BURPENGARY
STATE SECONDARY COLLEGE

• Respect • Courage
• Excellence

Curriculum Policy

V.10

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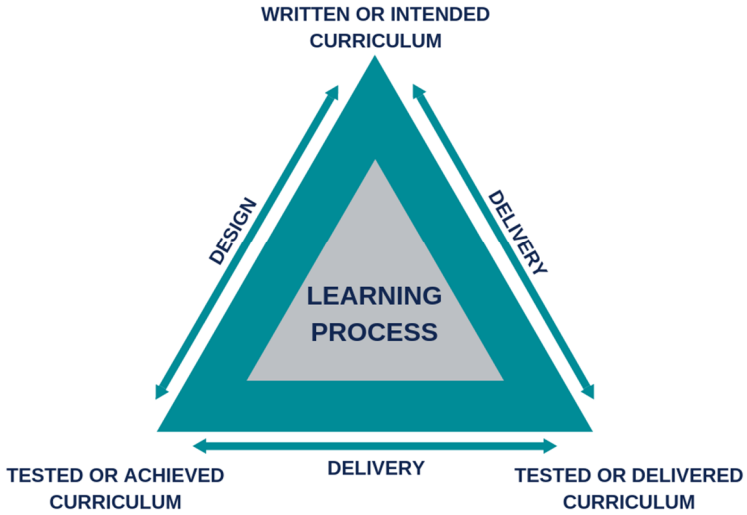
Philosophy and Values

Burpengary State Secondary College is recognised by our strong culture of inclusivity, purpose, focused on our vision of 'innovative learning in a global community'. Our school culture reflects ongoing collaboration with teaching and non-teaching staff, students, families and the broader community. We support students to fulfil their individual capability by embracing challenge and connecting with learning to create successful futures.

Our strategic plan is focused on:

- creating an expert teaching team
- effective pedagogical practises
- systemic curriculum delivery
- differentiated teaching and learning
- analysis and discussion of data
- a culture that promotes learning
- inclusive education
- reading writing and numeracy
- teaching and learning, effective pedagogy and relationships
- senior schooling and curriculum alignment
- targeted use of resources
- school community partnerships



Curriculum Plan

The whole-school plan for coherent and sequenced curriculum delivery is informed by the BSSC Curriculum Policy and supporting curriculum documentation. The completed Yearly Curriculum and Assessment Planners and BSSC Unit Plans are collated and stored in the curriculum plan folder on the shared drive. This holistic curriculum plan sets expectations for the application of consistent evidence based teaching and learning practices and formative assessment opportunities in conjunction with the regular assessment and reporting procedures (as set out in the BSSC Assessment Policy). The curriculum plan is aligned with the Australian Curriculum and makes explicit what and when teachers should teach and students should learn. The BSSC curriculum documentation ensures vertical alignment of the Australian Curriculum so there is continuity and a clear line of sight of the progression of learning from Year 7 to the Queensland Senior Assessment and Tertiary Entrance (SATE) system in Years 11 and 12.

Engaging the Community

The plan for curriculum delivery is shared with parents, families, and the wider community through the College website and correspondence home. The College website outlines key aspects of the curriculum plan. It is organised into Junior Secondary, Senior Secondary and subject specific pages. The College Curriculum Policy is also available via the College website. Correspondence home gives an overview to parents and families whilst inviting them to give feedback to the College on ways to make the school curriculum responsive to local needs.

Timetable Structures

- Each day has a 10 minute roll class lesson
- Days are divided into 4 x 70 minute lessons
- Subjects are allocated 3 x 70 minute lessons a week
- Senior Sport is Wednesday period 4, Junior Sport is Thursday period 4
- College Assemblies run for 20 minutes each Friday rotating between Junior, Senior, and Whole College
- All students complete an Essential Life Skills lesson on Friday period 1
- Students have 1 x 30 minute and 1 x 40 minute break each day

Curriculum Provision

- Year 7 and Year 8: Semester 1 and 2: Core: English, Maths, Humanities, and Science.
- Year 7 and Year 8: Semester 1 or 2: Elective: HPE, Arts (Visual Art, Music, Media, Dance and Drama), Japanese, and Technology (Engineering, Food, Textiles)

- Year 9: Semester 1 and 2: Core: English, Maths, Humanities, and Science.
- Year 9: Semester 1 or 2: Students select 4 elective subjects from a choice of 14 (2019). One subject must be an Arts subject (Visual Art, Music, Media, Dance and Drama), one must be a Technology subject (Industrial, Engineering, Food, Textiles)

- Year 10: Semester 1 and 2: Core: English, Maths, Humanities, and Science.
- Year 10: Semester 1 or 2: Students select 4 elective subjects from a choice of 19 (2019).

- Year 11 – Year 12 (2019 -20 Cohort): Semester 1 and 2: Students select 6 General, Applied or Vocational Educational Training (VET) subjects from a choice of 46 (2019). This must include an English and Maths subject.
- Year 12 (2018 -19) Cohort: Semester 1 and 2: Students select 6 Authority, Subject Area Syllabuses (SAS) or VET subjects from a choice of 43 (2018). This must include an English and Maths subject.

The Australian Curriculum (ACARA): Year 7 - 10

The Australian Curriculum was adopted by Queensland in 2012. It is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life. The Australian Curriculum informs and is explicitly referenced in the BSSC curriculum planning documents in Years 7 – 10 for all subjects. This is the mandated curriculum.

Content Descriptors and Content Elaborations

The curriculum is divided in to 8 learning areas. Learning areas contain content descriptors that detail knowledge, understanding and skills to be taught each year (or across a band of years) and what students are expected to learn. These content descriptors are accompanied

by content elaborations which are optional and provide teachers ideas about how they might teach the content.

Achievement Standards
Achievement standards for each learning area or subject describe the learning expected of students at each year level or band of years as a result of teaching and learning in the classroom. Each achievement standard is described in two paragraphs. Typically, the first paragraph describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. The set of achievement standards for each learning area or subject describe a broad sequence of expected learning. The achievement standard also allows teachers to monitor student learning. Teachers use the achievement standard during and at the end of a period of teaching to help make on-balance judgments about the quality of learning students demonstrate. In Queensland the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills.

General Capabilities
The curriculum has 7 general capabilities: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding. These are included in the content of the learning areas. These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century.

Cross Curricular Priorities
The National Curriculum has three cross curricular priorities critical to Australia's future: Aboriginal and Torres Strait Islanders Histories and Culture, Asia and Australia's Engagement with Asia, and Sustainability

Queensland Curriculum and Assessment Authority

The QCAA is a statutory body of the Queensland Government. It was established in 2014 and plays a critical role in the design and delivery of education in Queensland in collaboration with a range of stakeholders and partner agencies. Its main roles include syllabus and guideline development and accreditation, quality assurance, certification, tertiary entrance services and support, guidelines, resources, and advice for the delivery of the Australian curriculum in Queensland.

Standard Elaborations: Years 7 - 10
The standard elaborations are a generic resource developed by the QCAA to assist teachers in using the Australian Curriculum achievement standards to make consistent, and comparable global judgments of student achievement. Standard elaborations have been developed by the QCAA for each learning area and each year level within the National Curriculum. They should only be used as a tool for developing task-specific contextualised standards for individual assessment tasks.

Individual Curriculum Plans (ICP): Years 7 – 10
An ICP is required when a student enrolled in P-10 is taught, assessed, and reported in a lower, or higher, year-level of the P-10 Australian Curriculum than their age cohort – for the whole of a learning area/subject. Students who may need an ICP include those:

- identified with a disability (in accordance with the Disability Discrimination Act 1992)
- with learning difficulties
- who are gifted and talented.

