbers; half past; months of the year</td>
<td>Year 3 C2C Unit 5: Lesson 8 (TEACHER)</td>
<td></td>
</tr>
</tbody>
</table>

**4-7 Daily Maths Planning at Coppabella**

<table>
<thead>
<tr>
<th>Sample Day</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4 C2C Unit 5: Lesson 10 (TEACHER)</td>
<td>Year 5 Consolidation – Study Ladder Data Handling Activities (INDEPENDENT)</td>
<td>Year 6/7 Warm Ups – Equivalent Fractions; Telling time 5 minute intervals; 3D Shape Properties (TEACHER AIDE)</td>
<td></td>
</tr>
<tr>
<td>Year 4 Warm Ups – Equivalent Fractions; Telling time 5 minute intervals; 3D Shape Properties (TEACHER AIDE)</td>
<td>Year 5 C2C Unit 5: Lesson 12 (TEACHER)</td>
<td>Year 6/7 Consolidation – Playing 3D Shapes Property Bingo (GROUP)</td>
<td></td>
</tr>
<tr>
<td>Year 4 Consolidation – IXL Number Properties (INDEPENDENT)</td>
<td>Year 5 Warm Ups – Convert Improper Fractions; Mental Division; Area of Rectangles (TEACHER AIDE)</td>
<td>Year 6/7 C2C Unit 5: Lesson 8 (TEACHER)</td>
<td></td>
</tr>
</tbody>
</table>
Assessment
Coppabella State School has a whole-school assessment plan which: (Appendix 1 of his document)
• incorporates all learning areas
• identifies types of assessments to ensure a range and balance of assessments throughout the school year
• identifies when assessments (both teacher-designed and external) will be implemented
• identifies processes for achieving consistency of teacher judgments via moderation procedures (to be finalised 2013).

At Coppabella State School we use a variety of assessment devices to assess the teaching and learning processes implemented.

<table>
<thead>
<tr>
<th>Assessment of Learning (Short Term, Proactive, Achievement)</th>
<th>Assessment for/as Learning (Long Term, Reactive, Capacity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify learning intentions and goals from Australian Curriculum</td>
<td>Identify learning intentions and goals from internal monitoring</td>
</tr>
<tr>
<td>C2C Unit Assessment Tasks: English, Maths, Science, History</td>
<td>South Australia Spelling Test</td>
</tr>
<tr>
<td>QCAR Learning Essentials Assessment Tasks: SOSE, Arts, HPE, Technology</td>
<td>PAT R Comprehension</td>
</tr>
<tr>
<td>CQ Maths Benchmark Assessment Task</td>
<td>PAT Spelling, Grammar and Punctuation</td>
</tr>
<tr>
<td></td>
<td>PAT Maths</td>
</tr>
<tr>
<td></td>
<td>PM Reading Level Benchmark Assessments</td>
</tr>
<tr>
<td></td>
<td>PROBE Reading Assessment</td>
</tr>
<tr>
<td></td>
<td>Informal Prose Inventory Reading Assessment</td>
</tr>
</tbody>
</table>

**Implications for Teaching and Learning**

<table>
<thead>
<tr>
<th>Summative assessment: Indicates standards achieved at particular points for reporting purposes.</th>
<th>Diagnostic assessment: Provides opportunities to use assessment to determine the nature of children’s learning as a basis for providing feedback or intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for learning: Enables teachers to use information about children’s progress to inform their teaching.</td>
<td>Assessment as learning: Enables children to reflect on and monitor their own progress to inform their future learning goals.</td>
</tr>
</tbody>
</table>
Sequencing Teaching and Learning

**Explicit Instruction at Coppabella State School**

At Coppabella we are an explicit instruction school, with our signature pedagogy being explicit instruction/teaching.

**Warm Up (Activating Prior Knowledge)**
- Review prerequisite skills/knowledge,
- Revise or make connections to previous related work
- Quick and focussed, a few examples or CFU (Check for Understanding)

**Learning Intention and Success Criteria**
All lessons begin with a clear Learning Intention and Success Criteria—Coppabella State School uses the WALT (We are learning to) and WILF (What I am looking for) format to outline to students the content focus of the lesson and how teachers and students can recognise levels of achievement against the learning intention.

**I Do (Explicit teaching & modelling of concept/skill)**
- Define concept/skill to be taught
- Explicitly model skill/strategy being taught, demonstrating and describing verbalising thought processes using concise ‘think-alouds’
- Break down into clearly defined steps
- Often more than one demonstration is needed
- Revise, reinforce and CFU

**We Do (Guided Practice)**
- Question students throughout, rehearsing critical content and steps to CFU
- Students provided with prompts/scaffolds as they all work through the same example/s. Prompts may include explicit instructions, use of anchor chart or other visual prompts, questions, directions, clues or reminders
- Several opportunities should be given for students to practice skill/strategy and experience success
- Scaffolds gradually withdrawn [gradual release model] to develop student independence
- Constant CFU throughout to ensure every child has understood the skill/concept - show me boards, chanting back steps
You Do (Independent Practice)

- Students perform skill/strategy that was modelled - individual activities that every child should be able to do independently
- Teacher constantly CFU and providing individual feedback
- Differentiation evident - work given at their level – teachers differentiate by providing scaffolding or working 1-on-1 or in a small group, while providing others harder examples or extension

Although these stages must be done in this sequence, teachers may not necessarily follow every step every time, for example, an initial lesson may just contain the Warm Up, Lesson Introduction and I Do. The following lesson may do this again adding the We Do. At times, some lessons require moving back and forth between the I Do and We Do several times before moving onto the You Do. Teachers are tasked with making these pedagogical decisions based on the content, their experience, and their students’ understanding.

Review & Plough Back

All lessons require a review or plough back. At this point teachers must review purpose, goal and critical content – students should be able to articulate ‘what they learnt’ or purpose of lesson, chant back steps or answer questions.

Checking for Understanding

Checking for understanding needs to occur throughout every step of the EI lesson. Goal of feedback is to close the gap between student’s current responses and the desired response.