Senior Assessment and Tertiary Entry Systems: Year 11-12

The new Senior Assessment and Tertiary Entrance (SATE) systems will commence for Queensland students who enter Year 11 in 2019.The new systems include; a new senior assessment model that combines school-based assessment with external assessment, new processes to strengthen the quality and comparability of school-based assessment, replacement of the Overall Position (OP) tertiary entrance rank with an Australian Tertiary Admission Rank (ATAR). The QCAA is leading work to develop and implement the new senior assessment processes. The Queensland Tertiary Admissions Centre (QTAC) will generate a common Year 12 tertiary entrance rank.

New Queensland Certificate of Education (QCE) System: Year 11-12

The QCAA is introducing a new QCE system starting with Year 11 students in 2019. In addition to SATE changes (above) the key changes include new and redeveloped QCAA senior General (ATAR) and Applied syllabuses, and changes to QCE eligibility requirements. The QCAA syllabuses informs and is explicitly referenced in the BSSC curriculum planning documents in Years 11– 12 for all subjects.

General Subjects

The syllabuses assume that students have studied the Australian Curriculum for Years 7-10 and clearly outline the course structure (unit description), syllabus and unit objectives, 21st Century Skills, inquiry approach to learning, subject matter (topics), formative and summative assessment.

Instrument Specific marking guides have been developed. These describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Reporting Standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

Applied Subjects

The syllabuses provide opportunities for students to develop practical knowledge, understanding and skills for use, participation and work in a range of subject specific contexts. These factors build on the general capabilities found in the P-10 Australian Curriculum. The dimensions are the salient properties or characteristics of distinctive learning for the subject. The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives. The subject matter outlines the core content that is to be taught. Schools assess how well students have achieved all of the objectives using the standards matrix. Study Plans for Applied subjects are created via the QCAA portal.

Essential English and Essential Maths are considered ‘Special Applied’ subjects and follow the syllabus structures of General subjects. Schools assess how well students have achieved all of the objectives using Instrument Specific Standards.

Vocational Education and Training

Vocational Education and Training (VET) is a learning pathway available for young people in senior secondary. VET provides students with the opportunity to engage in education and training which may lead to employment and/or further study. Successful completion of VET provides students with nationally recognised qualifications that deliver the skills and knowledge required for specific industries and occupations. Nationally recognised VET must be delivered by a Registered Training Organisation (RTO). VET qualifications can be undertaken in Years 10, 11 and 12 and may provide credit towards the Queensland Certificate of Education. Benefits of participating in VET include; obtaining practical experience from work,

gaining familiarity on how workplaces operate, developing employability skills, developing and improving interpersonal skills, and allowing students to explore the potential career path they would like to pursue. BSSC is an RTO and delivers a range of certificate course. Other courses are delivered by the College through external RTO providers.

Curriculum Provision Overview

Year 7	Year 8	Year 9	Year 10	Year 11 -12
• English	• English	• English	• English	• English (OP & General) • English Communication (SAS) • English Essentials (Applied)
• Maths	• Maths	• Maths	• Maths	• Maths A (OP) & Maths (General) • Maths B (OP) & Mathematic Methods (General) • Maths C (OP) & Specialist Maths (General) • Prevocational Maths (SAS) & Maths Essentials (Applied)
• Science	• Science	• Science • STEM (elective)	• Science • STEM (elective) • Psychology (elective)	• Biology (OP & General) • Aerospace (OP & General) • Physics (OP & General) • Chemistry (OP & General) • Psychology (General) • Science in Practice (SAS & Applied) • Aquatic Practices (SAS & Applied)
• Humanities	• Humanities	• Humanities • Business Studies (Elective)	• Humanities • Business Studies (Elective)	• Modern History (OP & General) • Geography (OP & General) • Business Studies (OP & General) • Legal Studies (OP & General) • Tourism (SAS & Applied) • Social Community Studies (SAS & Applied)
• Japanese	• Japanese	• Japanese (Elective)	• Japanese (Elective)	• Japanese (OP & General)
• Health and Physical Education	• Health and Physical Education	• Health (Elective) • Physical Education (Elective)	• Health (Elective) • Community Health (Elective) • Physical Education (Elective) • Early Childhood (Elective)	• Health (OP & General) • Physical Education (OP & General) • Sport and Recreation (Applied) • Allied Health Cert II & III (VET) • Fitness Cert III (VET) • Early Childhood Cert III (VET)
• Technology	• Technology	• Industrial (Elective) • Engineering (Elective) • Textiles (Elective) • Food (Elective)	• Industrial (Elective) • Engineering (Elective) • Design Studies (Elective) • Information Technology (Elective) • Hospitality (Elective) • Textiles (Elective)	• Information Technology (OP & Applied) • Design (General) • Technology Studies (OP) • Engineering (OP & General) • Building and Construction Skills (SAS & Applied) • Engineering Skills (SAS & Applied) • Furnishing Skills (Applied) • Hospitality Cert III (VET)
• The Arts	• The Arts	• Visual Art (Elective) • Drama (Elective) • Dance (Elective) • Media (Elective) • Music (Elective)	• Visual Art (Elective) • Drama (Elective) • Dance (Elective) • Media (Elective) • Music (Elective)	• Visual Art (OP & SAS, General & Applied) • Drama (OP & SAS, General & Applied) • Dance (OP & SAS, General & Applied) • Film TV Media (OP & SAS, General & Applied) • Music (OP & SAS, General & Applied)
• Essential Life Skills	• Essential Life Skills	• Essential Life Skills	• Essential Life Skills	• Essential Life Skills & Skills For Work Cert II (VET)

BSSC Curriculum Documents

Departments are required to complete the following documents to:

- ensure consistency of practices across subjects in year levels,
- alignment between year levels (Year 7 -10),
- alignment between delivery of the Australian National Curriculum and the Queensland Senior Curriculum in Years 11-12

All curriculum documentation is subject to the College's cyclical curriculum review and moderated in line with the College's Assessment Policy.

Yearly Curriculum and Assessment Plan (Year 7-10)

The Yearly Curriculum and Assessment Plan creates an overview for the year. This allows the department to ensure that the ACARA achievement standards and the content descriptors are mapped out across the year. The ACARA literacy, numeracy, and ICT indicators can to be identified for the year. Planning takes into account the ACARA General Capabilities and cross-curricular priorities. Opportunities to contextualise the curriculum to our local context are identified and integrated into the year planner. Senior Subject Areas are also cross referenced against the year's units.

One School Course Assessment Planners

These course assessment planners allow teachers to plan out the Semester of study indicating learning goals, draft and assessment deadlines. These are to be completed for all Junior and Senior classes.

BSSC Unit Plan – Years 7-10

These unit plans describe the learning intent of the unit by addressing the essential questions, outlining the learning sequence, possible classroom activities and resources. The national curriculum is explicitly referenced and indicators are identified. Learning is organised into declarative and procedural knowledge. Assessment standards and content descriptors are used to create learning goals and success criteria to guide the teacher and learner through the unit. These have cognitions embedded into them. Formative assessment opportunities are clearly identified throughout the plan. Summative assessment requirements are clearly outlined and key terms listed. ASOT design questions may be contextualised for the unit.

QCAA Teaching and Learning Assessment Unit Plan (TLAP) - Years 11-12

Key syllabus information is restated such as the unit description, unit requirements, and unit objectives. An assessment plan sets out the assessment overview for the unit. The teaching and learning plan outlines the subject matter, learning experiences, resources, teaching and learning factors (21st century skills and cognitions), and time to be spent on each subject matter. Study Plans are used for Applied Subjects and created via the QCAA Portal.

BSSC Assessment Task and Criteria Sheet

Task and criteria sheets detail the expectations of an assessment piece. Task sheets (exam or extended response) specify the conditions, state draft and due dates. The criteria sheets specifies how students will be assessed against the relevant standards. The Task sheet will follow the BSSC Task sheet template in Junior. In senior, the task and criteria sheet will follow the BSSC template, unless otherwise specified by the syllabus document. Criteria sheets will be task specific and only include the standards the students are to be assessed on.

BSSC lesson plan

Lesson plan template assists the teacher to plan effective learning experiences informed by student data in conjunction with the College's ASOT pedagogical framework.

BSSC Curriculum Planning Process Years 7-10

1
- Achievement Standards and Content Descriptors (ACARA) are mapped across the year using the Yearly Curriculum and Assessment Planner. Opportnities to address General Capabilities, Cross-curricular Priorities and our local context are identified and integrated into planning.

2
- Yearly Curriculum and Assessment Planner consulted and updated as required. All units are discussed and reviewed with all faculty staff at the beginning of each year.

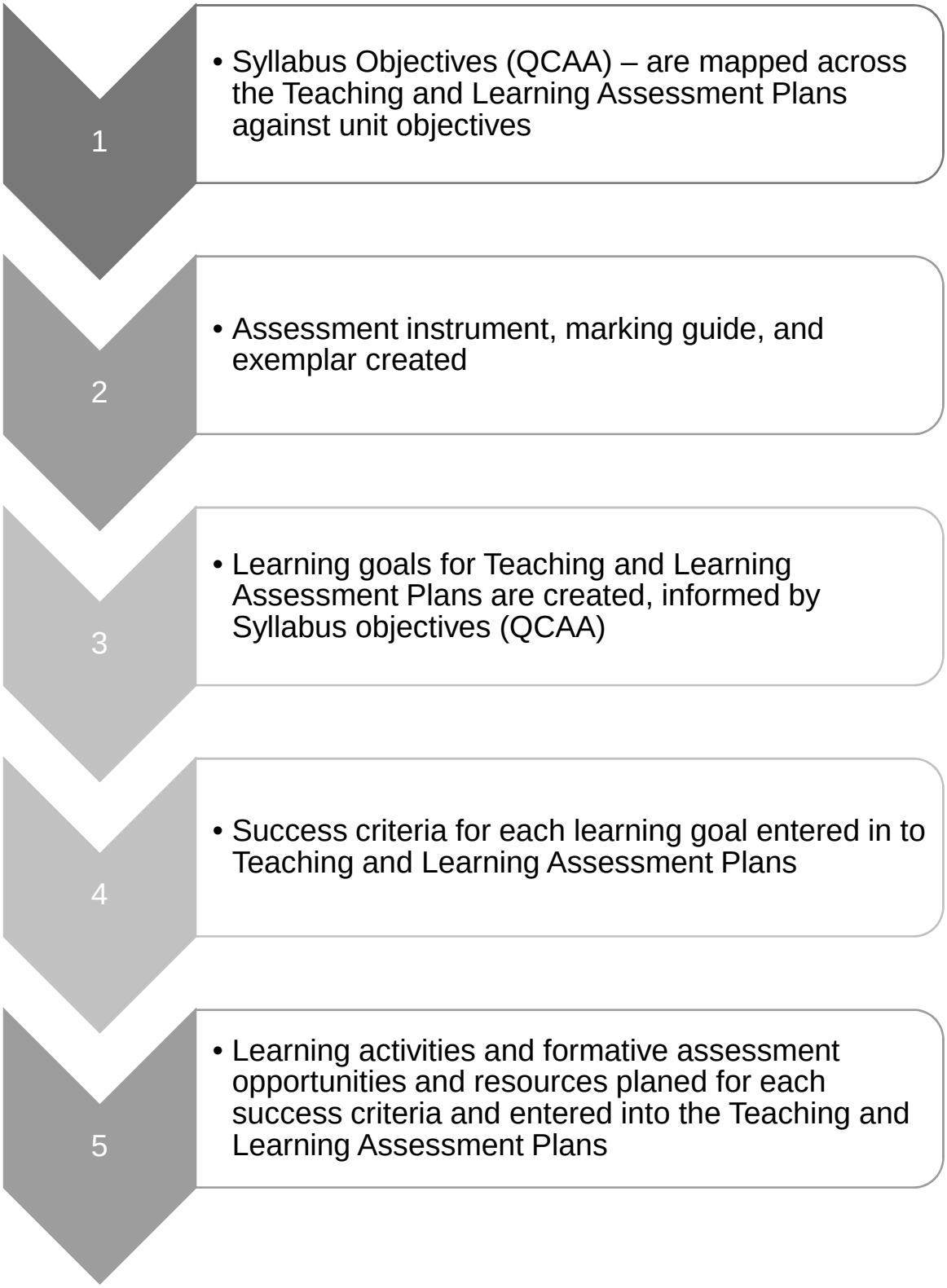
3
- Assessment task, criteria sheet, and C standard exemplar created. Adjusted or modified assessment piece is created as required (see Assessment Policy).

4
- Learning goals embedded in the BSSC unit planer are informed by Content Descriptors and Achievement Standards (ACARA).
- Learning goals are not lesson specific but topic specific. These highlight the cognitive verb / thinking skills being taught and the success criteria for each learning goal.

5
- Success criteria for each learning goal are created. Sucess criteria entered in to BSSC unit planner.
- Success criteria illustrate the progression of procedural and delcarative knowledge, understanding and thinking skills towards the overarching learning goal.

6
- Learning activities, formative assessment opportunities and resources planned for each success criteria and entered into the BSSC unit planner.
- One School Course Assessment Planners created.

BSSC Curriculum Planning Process Years 11-12



References:

- https://www.australiancurriculum.edu.au/
- https://www.qcaa.qld.edu.au/
- https://www.aitsl.edu.au/teach/standards
- BSSC Assessment Policy

Appendices: Curriculum planning templates:

- Yearly Curriculum Planner Y7-8 (A3 document)
- Yearly Curriculum Planner Y9-10 (A3 document)
- One School Semester Assessment Planner
- BSSC Unit Plan Y7-10
- QCAA Teaching and Learning Assessment Plan Y11-12 (A3 document)
- BSSC Assessment Task and Criteria Sheet
- BSSC Lesson Plan

Year 7 or 8 Core (1 year band) planner. (Elective subjects to adapt planner for 2 year bands. See ACARA Website)

YEAR [year] [SUBJECT] Yearly Curriculum and Assessment Plan

Implementation year: 2019 **School name: Burpengary State Secondary College**

Identify Curriculum	**Year level description**	Copy and paste from ACARA website https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/			
	Achievement standards	Copy and paste from ACARA website https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/			
Planning	**Unit Overview**	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
		UNIT DESCRIPTION **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**	**UNIT DESCRIPTION** **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**	**UNIT DESCRIPTION** **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**	**UNIT DESCRIPTION** **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**
		Explicit Vocabulary	**Explicit Vocabulary**	**Explicit Vocabulary**	**Explicit Vocabulary**
Assessment		**Term 1**	**Term 2**	**Term 3**	**Term 4**
		Week / **Assessment instrument**	**Week** / **Assessment instrument**	**Week** / **Assessment instrument**	**Week** / **Assessment instrument**
		Due Mode Topic Conditions	**Due** Mode Topic Conditions	**Due** Mode Topic Conditions	**Due** Mode Topic Conditions
		Adjustments possibly required for Diversity/underachieving students: -	**Adjustments possibly required for Diversity/underachieving students**	**Adjustments possibly required for Diversity/underachieving students**	**Adjustments possibly required for Diversity/underachieving students**