Strategies include:
- Choral response, Partner response, Individual response [ask question first, then choose student, give thinking time]
- Walk around, look around, talk around [observation of all responses with communication to students, affirming correct responses, correcting any errors, and encouraging effort]
- Show Me Boards (SMB), response cards or actions

Providing immediate affirmative and corrective feedback is crucial. Feedback should be specific and timely and may include:
- Echo – affirmation; Elaborate – reinforce and paraphrase; Explain - reteach
Higher Order Thinking Skills – Bloom’s Taxonomy at Coppabella State School

In the 1950s, educational psychologist Benjamin Bloom developed a hierarchical classification of behaviour important in learning that can be depicted as a pyramid (see figure 1 below). The bottom of the pyramid indicates simple cognitive behaviour of recall and fact recognition. This leads up to more complex behaviour, involving increasing mental abstraction.

Bloom’s Taxonomy provides a structured questioning method that allows for students to engage in higher order thinking processes. The Six Levels of Questioning based on Bloom’s Taxonomy provides an excellent starting point for teachers wanting to move beyond the basic question and answer techniques. Bloom classified the types of questions used by educators in assessing students by verb form. The type of action required by the verbs used in an assessment question indicates the cognitive demands being placed on students (see figure 2 below).

At Coppabella State School we apply Bloom’s Taxonomy as a tool for developing differentiation within teaching and learning episodes. Bloom’s taxonomy is also utilised in the development of students’ learning goals and achievement targets.

Figure 1: Explanation of each stage

Figure 2: Proceess/verbs within Bloom’s Taxonomy (learning goals)
Differentiation

Coppabella State School embraces the principles of the multi-age setting and utilises the mixed chronological age groupings of students at our school to ensure that all students have a personalised learning experience. This is established through carefully planned teaching episodes which are matched to the Australian Curriculum and then differentiated to meet the learning goals of different groups of learners. Individualised goals are also developed to meet students’ specific learning needs.

Using differentiation place mats for both learning support and extension opportunities teachers are expected to plan modifications and adaptations within their teaching and learning which will ensure that all students’ learning needs are being met.

At Coppabella State School we encourage teachers to use the opportunities presented within multi-age teaching units, including C2C units, to extend or support students to work at levels above or below their chronological age year level where appropriate, and planned with specific strategies in place.
Making Judgements

While assessment is integral to the teaching and learning process, assessment alone will not progress learning. Teachers and students use standards to make judgments about the quality of learning based on the available evidence. It is the process of judging and evaluating the quality of performance and depth of learning that is important to promoting learning.

Teachers make judgments against specified standards on evidence from multiple sources. Assessment assists teachers to make judgments and to inform the next steps for learning.

By being transparent about the expected quality of student performance:
• Be clear and explicit with students about how they will be judged.
• Provide task-specific descriptors of quality for the elements being assessed.
• Develop exemplars of high-quality student work to share with students.

By being transparent about how judgments will be made:
• Make judgments based on the evidence in student work.
• Match the evidence to the task-specific standards descriptors.
• Teach students how to use the task-specific standards descriptors and exemplars to plan and review their progress.

Judgments about student achievement are made using:
• Prep – the Learning statement rubrics of the Early Years Curriculum Guidelines
• Years 1–9 – the Standards of the Essential Learnings (QCAR)

Use judgments to inform feedback for twice-yearly reporting to students, parents and carers in Term 2 and Term 4. (See following section for details of feedback procedures)

In addition:
Parent information sessions – open classrooms in Term 1 week 1 or 2 to outline ‘the what’ of the academic year with links to AIP
Parent Interviews - Term 1 week 5 or 6 to outline Semester 1 goals and targets following diagnostic assessment
Parent information sessions – open classrooms in Term 3 week 1 or 2 to outline ‘the how’ of the current strategic improvement
Parent Interviews - Term 3 week 5 or 6 to outline Semester 2 goals and targets following diagnostic and formative assessment
Feedback
Feedback underpins all teaching, learning and assessment processes. It can be defined as information and advice provided by a teacher, peer, parent or self about aspects of one’s performance aimed at improving learning.

Teachers and students use feedback to close the gap between where students are and where they aim to be. It is this function combined with effective instruction that provides the power of feedback.

Teachers and students use assessment evidence to find out:
- **Where am I going? (the goals)** What do students need to know and be able to do? What needs to change in the next teaching and learning process?
- **How am I going?** What is the current level of performance?
- **Where to next?** What are the next steps for learning?

Responses to these three questions help continuously guide and improve teaching practices and student learning.

At Coppabella State School we believe that one of the best ways to answer these questions is to pre-assess. Where appropriate we pre-assess students’ current level of knowledge to identify the goals, the current level of performance and the next teaching and learning steps.

**By using active partnerships:**
Feedback involves:
- partnerships between students, teachers and parents
- students engaging in self-feedback and peer-feedback, and providing feedback to the teacher
- teachers engaging in self-feedback and seeking feedback from colleagues, students and parents to strengthen the effectiveness of their teaching practice and inform the next steps for learning.

**Productive feedback:**
- is timely, ongoing, instructive and purposeful
- is given at the task, process and self-regulation levels
- is focused on the quality of student performance and not on the student
- gives specific information about what to do next
- challenges students
- requires students to take action and responsibility.

**Feedback:**
- can be written, spoken or gestured
- can be provided both informally and formally, according to context
- occurs throughout the teaching and learning process — during classroom activities, following a student response to a classroom activity or assessment.
**Professional Development and Learning**

In order to ensure Coppabella State School continues to achieve its purpose within our beliefs and values about teaching and learning we have established a reflective culture which aims to ensure we monitor, modify, adapt and improve how we approach deliver our teaching and learning curriculum plan.