Curriculum mapping from ACARA

ACARA Achievement Standards

By the end of Year [ ]:	Unit 1	Unit 2	Unit 3	Unit 4
Each sentence copy and pasted from ACARA website pasted in to a single sentence per box				

Curriculum mapping from ACARA

Year [ ] [SUBJECT] Content Descriptors

Content Descriptors copy and paste from ACARA website	Unit 1	Unit 2	Unit 3	Unit 4

LITERACY INDICATORS Level 5	1	2	3	4
Comprehending texts through listening, reading and viewing				
Navigate, read and view learning area texts navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations				
Listen and respond to learning area texts listen to extended spoken and audio texts, including audio-visual texts, respond to and interpret stated and implied meanings, and evaluate information and ideas				
Interpret and analyse learning area texts interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies				
Composing texts through speaking, writing and creating				
Compose spoken, written, visual and multimodal learning area texts compose and edit longer sustained learning area texts				
Use language to interact with others use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts				
Deliver presentations plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience				
Text knowledge				
Use knowledge of text structures use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others				
Use knowledge of text cohesion use knowledge of word functions to make connections in texts				
Grammar knowledge				
Use knowledge of sentence structures control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions				
Use knowledge of words and word groups recognise and use aspects of language to suggest possibility, probability, obligation and conditionality				
Express opinion and point of view use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer				
Word Knowledge				
Understand learning area vocabulary use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts				
Use spelling knowledge spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly				
Visual Knowledge				
Understand how visual elements create meaning analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning				

NUMERACY INDICATORS Level 5	1	2	3	4
Estimating and calculating with whole numbers				
Understand and use numbers in context compare, order and use positive and negative numbers to solve everyday problems				
Estimate and calculate solve complex problems by estimating and calculating using efficient mental, written and digital strategies				
Use money identify and justify 'best value for money' decisions				
Recognising and using patterns and relationships				
Recognise and use patterns and relationships identify trends using number rules and relationships				
Using fractions, decimals, percentages, ratios and rates				
Interpret proportional reasoning visualise and describe the proportions of percentages, ratios and rates				
Apply proportional reasoning solve problems using simple percentages, ratios and rates				
Using spatial reasoning				
Visualise 2D shapes and 3D objects visualise, describe and apply their understanding of the features and properties of 2D shapes and 3D objects				
Interpret maps and diagrams create and interpret 2D and 3D maps, models and diagrams				
Interpreting statistical information				
Interpret data displays compare, interpret and assess the effectiveness of different data displays of the same information				
Interpret chance events describe and explain why the actual results of chance events are not always the same as expected results				
Using measurement				
Estimate and measure with metric units convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems				
Operate with clocks, calendars and timetables use 12- and 24-hour systems within a single time zone to solve time problems, and place personal and family events on an extended time scale				

ICT INDICATORS Level 5	1	2	3	4
Applying social and ethical protocols and practices when using ICT				
Recognise intellectual property apply practices that comply with legal obligations regarding the ownership and use of digital products resources				
Apply digital information security practices independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments				
Apply personal security protocols identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities				
Identify the impacts of ICT in society explain the benefits and risks of the use of ICT for particular people in work and home environments				
Investigating with ICT				
Define and plan information searches use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation				
Locate, generate and access data and information locate, retrieve or generate information using search facilities and organise information in meaningful ways				
Select and evaluate data and information assess the suitability of data or information using appropriate own criteria				
Creating with ICT				
Generate ideas, plans and processes use appropriate ICT to collaboratively generate ideas and develop plans				
Generate solutions to challenges and learning area tasks design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions				
Communicating with ICT				
Collaborate share and exchange select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global Understand computer mediated communication understand that there are various methods of collaboration through computer mediated communications that vary in form and control				
Managing and operating ICT				
Select and use hardware and software independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions **Understand ICT Systems** identify and compare networked ICT system components including between hardware, software and data **Managing digital data** manage and maintain data for groups of users using a variety of methods and systems				

Year [year] [SUBJECT] v Senior Syllabus Objectives

GENERAL Senior Subject Areas	1	2	3	4
Related syllabus 1				
Insert the senior syllabus objectives here and their description				
e.g. from the senior health syllabus – **recognise and describe information about health-related topics and issues** When students recognise information, they identify characteristics or features about health-related topics and issues. Students describe information by giving a detailed account of those characteristics or features.				
•				
•				
•				
•				
•				
•				
•				
•				

APPLIED Senior Subject Areas	1	2	3	4
Related syllabus 1				
Dimension 1: Knowing and understanding				
Insert the senior applied syllabus dimension and objectives here and their description here				
e.g. from • demonstrate procedures to complete tasks in agricultural activities When students demonstrate, they give a practical exhibition of procedures. This practical exhibition may be given in the classroom, in real-world or lifelike situations.				
•				
Dimension 2: Analysing and applying				
•				
•				
•				
Dimension 3: Planning and evaluating				
•				
•				
•				

Year 9 or 10 Core (1 year band) planner. (Elective subjects to adapt planner for 2 year bands. See ACARA Website)

YEAR 9 or 10 [SUBJECT] Yearly Curriculum and Assessment Plan

Implementation year: 2019 **School name: Burpengary State Secondary College**

Identify Curriculum	**Year level description**	Copy and paste from ACARA website https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/			
	Achievement standards	Copy and paste from ACARA website https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/			
Planning	**Unit Overview**	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
		UNIT DESCRIPTION **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**	**UNIT DESCRIPTION** **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**	**UNIT DESCRIPTION** **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**	**UNIT DESCRIPTION** **Fill in with brief description of overarching purpose of unit** Students will: • **What key procedural and declarative knowledge will the students learn?**
		Explicit Vocabulary	**Explicit Vocabulary**	**Explicit Vocabulary**	**Explicit Vocabulary**
Assessment		**Term 1**	**Term 2**	**Term 3**	**Term 4**
		Week / **Assessment instrument**	**Week** / **Assessment instrument**	**Week** / **Assessment instrument**	**Week** / **Assessment instrument**
		Due Mode Topic Conditions	**Due** Mode Topic Conditions	**Due** Mode Topic Conditions	**Due** Mode Topic Conditions
		Adjustments possibly required for Diversity/underachieving students: -	**Adjustments possibly required for Diversity/underachieving students**	**Adjustments possibly required for Diversity/underachieving students**	**Adjustments possibly required for Diversity/underachieving students**

Curriculum mapping from ACARA

ACARA Achievement Standards

By the end of Year [ ] :	Unit 1	Unit 2	Unit 3	Unit 4
Each sentence copy and pasted from ACARA website pasted in to a single sentence per box				

Curriculum mapping from ACARA

Year [ ] [SUBJECT] Content Descriptors

Content Descriptors copy and paste from ACARA website	Unit 1	Unit 2	Unit 3	Unit 4

LITERACY INDICATORS Level 6 by the end of year 10	1	2	3	4
Comprehending texts through listening, reading and viewing				
Navigate, read and view learning area texts navigate, read and view a wide range of more demanding subject specific texts with an extensive range of graphic representations				
Listen and respond to learning area texts listen to a range of extended spoken and audio texts, including audio-visual texts, and respond to, interpret and evaluate ideas, information and opinions				
Interpret and analyse learning area texts interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies				
Composing texts through speaking, writing and creating				
Compose spoken, written, visual and multimodal learning area texts compose and edit longer and more complex learning area texts				
Use language to interact with others use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts				
Deliver presentations plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience				
Text knowledge				
Use knowledge of text structures use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others				
Use knowledge of text cohesion use knowledge of how the cohesion in texts is improved by strengthening the internal structure				
Grammar knowledge				
Use knowledge of sentence structures control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis				
Use knowledge of words and word groups develop higher order concepts in academic texts through language features that compact and generalise ideas				
Express opinion and point of view use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments				
Word Knowledge				
Understand learning area vocabulary use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning				
Use spelling knowledge use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words				
Visual Knowledge				
Understand how visual elements create meaning evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances				

NUMERACY INDICATORS Level 6 by the end of year 10	1	2	3	4
Estimating and calculating with whole numbers				
Understand and use numbers in context use different ways to represent very large and very small numbers including scientific notation				
Estimate and calculate solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies				
Use money evaluate financial plans to support specific financial goals				
Recognising and using patterns and relationships				
Recognise and use patterns and relationships explain how the practical application of patterns can be used to identify trends				
Using fractions, decimals, percentages, ratios and rates				
Interpret proportional reasoning illustrate and order relationships for fractions, decimals, percentages, ratios and rates				
Apply proportional reasoning solve problems involving fractions, decimals, percentages, ratios and rates				
Using spatial reasoning				
Visualise 2D shapes and 3D objects visualise, describe and analyse the way shapes and objects are combined and positioned in the environment for different purposes				
Interpret maps and diagrams create and interpret maps, models and diagrams using a range of mapping tools				
Interpreting statistical information				
Interpret data displays evaluate media statistics and trends by linking claims to data displays, statistics and representative data				
Interpret chance events explain the likelihood of multiple events occurring together by giving examples of situations when they might happen				
Using measurement				
Estimate and measure with metric units solve complex problems involving surface area and volume of prisms and cylinders and composite solids				
Operate with clocks, calendars and timetables use 12- and 24-hour systems within a multiple time zone to solve time problems, use large and small timescales in complex contexts and place historical and scientific events on an extended time scale				

ICT INDICATORS Level 6	1	2	3	4
Applying social and ethical protocols and practices when using ICT				
Recognise intellectual property identify and describe ethical dilemmas and consciously apply practices that protect intellectual property				
Apply digital information security practices use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct				
Apply personal security protocols independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities				
Identify the impacts of ICT in society assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use				
Investigating with ICT				
Define and plan information searches select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation				
Select and evaluate data and information develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources				
Locate, generate and access data and information use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings				
Creating with ICT				
Generate ideas, plans and processes select and use ICT to articulate ideas and concepts, and plan the development of complex solutions				
Generate solutions to challenges and learning area tasks Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes				
Communicating with ICT				
Collaborate share and exchange select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge				
Understand computer mediated communications understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials				
Managing and operating ICT				
Select and use hardware and software justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete specific tasks, for different purposes and in different social contexts				
Understand ICT systems apply an understanding of networked ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions				
Manage digital data manage and maintain data securely in a variety of storage mediums and formats				

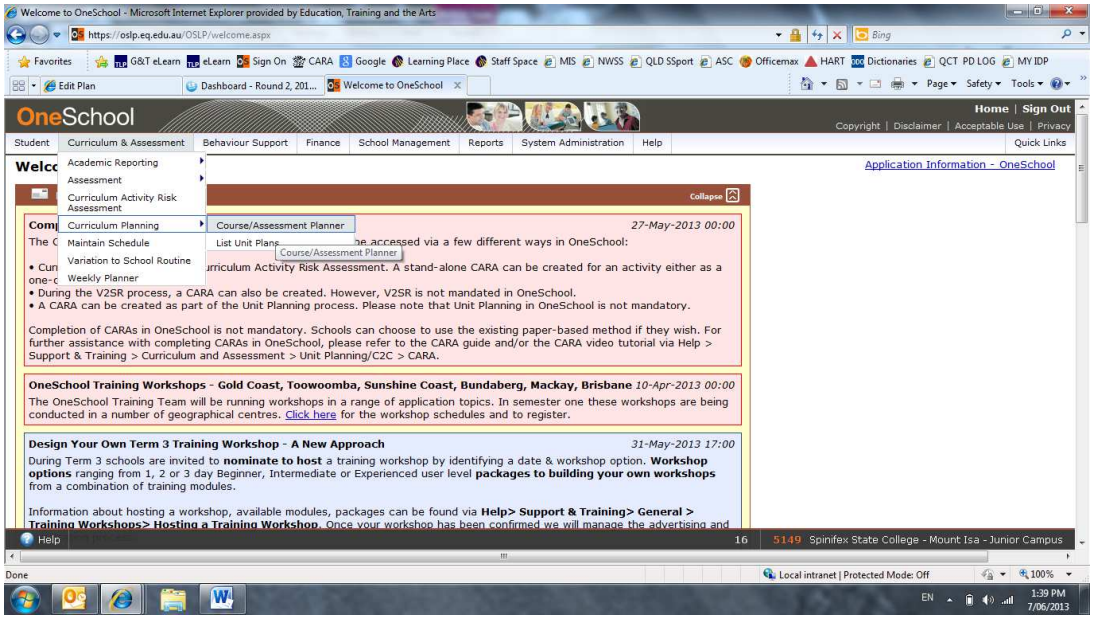
Year [ ] [SUBJECT] v Senior Syllabus Objectives

GENERAL Senior Subject Areas	1	2	3	4
Related syllabus 1				
Insert the senior syllabus objectives here and their description				
e.g. from the senior health syllabus – **recognise and describe information about health-related topics and issues** When students recognise information, they identify characteristics or features about health-related topics and issues. Students describe information by giving a detailed account of those characteristics or features.				
•				
•				
•				
•				
•				
•				
•				
•				

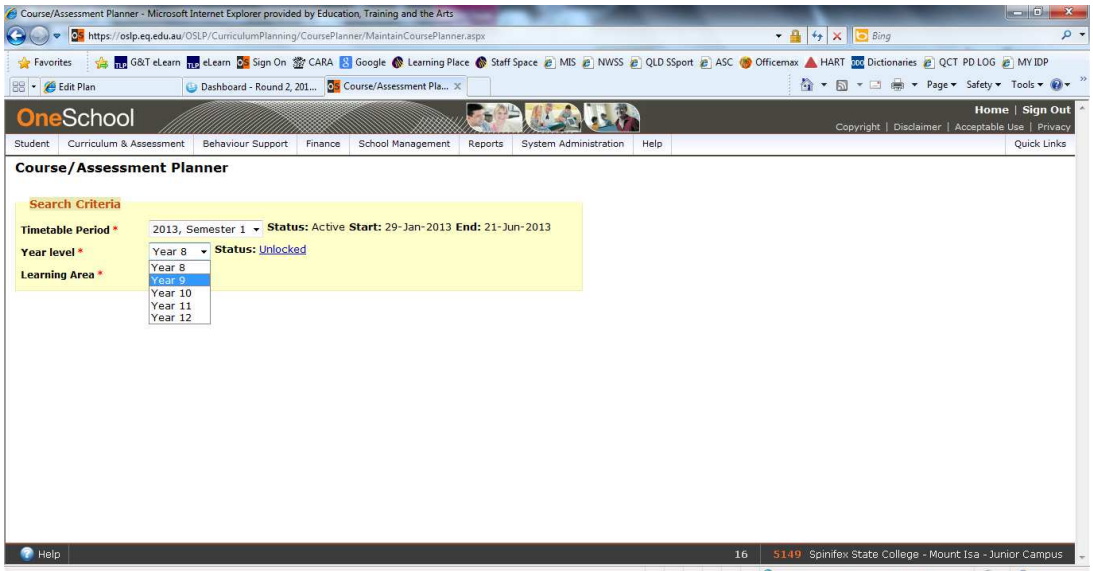
APPLIED Senior Subject Areas	1	2	3	4
Related syllabus 1				
Dimension 1: Knowing and understanding				
Insert the senior applied syllabus dimension and objectives here and their description here				
e.g. from • demonstrate procedures to complete tasks in agricultural activities When students demonstrate, they give a practical exhibition of procedures. This practical exhibition may be given in the classroom, in real-world or lifelike situations.				
•				
Dimension 2: Analysing and applying				
•				
•				
•				
Dimension 3: Planning and evaluating				
•				
•				
•				