<table>
<thead>
<tr>
<th>Classroom Walk-Throughs</th>
<th>Formal Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal undertakes classroom walk throughs regularly. These can be both formal and informal in nature. The purpose of these visits is to ensure active implementation of the school curriculum plan, ensure the Principal has a visible presence in a variety of lessons, provide instructional leadership to staff, and identify areas for further development.</td>
<td>Formal observations are made with a specific focus in mind. All staff members are involved in this process. The Principal will observe teachers and teacher aides, aides and teachers will observe the Principal, aides will observe each other. The process is planned and dates and specific intents are outlined, for example, <em>Explicit Instruction – Sharing the Learning Intention, P-3 Warm Ups - Pace of Routines</em>. Formal observations will generally be linked with an action relating to either a Developing Performance Goal or a School Annual Implementation Plan Goal. Feedback sessions are integral to the process in order to ensure new learning can be contextualised and next steps clearly outlined.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coaching and Mentoring</th>
<th>Developing Performance Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coppabella State School utilises coaching and mentoring systems to support the development of all staff. When appropriate, staff members will work with a suitably experienced team member, who in a coaching role will help support and develop the additional skills required for the identified staff member. Currently an Enhancing Literacy and Numeracy Teacher is employed to support the development of the ‘Teaching of Reading’ in the Prep-3 classroom. Their role is to model and support the development of reading sessions for the Prep -3 teacher and teacher aides. As a team the goal is to ensure that all staff are confident and capable at delivering the Coppabella State School reading program to all students.</td>
<td>The Developing Performance Framework provides Coppabella State School team members with a process, capability documents and online tools to clarify work priorities, discuss career aspirations and plan support and professional development to continue to build our school’s/individual’s capabilities. It aims to promote and maintain a positive workplace culture based on quality conversations about work-related practice and performance. Working through the four phases of the framework within a 12 month period the Principal in consultation with each staff member clarifies work focus and expectations, establishes an agreement on a series of goals, identifies and arranges relevant support, coaching and professional development, and ensures there is timely review, reflection and modification.</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix 1: Whole School Assessment Plan
Assessment Schedule: English Literacy
Assessment Schedule: Maths Numeracy
Assessment Schedule: Science, History, SOSE, Arts, Technology, Health and PE
Sample Term Assessment Planner

Appendix 2: Coppabella State School Goal and Target Setting Overview

Appendix 3: Curriculum Scope and Sequence – 2013/2014
Coppabella State School Assessment Schedule – ENGLISH LITERACY

The following assessment schedule outlines the minimum requirements and C Standard targets.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Age at End of Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<td>1</td>
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<tr>
<td></td>
<td>Term</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Letters and Sounds Test (Thrass/Words Their Way)</td>
<td>✓ ✓ 100%</td>
<td>Dolch Sight Words</td>
<td>Dolch</td>
<td>Dolch</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td></td>
</tr>
<tr>
<td>Dolch Words level 1 = 40 words</td>
<td>Dolch Words level 2 = 92 words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td></td>
</tr>
<tr>
<td>Dolch List 5: All 220 words 100%</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td>Dolch Sight Words</td>
<td></td>
</tr>
<tr>
<td>PM Benchmark (levels 1-30)</td>
<td>L5 L8 L11 L14 L18 L20 L21 L23 L24 L26 L27 L29 L30</td>
<td>FICTION/NON-FICTION LONG SLEEP/CAMPING RA 6-7 yrs</td>
<td>FICTION</td>
<td>NON-FICTION</td>
<td>FICTION</td>
<td>NON-FICTION</td>
<td>FICTION</td>
<td>NON-FICTION</td>
<td>FICTION</td>
</tr>
<tr>
<td>PROSE Benchmarking (Ages 7-15yrs)</td>
<td>Reading observations completed regularly. Benchmarking at end of terms.</td>
<td>FICTION</td>
<td>NON-FICTION</td>
<td>FICTION</td>
<td>NON-FICTION</td>
<td>FICTION</td>
<td>NON-FICTION</td>
<td>FICTION</td>
<td>NON-FICTION</td>
</tr>
<tr>
<td>PROBE Reading Assessment – High Level Comprehension</td>
<td>Sturdy Night 7-8</td>
<td>Crocodile 7-8</td>
<td>The Puppy 8-9</td>
<td>Hippo 8-9</td>
<td>Maria 9-10</td>
<td>Tornado 9-10</td>
<td>Thomas 10-11</td>
<td>Dogs 10-11</td>
<td>Trial 11-12</td>
</tr>
<tr>
<td>Writing C2C Assessment</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<tr>
<td>Spelling Words Their Way</td>
<td>PSI Initial/ final Consonants &amp; short vowels: [Middle Letter Name Alphabet]</td>
<td>PSI All digraphs, blends and long vowels patterns: [Middle Within Words]</td>
<td>PSI All test [Early Syllables and Affixes]</td>
<td>PSI Syllable junctures [Middle Syllables and Affixes]</td>
<td>PSI Syllable junctures [Middle Syllables and Affixes]</td>
<td>PSI Unaccented Final Syllables [Late Syllables and Affixes]</td>
<td>PSI All test [Late Derivational Relations]</td>
<td>PSI All test [Late Derivational Relations]</td>
<td></td>
</tr>
<tr>
<td>C2C Spelling Lists</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>SAST</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
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<td>Term One</td>
<td>Term Two</td>
<td>Term Three</td>
<td>Term Four</td>
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<td><strong>English</strong></td>
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<td><strong>PREP</strong></td>
<td><strong>C2C Prep Unit</strong></td>
<td><strong>C2C Prep Unit</strong></td>
<td><strong>C2C Prep Unit</strong></td>
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<tr>
<td>Enjoying our new world</td>
<td>Enjoying and retelling stories</td>
<td>Interacting with others</td>
<td>Responding to texts</td>
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<tr>
<td>Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real life situations, investigations and routines and transitions.</td>
<td>Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</td>
<td>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes to develop an understanding of sound and letter knowledge, a range of language features and identify common visual patterns. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning. Students will create and recite a rhyming story to a familiar audience. They will show understanding of the rhyming story by creating some gestures to go with it. Students will write and draw a personal response to a rhyming story including justification for their opinion.</td>
<td>Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students will read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference.</td>
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<td><strong>1/2</strong></td>
<td><strong>C2C Multi-level Unit</strong></td>
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<td><strong>C2C Multi-level Unit</strong></td>
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<tr>
<td>Exploring emotion in picture books</td>
<td>Creating persuasive imaginative texts</td>
<td>Creating and presenting a retell</td>
<td>Exploring poetry</td>
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<tr>
<td>In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories</td>
<td>Students listen to, read and view a range of narratives, including some multimodal texts to explore the use of descriptive language in the construction of character. Students retell a familiar story as a digital text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.</td>
<td>Students listen to, read and view a range of narratives, including some multimodal texts to explore the use of descriptive language in the construction of character. Students retell a familiar story as a digital text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.</td>
<td>Students listen to, read and view a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. They create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience.</td>
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<td><strong>C2C Multi-level Unit</strong></td>
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<tr>
<td>Creating and presenting a retell</td>
<td>Exploring Australian texts</td>
<td>Examining stories and informative texts</td>
<td>Responding persuasively to narratives</td>
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<tr>
<td>Students listen to, read and view a range of narratives, including some multimodal texts to explore the use of descriptive language in the construction of character. Students retell a familiar story as a digital text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.</td>
<td>Students listen to, read and view informative and imaginative texts about Australia. They respond to questions about an Australian story and create a multimodal digital biography of a character from a book.</td>
<td>Students read, view and listen to a range of stories with animal characters and ask open and closed questions of an animal character. They create an informative text about an event in a literary text.</td>
<td>Students read, view and listen to a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. They create a persuasive response. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference.</td>
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<td><strong>C2C Multi-level Unit</strong></td>
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<tr>
<td>Exploring poetry</td>
<td>Responding persuasively to narratives</td>
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<tr>
<td>C2C Multi-level Unit</td>
<td>Identifying author’s language in a familiar narrative</td>
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<tr>
<td>In this unit, students listen to, view, read and explore simple chapter books to explore the use of descriptive language in the construction of character. Through a written response or the creation of a new chapter, trick or plan, students develop alternative behaviours and actions of a character.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Exploring Australian texts set in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to and read a range of narratives, including some multi-modal texts to explore the use of descriptive language in the construction of character. Students develop a short written and spoken presentation about a character, expressing a point of view about a behaviour or action made by the character.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Presenting opinions about characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to and read and view a range of narratives, including some multi-modal texts to explore the use of descriptive language in the construction of character. Students develop a short written and spoken presentation about a character, expressing a point of view about a behaviour or action made by the character.</td>
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<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Exploring traditional stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to and read and view traditional stories from different cultures. They demonstrate understanding by responding in writing to comprehension questions focusing on language features, themes and messages in stories and by writing parts of traditional stories.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Examining humour in poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify and analyse the literary devices of humour used in poetry by different authors. They create a humorous poem and present it to a familiar audience in an informal context.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Exploring personal experiences through events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read and listen to written and spoken literary and informative texts to identify the way authors portray experiences of an event. They use comprehension strategies to build literal and inferred meaning and make interpretations about a literary text. Students write a persuasive letter to persuade the school principal that an event should be celebrated at school.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>C2C Multi-level Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring a quest novel</td>
<td>Rowan of Rin by Emily Rodda. Through close reading, responding to a blog and mapping character development, they demonstrate understanding of the quest novel. Students will represent the characteristic traits of Rowan and others in a new event for Rowan of Rin, to be performed as a short play.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Persuading through motivational speeches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sports) contexts. Students will deliver a persuasive speech with the purpose of creating an emotional response.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Exploring literary texts by the same author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, read and view literary texts by the same author to create written responses focusing on language and literary techniques that contribute to an author’s style. Students select favourite characters from one of the texts studied and prepare a group audition script in role as those characters. They present a short audition and justify their character’s suitability for a further role in a new book.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Short Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to and read a range of short stories by different authors. They investigate and compare differences in the ways authors use text structure, language features and strategies to create humour. Students complete a comprehension activity about one short story and compare the features of short stories generally.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Analysing and creating persuasion in media texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, read, view and interpret a range of persuasive written and media texts. They create a written persuasive article in response to a current issue within the media and publish it in a class magazine.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Creating an animated story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, read and view a range of animations, including film and digital texts. They present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. Students produce an animated story exploring a character’s behaviour when faced with an ethical dilemma.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Reading and interpreting Australian literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, read and view autobiographical narratives, picture books and biographies and respond to a biographical text. They select a memory from their life and compose a literary memoir.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Interpreting literary texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. Students create a literary text that explores personal experiences.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Responding to poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, read and view a range of poetry, songs and anthems from different times to create a folio of responses analysing authors’ use of language and its impact on the message and ideas of text.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C2C Multi-level Unit</th>
<th>Persuading through motivational speeches</th>
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<tr>
<td>Students will examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sports) contexts. Students will deliver a persuasive speech with the purpose of creating an emotional response.</td>
<td></td>
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</table>