One School Course Assessment Planner

1. Follow this link

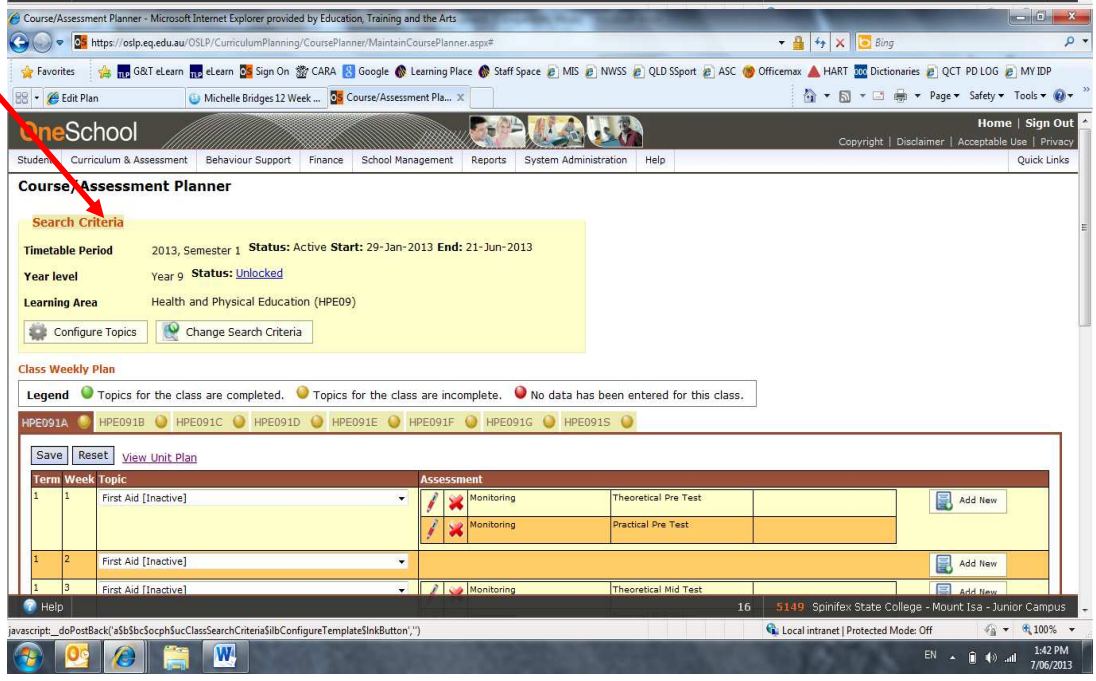


2. Select your year level and then edit the learning area courses that you are responsible for.



3. Go into CONFIGURE TOPICS and then add the Learning goals that you will cover from your BSSC unit planner. Repeat as topics for the number of weeks it will take to cover.

If you are a practical/theoretical subject such as HPE you need to state the theoretical and practical material to be covered in each topic as you can only have one line per week

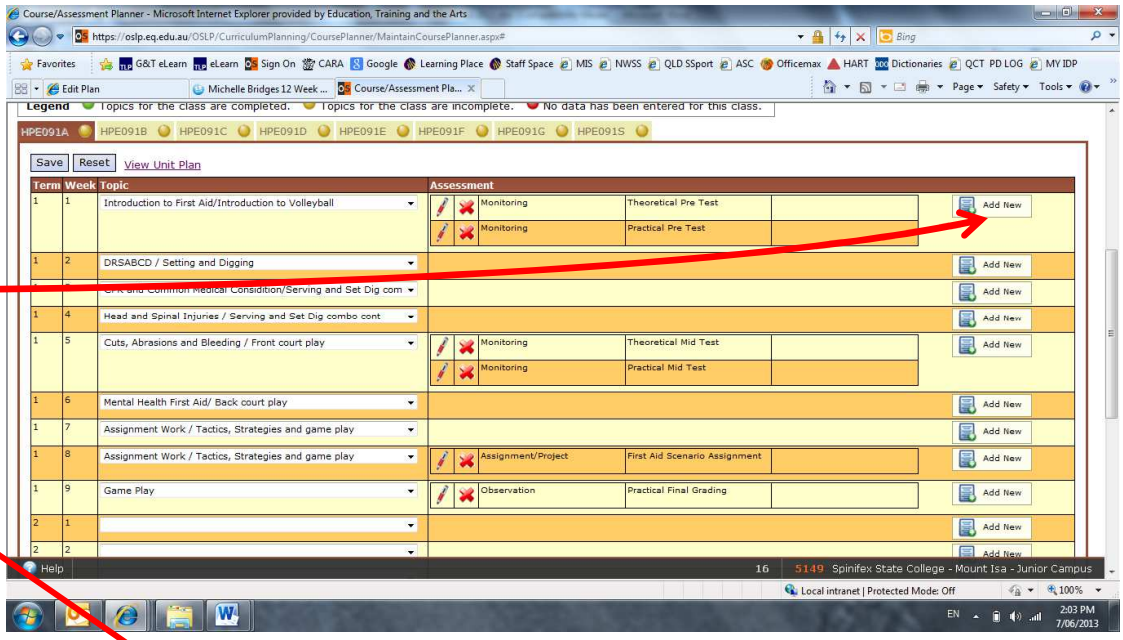


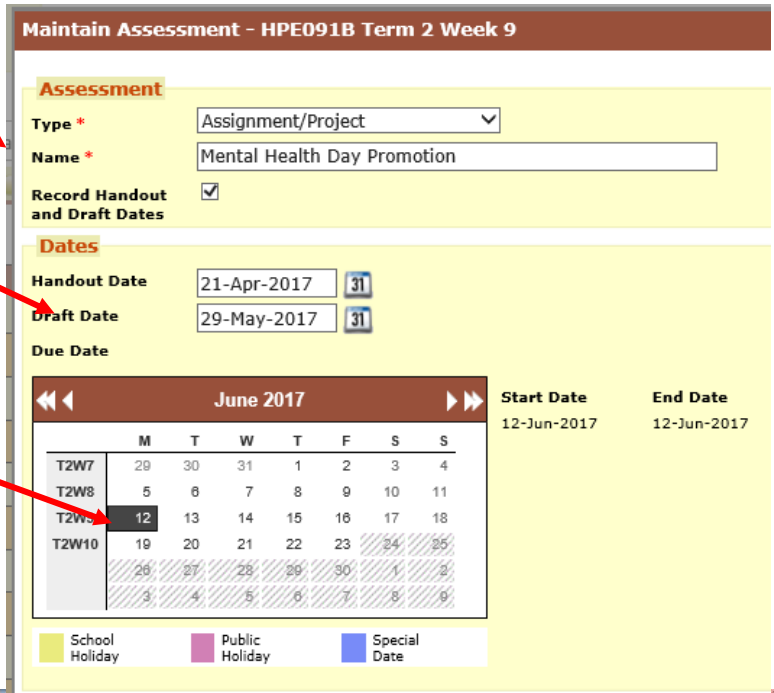
4. It may look something like this in the topic column.

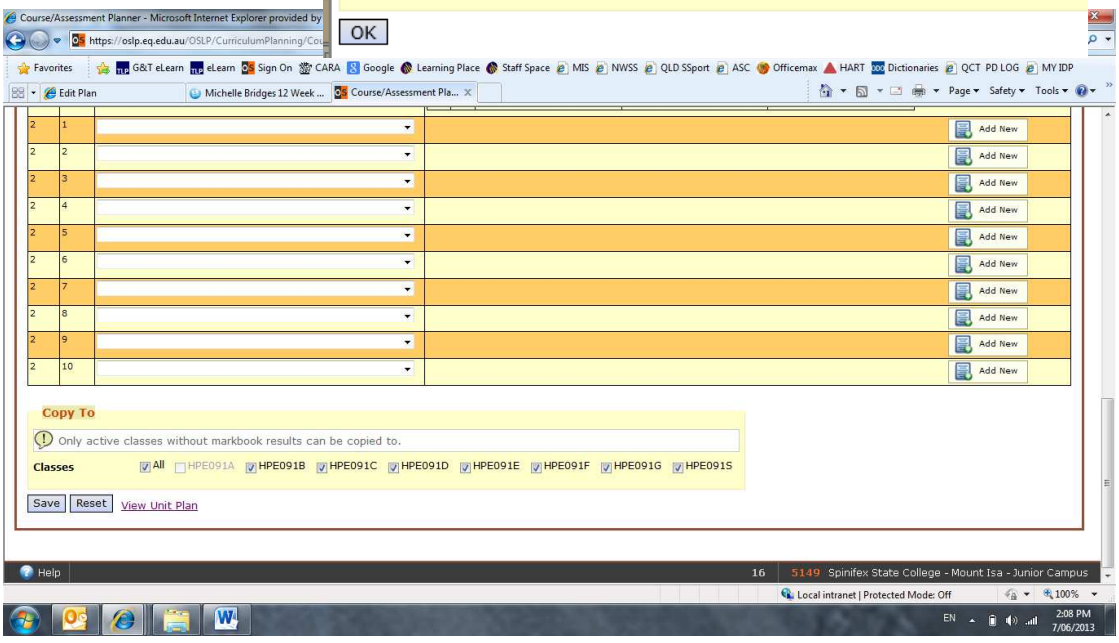
ASSESSMENT COLUMN:

Select ‘Add New’ in the week the piece is due.

1. Select common due **day of the week** where all classes are on.
2. Select the ‘type’ of assessment it is and add a descriptive title.
3. Select whether you want to add hand out and draft dates.
4. Select the date you want it due. Date will be the black box.
5. You can only have one due date. So if you want multiple you must enter as separate tasks without handout/drafts.





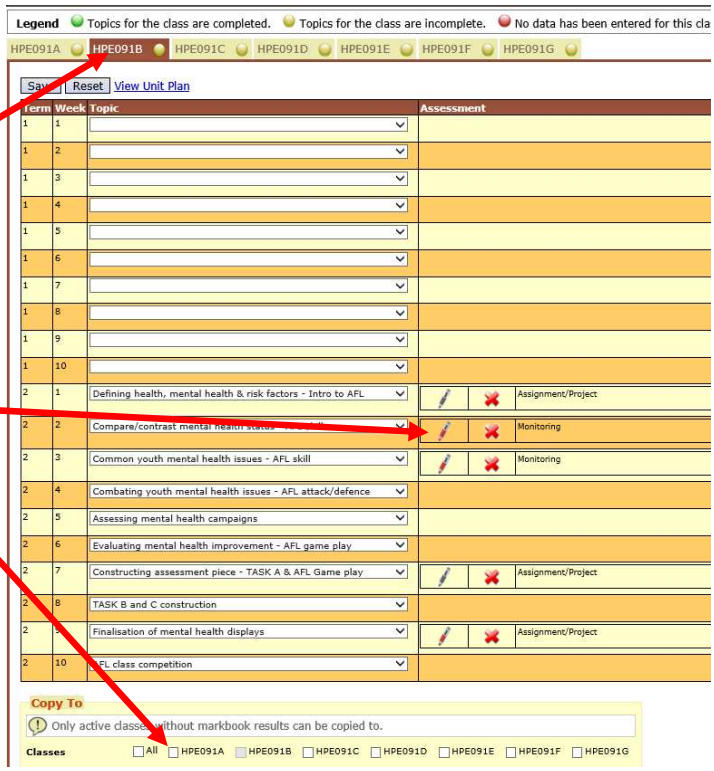


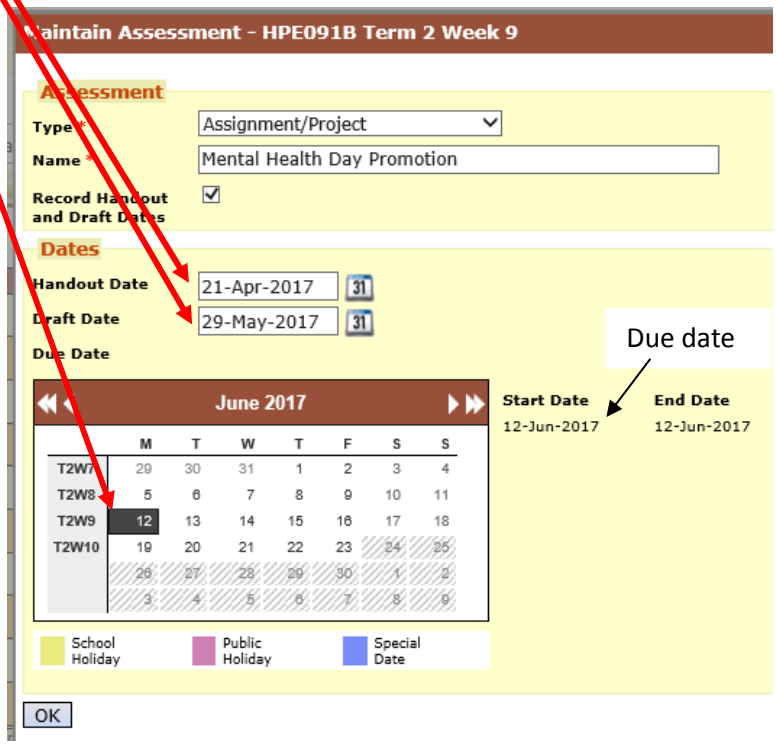
Please select all classes. This copies all the information to the classes.

If there is no common day.

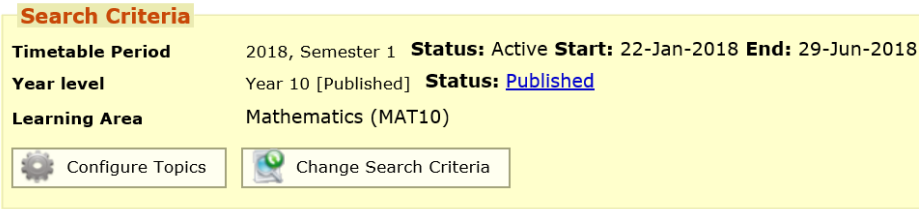
To configure for individual classes

1. Select the tab that related to your class
2. If you have multiple classes select another check box from the bottom
3. Use the pencil tool to edit the entries
4. Edit the dates to suit your class





By clicking on Published you can unlock and lock the document for student access. Students can only access the planner in published mode



BSSC Unit Plan

BURPENGARY
STATE SECONDARY COLLEGE

Subject		Grade		Term		Year		Duration/ Weeks	
Unit		Teacher/s							

Curriculum

Enter the ACARA Content Descriptors that will be taught within this unit. Include the ACARA achievement standards that are applicable

Essential Questions	School Priorities			
	Cognitive Verbs	Literacy Indicators	Numeracy Indicators	ICT Indicators
What are the "big ideas" of the unit? Students will: • Enter the main concepts and skills that the students will learn as they progress through the unit • Informed by the ACARA Achievement Standards	• Enter the verbs that apply to this unit from the Achievement Standards and Content Descriptors being taught	• Enter the Indicators that apply to this unit identified in the yearly plan	• Enter the Indicators that apply to this unit identified in the yearly plan	• Enter the Indicators that apply to this unit identified in the yearly plan

Essential Declarative Knowledge	Essential Procedural Knowledge
DECLARATIVE KNOWLEDGE (*I will understand…*): • Enter the essential **content** the students will learn	**PROCEDURAL KNOWLEDGE (*I will be able to…*):** • Enter the essential **skills** the students will learn

Vocabulary (cognitive verbs, content specific terms etc.)