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<tr>
<th>C2C Multi-level Unit</th>
<th>Exploring literary texts by the same author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, read and view literary texts by the same author to create written responses focusing on language and literary techniques that contribute to an author’s style. Students select favourite characters from one of the texts studied and prepare a group audition script in role as those characters. They present a short audition and justify their character’s suitability for a further role in a new book.</td>
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</tbody>
</table>
## 2013-2014 Year Level Curriculum Map – C2C Maths Numeracy

<table>
<thead>
<tr>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
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</thead>
<tbody>
<tr>
<td><strong>Maths</strong></td>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td><strong>PREP</strong></td>
<td><strong>Maths C2C</strong></td>
<td><strong>Maths C2C</strong></td>
<td><strong>Maths C2C</strong></td>
</tr>
<tr>
<td>• Counting — sequence of numbers to 20</td>
<td>• Number operations — recalling two, three, five and ten facts and developing strategies to solve problems</td>
<td>• Data — answering questions to collect data</td>
<td>• Number sense — connecting number names, numerals and quantities</td>
</tr>
<tr>
<td>• Subitising — small collections to 5</td>
<td>• Patterns — copying, continuing, creating and describing repeating patterns, using materials, cards, sounds, movements or drawings</td>
<td>• Time — comparing and ordering the duration of events, connecting days of the week to events</td>
<td>• Measurement — comparing the length and volume of objects</td>
</tr>
<tr>
<td>• Number names, numerals, quantities to 10 — making connections</td>
<td>• Mass and length — directly comparing to determine which is heavier or longer</td>
<td>• Time — reading, writing and representing time to the minute on both analogue and digital clocks</td>
<td>• Addition — identifying parts of the whole,</td>
</tr>
<tr>
<td>• Ordinal numbers — first and second to show ordinal position</td>
<td>• Shape — matching and describing familiar three-dimensional shapes, two-dimensional shapes and lines</td>
<td>• Number Sense — recognising, representing and comparing numbers up to 10 000</td>
<td>• Place value — position of five-digit numbers,</td>
</tr>
<tr>
<td>• Time — sequencing and connecting familiar events.</td>
<td>• Addition — identifying parts of the whole,</td>
<td>• Units of measure — using metric units of length, mass and capacity and informal units of area to measure, order and compare objects</td>
<td>• Location — creating and interpreting simple grid maps and showing position and pathways</td>
</tr>
</tbody>
</table>

| **Maths C2C Multi-level** | **Maths C2C** | **Maths C2C** | **Maths C2C** |
| **1/2** | **Year 1** | **Year 2** | **Year 1** |
| • Number and place value | • Number and place value | • Number and place value | • Number and place value |
| Using units of measurement | Fractions and decimals | Fractions and decimals | Patterns and algebra |
| Chance | Money and financial mathematics | Money and financial mathematics | Shape |
| Data representation and interpretation | Patterns and algebra | Patterns and algebra | Location and transformation |
| **Maths C2C** | **Maths C2C Multi-level** | **Maths C2C** | **Maths C2C** |
| **3** | **Year 1** | **Year 2** | **Year 1** |
| • Place value — representing 4-digit numbers in different ways | • Place value — representing 4-digit numbers in different ways | • Place value — representing 4-digit numbers in different ways | • Place value — representing 4-digit numbers in different ways |
| • Patterns and algebra — describing, continuing and creating number patterns | • Data — interpreting and comparing data displays | • Data — interpreting and comparing data displays | • Data — interpreting and comparing data displays |
| • Addition and subtraction — using different strategies to add and subtract 2-digit numbers | • Number and place value — representing and comparing numbers up to 5 000 in different ways | • Number and place value — representing and comparing numbers up to 5 000 in different ways | • Number and place value — representing and comparing numbers up to 5 000 in different ways |
| • Money — representing money values and calculating change | • Fractions — partitioning objects, collections and lengths to create halves, quarters, eighths and thirds. | • Fractions — partitioning and comparing areas, collections and lengths to create halves, quarters, eighths, thirds and fifths and locating these on a number line | • Fractions — partitioning and comparing areas, collections and lengths to create halves, quarters, eighths, thirds and fifths and locating these on a number line |
| • Location — interpreting position and pathways | • Location — using simple scale, legends and cardinal compass points to find and describe | • Location — using simple scale, legends and cardinal compass points to find and describe | • Location — representing, ordering and comparing numbers to at least 10 000 |
| • Chance — conducting experiments and describing outcomes. | • Number Sense — recognising, representing and comparing fractions, investigating equivalent fractions | • Number Sense — recognising, representing and comparing fractions, investigating equivalent fractions | • Angles — identifying and comparing angles. |

| **Maths C2C Multi-level** | **Maths C2C** | **Maths C2C** | **Maths C2C** |
| **4** | **Year 1** | **Year 2** | **Year 1** |
| • Place value — position of digits, represent, order, compare, describe five-digit numbers | • Time — read, represent, convert, calculate durations | • Number sense — position of digits, represent, order, compare, describe five-digit numbers | • Number sense — connecting number names, numerals and quantities |
| • Using planning, collecting, displaying and interpreting data | • Number sense — representing, ordering and comparing numbers up to 5 000 in different ways | • Number sense — representing, ordering and comparing numbers up to 5 000 in different ways | • Measurement — comparing the length and volume of objects |
| • Number and place value | • Number and place value | • Number and place value | • Addition — comparing amounts to ten and combining small amounts |
| • Data — collecting data, constructing suitable data displays and making conclusions or predictions based on the data | • Data — collecting, displaying and interpreting data | • Data — collecting, displaying and interpreting data | • Shape and Time — sorting, describing and naming familiar shapes and objects, comparing and ordering the duration of events and connecting days of the week to events. |
- Number — partition and regroup five-digit numbers
- Fractions — equivalent fractions, compare, order, halves, quarters, thirds, sixths, tenths
- Two dimensional shapes — common two dimensional shapes, combine, split, tangrams.
- partition and regroup five-digit numbers
- Equivalent fractions — halves, quarters, eighths, thirds, sixths, fifths, tenths
- Basic facts — addition, subtraction, multiplication and division
- representing, ordering, comparing and describing five-digit numbers
- Addition and subtraction — developing a range of mental and written strategies to solve problems and check reasonableness of solutions
- Equivalent number sentences — identifying equalities and non equalities, and using strategies to find unknowns
- Money — calculating change to the nearest 5 cents.
- locations and pathways
- Symmetry and angles — creating symmetrical patterns, pictures and shapes and identifying angles as equal to and not equal to right angles
- Multiplication and division — investigating number sequences and developing mental and written strategies related to multiplication and division
- Algebra — exploring and describing number patterns resulting from multiplication.
- exploring tens fractions
- Decimal — linking fractions to our place value system, working with tenths, comparing decimal fractions, representing and investigating decimal fractions
- Number — using standard and non-standard partitioning of whole numbers, operating on numbers, multiplying and dividing by numbers
- Measurement — identifying what we are measuring, measuring temperature, measuring length, measuring mass, measuring capacity.
- using a range of strategies to make calculations and solve problems
- Multiplication and division — investigating number sequences involving multiples, building a repertoire of mental and written strategies and exploring a range of methods to assist with calculations.
- Area — using informal units to measure and compare the surfaces of regular and irregular shapes
- Volume — investigating objects, making real world connections, and using informal units to order, calculate and compare
- ordering the probability of events on a continuum and identifying events which can affect the chance of another event occurring
- Fractions and decimals — exploring decimal numbers to hundredths, making real world connections and examining connections between fraction and decimal notation
- Number — exploring the structure of the place value system, partitioning numbers, identifying counting sequences and using a range of strategies to make calculations and solve problems
- Multiplication and division — building a repertoire of mental and written strategies and exploring a range of strategies to make calculations and solve problems
- Number — investigating and using the properties of odd and even numbers, reviewing multiplication and division, solving problems involving purchases and change to the nearest five cents and applying these concepts in a variety of engaging contexts.
- Measurement and geometry — converting between units of time, solving problems using am and pm notation, creating symmetrical patterns, and comparing and classifying angles as equal to and greater than a right angle, and applying these concepts in a variety of engaging contexts.
- Measurement — choosing and using appropriate units, identifying 12 hour times, reading and converting 24 hour time.
- Location — investigating local maps, constructing maps, exploring routes & calculating time & distance.
- Financial plans — distinguishing between goods & services, creating a balanced plan
- 3D objects — connecting 3D objects with 2D representations, constructing 3D objects using nets, drawing 3D objects from different viewpoints.
- Perimeter and area — estimating and calculating the perimeter and area of rectangles and applying strategies to solve problems.
- Math C2C
- Factors and multiples — exploring sequences and divisibility rules
- Addition and subtraction — developing a range of mental and written strategies to solve problems and check the reasonableness of solutions
- Fractions and decimals — comparing and ordering using diagrams, number lines
- Data — posing the question, planning the data collection, collecting, displaying and interpreting data.
- Math C2C
- Perimeter and area — exploring ways to perform calculations involving rectangles.
- Number patterns — describing, continuing and creating patterns (whole numbers, fractions and decimals).
- Time — reading, comparing and converting between 12- and 24-hour time.
- Coordinate reference systems — describing locations and giving directions using maps and plans.
- Math C2C
- Transformation of two-dimensional shapes and symmetry — describing translations, reflections and rotations, identifying line and rotational symmetry and applying the enlargement transformation.
- Multiplication — extending multiplication facts to include multiples of 10 and 100 and exploring strategies for multiplying two-digit numbers by a two-digit number.
- Financial mathematics — creating a simple budget to achieve a financial goal.
- Math C2C
- Fractions — making connections between representations of numbers and extending knowledge of fractions beyond hundredths
- Multi-digit division — investigating effective strategies for multiplication of large numbers by a two-digit number and for solving division problems that include remainders
- Chance — listing outcomes of chance experiments (sample space) and representing probabilities of outcomes using decimals and common fractions.
- Financial mathematics — creating a simple budget to achieve a financial goal.
- Math C2C
- Angles — estimating, measuring and comparing angles using degrees.
- Shape — connecting 3D objects with their nets and other 2D representations
- Equivalence — finding unknown quantities in problems involving multiplication and division
- Fractions — comparing and ordering unit fractions and investigating strategies to solve problems involving multiplication and division
- Units of measurement — choosing appropriate units of measurement for length, area, volume, capacity and mass.
- Math C2C
- Decimals — linking fractions to our place value system, working with decimals to thousandths and beyond, locating decimals on number lines, comparing, ordering and representing decimals
- Algebra — using equivalent number sentences involving multiplication and division to find the value of unknowns
- Data and statistics — collecting and displaying data, posing questions about data, identifying and justifying best choice for representing data, comparing data representations.
- Math C2C
- Fractions — describing, continuing and creating patterns with fractions, adding and subtracting fractions with the same denominator
- Chance — numerically representing the likelihood of chance events
- Division — describing, continuing and creating patterns with fractions, adding and subtracting fractions with the same denominator
- 3D objects — connecting 3D objects with 2D representations, constructing 3D objects using nets, drawing 3D objects from different viewpoints.
- Perimeter and area — estimating and calculating the perimeter and area of rectangles and applying strategies to solve problems.
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<th>Science C2C Multi-level</th>
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<tbody>
<tr>
<td>Biological Sciences</td>
<td>The living world</td>
</tr>
<tr>
<td>In this unit students identify that living things have basic needs including food and water; and have a variety of external features. They describe how living things change as they grow. Students understand that the needs of living things are met in the different places in which they live and suggest actions to improve the health of a habitat for living things.</td>
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<th>3/4</th>
<th>Science C2C Multi-level</th>
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<tbody>
<tr>
<td>Biological Sciences</td>
<td>Properties matter</td>
</tr>
<tr>
<td>In this unit students will investigate the properties of solids and liquids including the effect of adding and removing heat. Students will evaluate how adding and removing heat affects materials in everyday life. Students investigate a range of properties of familiar materials and consider how these influence their selection and use.</td>
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<th>5/6/7</th>
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<tbody>
<tr>
<td>Biological Sciences</td>
<td>Matter cycles and change.</td>
</tr>
<tr>
<td>In this unit students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They apply their understanding of reversible and irreversible changes to processes involved in recycling materials. Students also distinguish the differences between pure substances and mixtures and plan appropriate methods to separate mixtures. Students will understand applications of scientific understanding of evaporation by Indigenous peoples of Australia. Students will pose questions; make predictions to inform investigations conducted to gain understandings of materials; how they change and how they can be separated from mixtures.</td>
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|             |                     |
|             | Earth and Space Sciences |
|             | The Earth and Us |
| In this unit, students will investigate a variety of landscapes and ways in which people interact with the landscape. Students will explore familiar phenomena, including weather and the effect of weather on living things, including people's clothing and activities. Students will compare and describe changes that occur in the features of the day sky and landscape with the night sky and landscape. Students will consider resources of the Earth and the importance of conserving them. They will describe how Earth's resources are used and actions that can be taken to conserve them. |

|             | Earth and Space Sciences |
|             | Rockin' the Earth and sky |
| In this unit students will demonstrate their knowledge of Earth's rotation on its axis in relation to the position of the Sun to suggest explanations for everyday observations, including shadows, day and night, and length of days. Students will make predictions using their prior experiences and collect and present data to help answer questions. They will explore natural processes and human activity which cause weathering and erosion of the Earth's surface. Students will relate this to their local area and predict how natural processes and human activity may affect future erosion. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans. |

|             | Physical Sciences |
|             | Toy World |
| In this unit, the study of various forms of energy is focused in a study of toys. Students examine and explain the movement of objects. They draw conclusions about factors influencing movement and relate these to pushes and pulls. In addition, they investigate a range of sources that produce light and sound. They keep records of their sensory observations of movement and light and sound. Students then apply this knowledge to explain the movement (including pushes and pulls), light and energy in a toy. |

|             | Physical Sciences |
|             | Physics Phenomena |
| In this unit, students investigate physical concepts involved in a games event. Students will create a game involving forces and investigate how forces affect objects through direct and indirect contact forces. Students will investigate how heat can be produced and transferred and apply this knowledge to make a water bottle cooler for the athletes to keep their water cool. Students will explore factors affecting heat transfer and safety practices required. |

|             | Earth and Beyond |
| In this unit, students will describe the key features of our solar system. They will discuss how people have contributed science knowledge to space exploration. They will explore the place of Earth in the solar system and then use this knowledge to look for patterns and relationships between components of this system. They explore predictable phenomena such as eclipses, tides, phases of the moon and the seasons. They will examine different cultural understandings, and how scientific understandings of space have changed over time due to developments in technology. Students will explore how sudden geological and extreme weather events can affect Earth's surface and consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected. They will gather, record and interpret data relating to space and the solar system and to Earth, such as weather, climate and weather events. Students explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia. |

|             | Physical Sciences |
|             | Show Physics |
| In this unit, students will explore aspects of the physical sciences including, light, electricity and forces. They will investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices. They will explore and identify that electrical circuits provide a means for transferring and transforming electricity. Students will investigate electricity generation using renewable energy sources. Students will explore different forces including friction, gravity and air resistance. They will plan and conduct investigations relating to forces using fair testing procedures in order to explore changes in motion of objects and the impact of different forces on moving objects. |
### 2013-2014 Year Level Curriculum Map – C2C History

#### Term One

**History C2C Multi-level: Exploring Historical Events and Developments**

**Exploring my family history**

**Prep**
- What is my history and how do I know?
- How do we describe the sequence of time?
- How has family life changed or remained the same over time?

**Year 1**
- How have changes in technology shaped our daily life?
- In this unit, students:
  - use historical terms to describe the passing of time
  - pose questions about the past to gather information about significant events in their personal history and the history of their family
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
- In this unit, students:
  - examine a range of sources to distinguish how the past is different from the present
  - pose questions about the experiences of people in the local community
  - use sources to identify the history and ongoing significance of an important local site with parents, grandparents and community members
  - listen to and appreciate the role of family stories and recognise how the past is communicated across generations

**Year 2**
- In this unit, students:
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life

**Year 3**
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life

**Year 4**
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life

**Celebrating and commemorating our history**

**Year 3**
- How and why do people choose to remember significant events of the past?
- How did the Europeans settle in Australia?
- In this unit, students:
  - explore the significance and origins of celebrations and commemorations within Australia and around the world
  - pose questions about the enduring significance of these events and how they are celebrated
  - recognise the significance and origins of celebrations and commemorations within Australia and around the world
  - identify sources to compare how the past is different from the present
  - pose questions about the experiences of people in the local community
  - use sources to identify the history and ongoing significance of an important local site
  - listen to and appreciate the role of family stories and recognise how the past is communicated across generations
- In this unit, students:
  - examine the causes and effects of changes that occurred during the process of exploration and colonisation, including the First Fleet
  - sequence key events related to exploration and colonisation of Australia
  - use sources to examine the actions and responses of Aboriginal Peoples and Torres Strait Islander Peoples in relation to the arrival of the First Fleet
  - use historical terms to examine the significant events in the Age of Discovery and British colonisation of Australia
  - communicate understandings to explain the significance of special events and the role of symbols and emblems through an historical narrative.

**Year 4**
- In this unit, students:
  - examine the causes and effects of changes that occurred during the process of exploration and colonisation, including the First Fleet
  - sequence key events related to exploration and colonisation of Australia
  - use sources to examine the actions and responses of Aboriginal Peoples and Torres Strait Islander Peoples in relation to the arrival of the First Fleet
  - use historical terms to examine the significant events in the Age of Discovery and British colonisation of Australia
  - communicate understandings to explain the significance of special events and the role of symbols and emblems through an historical narrative.

**History C2C Multi-level: Exploring Historical Events and Developments**

**Exploring the changes that shaped Australia and other societies (Greece)**

- Identify questions to investigate the nature of the colonial presence in Australia and the significant changes and events that occurred during the 1800s
- Identify and locate a range of sources to explore the establishment and growth of the colonies and the impacts of colonisation, including on the environment and daily life
- Sequence key events to demonstrate an understanding of the significance of colonisation and the development of Australia as a nation, including Federation
- Compare information from a range of sources to examine the changes in Australian society throughout the nineteenth and twentieth centuries
- Investigate the ancient past, in particular, the establishment and development of ancient Greece
- Explore the role of citizens and understand that democracy was a significant idea that emerged in Athenian society-examine the influence of ancient Greece on Australian society today

**History C2C Multi-level: Examining the Experiences of People in the Past**

**Exploring my local community**

**Prep**
- What stories do other people tell about the past?
- How can stories of the past be told and shared?
- What aspects of the past can you see today? What do they tell us?
- In this unit, students:
  - examine a range of sources to distinguish how the past is different from the present
  - pose questions about the experiences of people in the local community
  - use sources to identify the history and ongoing significance of an important local site
  - listen to and appreciate the role of family stories and recognise how the past is communicated across generations
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
  - examine a range of sources to compare how families and family structures have changed and remained the same over time

**Year 2**
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
  - examine a range of sources to compare how families and family structures have changed and remained the same over time

**Year 3**
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
  - examine a range of sources to compare how families and family structures have changed and remained the same over time

**Year 4**
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
  - examine a range of sources to compare how families and family structures have changed and remained the same over time

**History C2C Multi-level: Examining the Experiences of People in the Past**

**Investigating the diversity of people in Australia and other societies (China)**

- Identify questions to inform an historical inquiry about experiences of citizenship and democracy for different groups throughout the twentieth century, including the stories of:
  - Aboriginal peoples and Torres Strait Islander peoples, migrants, women and children
  - Australian society - use a range of sources to pose questions about the reasons for migration and the contributions of individuals
  - use sources to examine the nature of contact between Aboriginal peoples and Torres Strait Islander peoples and early traders, explorers and settlers
  - appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
- In this unit, students:
  - examine a range of sources to compare how families and family structures have changed and remained the same over time
  - examine sources such as objects and artefacts to identify the impact of changes in technology on daily life
  - examine a range of sources to compare how families and family structures have changed and remained the same over time

**Investigating the Ancient Past**

- How do we know about the ancient past?
- What have been the legacies of ancient societies?
- Investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists
- Appreciate the importance of conserving remains of the ancient past.

**Year 7**
- Additional study (10 hours)

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<td><strong>History C2C Multi-level: Examining the Experiences of People in the Past</strong></td>
<td><strong>History C2C Multi-level: Examining the Experiences of People in the Past</strong></td>
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</table>
Develop a historical narrative, based on information identified from a range of sources, using historical terms and concepts to communicate changes that shaped a society.

Investigate the significant beliefs, values and practices of Ancient Chinese society and identify similarities and differences with Australia.

Investigate key groups and individuals in Ancient Chinese society and compare with significant groups and individuals in early Australian society.

Develop texts that incorporate source materials and use historical terms and concepts.

2013-2014 Year Level Curriculum Map – Essential Learning SOSE, ARTS, HEALTH, TECHNOLOGY & PE

### P3

**SOSE – From Farm to Plate**

**Place and space**

People and resources are involved in the production and consumption of familiar goods and services.

Local environments are distinguished by natural features, places of importance to particular groups, and public spaces.

Resources and environments can be used, conserved and protected by valuing and sustaining practices.

Maps have symbols to represent places and identify the relative position of features including landmarks and locations.

**HEALTH – Healthy Eating: My Kitchen Rules**

The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings).

Health behaviours and choices are influenced by personal factors, people and environment.

Individual behaviour and actions, including adopting safe strategies at home, on and near roads, water, and in relation to the sun, can promote health and wellbeing.

A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing.

**SOSE – Political and economic systems**

Rights and responsibilities, rules and codes of behaviour are part of local communities.

Democratic decision making systems help people to live and work together in communities.

Voting is used to make decisions and select leaders in democratic systems.

Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues.

**HEALTH – Personal**

Identity is shaped by personal characteristics and experiences.

Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences.

Everyday experiences and relationships give rise to different emotions in self and others.

### P4

**SOS – From Farm to Plate**

**Place and space**

Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation.

Line is used to suggest movement and direction.

Texture is used to create variation and repetition.

**TECHNOLOGY – Healthy Eating: My Kitchen Rules**

Technology as a human endeavour:

Products include artefacts, systems and environments.

Designs for products are influenced by purpose, audience and availability of resources.

Technology and its products impact on everyday lives in different ways.

**ARTS – Visual Art – Indigenous Mural Painting**

Indigenous mural painting:

Durations, beats, time values and metre are used to create rhythmic patterns.

Pitch and intervals are used to create melodic phrases and sequences.

Repetition is used to structure music.

Familiar sound sources, including vocal and instrumental sounds, have characteristic sound qualities (tone colour).

Relational softness and loudness of sounds are used to change the dynamic level of music.

**ARTS – Kester Dance**

Gross motor movements, including loco-motor and non-loco-motor, are used to create actions for movement phrases.

Directions, levels, shapes and pathways are used to move in space within movement phrases.

Fast and slow movements are used to change timing in movement phrases.

Persuasive and sustained movement qualities are used to change energy in movement phrases.

Structuring devices, including repetition and narrative forms, are used to organise movement phrases.

**PHYSICAL – Gymnastics**

Development of body and spatial awareness improves movement and confidence in a variety of physical activities.

Development of loco-motor and non-loco-motor movements and manipulative skills can improve the quality of physical performance and support participation in physical activities.

Regular participation in physical activity develops movement capacity and promotes health and wellbeing.

**PHYSICAL – Athletics**

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Development of loco-motor and non-loco-motor movements and manipulative skills can improve the quality of physical performance and support participation in physical activities.

Regular participation in physical activity develops movement capacity and promotes health and wellbeing.

**SOCIAL – Political and economic systems**

Australia’s government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States.

Australia’s legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system.

Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups.

Australia is connected to other countries in the Asia-Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and

**PHYSICAL – Swimming**

Development of body and spatial awareness improves movement and confidence in a variety of physical activities.

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Regular participation in physical activity develops movement capacity and promotes health and wellbeing.

### P5

**SOS – Sustainable House Design**

**Place and space**

- Environments are defined by physical and human dimensions.
- Physical features of environments influence the ways in which people live and work in communities.

- Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours.
- Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.

**HEALTH – Healthy Eating: My Kitchen Rules**

Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.

Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity.

Individual and group action can promote health and wellbeing, including safety.

Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.

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**HEALTH – Personal**

Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments.

Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.

Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.
ARTS – Visual Art

2014 - MEDIA

Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns. Continuous, broken and hatched lines are used to create balance, contrast and patterns. Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns. Texture creates contrast and patterns using lines, rubbings and markings.

TECHNOLOGY – Healthy Eating: My Kitchen Rules

Technology as a human endeavour

Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. Aspects of appropriate use influence product design and production decisions. The products and processes of technology can have positive or negative impacts.

SOSE – Culture and Identity

Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities. Australian society has responded to different cultures in positive and negative ways. Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles.

ARTS – Music: Justin Standley Song-writing

Duration, beat, time values and metre are used to create rhythmic patterns. Pitch and intervals are used to create the melodic sound of music. Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour). Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music.

PHYSICAL – Health

Application of appropriate techniques for fundamental and simple specialised movement skills can enhance physical performance and participation in physical activities. Regular participation in physical activity can improve movement capacities, personal development and health and well-being.

HEALTH – Personal

Identity, cultural and symbolic colour is used to create depth, representation and proportion.

ARTS – Visual Art

2014 - MEDIA

Blended, controlled and symbolic colour is used to create abstraction, proportion and symbolism. Descriptive and emotive lines are used to create abstraction, proportion and symbolism. Negative space and positive shape are used to create abstraction, non-representation and proportion. Actual, invented and simulated textures are used to create depth, representation and non-representation.

TECHNOLOGY - Healthy Eating: My Kitchen Rules

Technology as a human endeavour

Design and development of products are influenced by societies’ changing needs and wants, and include artefacts, systems, environments and services. Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability. Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments.

TECHNOLOGY – Information, materials and systems

Resources are selected according to their characteristics that make them more suitable for a specific purpose and context. Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.

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### COPPABELLA STATE SCHOOL WHOLE SCHOOL CURRICULUM PLAN

**NOTES:**

Students who attend 2013 North Keppel Island Environmental Educational Camp will complete an additional technology unit – Raft Design. In 2014 this assessment task will be completed at Fairbairn Dam Adventure Camp

In 2014 in Term 1 the additional Arts Unit will cover the Media Learning Essentials

Arts Units for **Dance** (Kester Company), **Drama** (Howard Drama), **Music** (Justin Standley) and **Visual Art** (Arthur Conlon) will be whole day sessions utilising the skills of artists working with students on the development of small scale artist projects. Each year the project outcome will be different to allow for a range of learning experiences and ways of working over the two year cycle.

Gymnastics and Mega Sports are delivered by Activated Sports Group. A temporary booking for 2014 has been made for Gymnastics. The Mega Sports Unit will be reviewed at the conclusion on Term 3 and a decision made as to whether to utilise this with different sports selected in 2014.

Science and History Units in 2014 will utilise the same C2C multi-age units with appropriate adaptations (and links to straight C2C units) made to ensure teaching and learning experiences provide a range of opportunities for students to demonstrate progression.

Health and SOSE Units for 2014 are still to be drafted to match Learning Essentials and to ensure that students receive variation in learning experiences and ways of working. This will occur in Term 4 of 2013 upon review of the 2013 curriculum.

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