- **Enter the vocab list**
- **Enter the vocab list**
- **Enter the vocab list**
- **Enter the vocab list**

Summative Assessment
Insert Summative Assessment Type • Enter a description of the assessment task • Enter the details of the assessment that matches the ACARA Content Descriptors and Achievement Standards

	Content Learning Goals			
Time Line	**1.**	Type in learning goal. This should be informed by ACARA Content Descriptors and Achievement Standards focusing on declarative and procedural knowledge.	**Suggested Pedagogical Approach** **Teachers use their Individual class data to differentiate**	**Formative Assessment**
Estimated number of lessons		Success Criteria: These are the learnings that need to take place to meet the learning goal. Success criteria are created as a progression to achieve the learning goal. Generally lower order verbs at the beginning through to higher order verbs at the end with the last success criteria close to the learning goal. This should be differentiated based on student ability and readiness.		
	1.1			Student progress checked against the success criteria
	1.2			
	1.3			
	1.4	Add or delete these success criteria rows as needed		
	1.5			
	1.6			
	1.7			
	1.8			
	2.			
	2.1			
	2.2			
	2.3			

	2.4			
	2.5			
	2.6			
	2.7			
	2.8			

Assessment – Tracking Progress & Celebrating Success (DQ 1)	
Formative Assessment & Feedback	**Tracking & Data Informed Practice**
Insert Formative Assessment types • Details of pedagogical strategies that assess student progress towards the learning goal(s) based on the success criteria • Are you using a range of strategies that collect both quantitative (numerical) and qualitative (anecdotal) data for learning?	Suggested use and recording of formative data • How will you collect, collate, and use this data? • Did the students achieve the learning goal? • Do you need to review your teaching strategies to ensure that this is achieved for all students?

Pedagogical Approach: Engagement Strategies (DQ 5)		
How will students' interest be captured?	**How will students' interest be sustained?**	**How will students know this is important?**
• Hands on activities • Games • Connection with real-life situations • Use of Learning Objects to introduce new topics • Enter other things that would apply	• Changing activities regularly • Connection with real-life situations • Use of concert materials • Use of Academic Games • Enter other things that would apply	• Connection to real life • Enter other things that would apply

Reflections and Review **Subject Coordinator to collect feedback from team in week 1 the following term and collate below.**	
Strengths: -	Weaknesses: -
Action: -	

[Subject name] [YYYY v#.#]

Unit [#] sample teaching, learning and assessment plan [— excerpt/partial]

Unit [#]: [Unit name] — [unit subheading]

Unit description

Copy and paste the unit description from the syllabus.

Xxx

Unit objectives

Copy and paste the relevant unit objectives from the syllabus. Make sure they are accurately numbered.

By the end of this unit, students will:

X. [objective] [Use style **Unit numbered objective**]

X. [objective]

Assessment plan

Assessment details	%	Objectives to be assessed	Conditions	Date
Identify the assessment number and name, e.g. Formative internal assessment 1: Examination Include school-specific detail, e.g. text being studied, context of assessment.	Identify the assessment weighting and indicate in brackets whether formative/ summative, e.g. 20% (formative)	If formative, insert the unit objectives for this unit's assessment 1. If summative, insert the identified assessment objectives for this unit's assessment 1. X. xxx [Use style **Table - Unit numbered objective**]	Copy and paste the relevant assessment conditions from the syllabus. •	Identify the due date or date range for this assessment.
Identify the assessment number and name, e.g. Formative internal assessment 2: Research report Include school-specific detail, e.g. text being studied, context of assessment.	Identify the assessment weighting and indicate in brackets whether formative/ summative, e.g. 20% (formative)	If formative, insert the unit objectives for this unit's assessment 2. If summative, insert the identified assessment objectives for this unit's assessment 2. X. xxx [Use style **Table - Unit numbered objective**]	Copy and paste the relevant assessment conditions from the syllabus. •	Identify the due date or date range for this assessment.

Teaching and learning plan

Complete the table below, adding rows as needed. Either copy and paste a blank table to use for each topic and/or sub-topic, indicate the topic and/or sub-topic in the Subject matter column, or add a row for a topic heading and merge columns.

The unit must only use notional hours. This is a school-based decision. The unit is based on a notional 55 hours, which includes allocated assessment time.

Notional hours	Unit objectives / Learning Goal	Subject matters / Success Criteria	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
Identify the possible time in notional hours.	Type the unit objective number/s (numeral only) that align to the corresponding subject matter.	Copy and paste the relevant core and/or elective subject matter from the syllabus. If applicable, identify the topic or sub-topic title.	Develop sample learning experiences that use the procedural skills and cognitions required for students to demonstrate their understanding of the subject matter. Consider how these skills and cognitions will be taught. *e.g.* In groups, students read source documents that detail statistics related to the health outcomes of a specific population. Each group creates a graph to represent the outcomes and presents findings to the class. Through a class discussion, students identify possible determinants for these health outcomes. Address the teacher directly (using imperative sentences), i.e. do not use *The teacher …* Provide students directions in third person, i.e. *Students …* *e.g.* • Explain that the atmosphere has not always been the same at it is today, but has changed over time. • Show students a diagram showing the gases in the atmosphere over time. • Students: - describe the changes in the gases based on the diagram - infer the events on Earth that may have caused the changes. • Identify when there was an increase in oxygen levels in the atmosphere. • Students research the evidence that could indicate that oxygen levels rose. Place each learning experience in a separate row. See sample TLAPs published on the School Portal for guidance.	Identify the specific underpinning factors (literacy, numeracy and 21st century skills) that will be used. *e.g.* **Literacy** • comprehending texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge • composing texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge Remove parts of the process or areas of knowledge that do not apply to the sample learning experience. See sample TLAPs published on the School Portal for guidance. **Numeracy** • using percentages **21st century skills** • collaboration — focusing on participating and contributing • critical thinking — focusing on analytical thinking and reasoning The underpinning factors are specific to each learning experience. See sample TLAPs published on the School Portal for guidance. **Xxxx** [Use style **Table subhead** for first heading and Table text and Table Bullet after.] • xxx Xxxx [Use style **Table subhead padded** for following headings (for increased visual separation).] • xxx	List resources and/or links to resources that will be used as a dot point list.
					•
					•
					•

BSSC Assessment Task and Criteria Sheets

1		Department	BURPENGARY STATE SECONDARY COLLEGE	F or S

STUDENT NAME		**STUDENT NUMBER**	EQ ID NUMBER
TEACHER NAME		**SUBJECT**	
TEACHER EMAIL	@eq.edu.au	**YEAR LEVEL**	
HEAD OF DEPT. & APPROVAL		**HOD EMAIL**	@eq.edu.au

DISTRIBUTION	T	W	DATE	**DRAFT**	T	W	DATE	**DUE**	T	W	DATE
			FULL DATE				FULL DATE				FULL DATE
TECHNIQUE	INVESTIGATION OR EXAMINATION				**INSTRUMENT**						
UNIT NUMBER		**UNIT NAME**	INSERT UNIT TITLE, AS PER SYLLABUS								
TOPIC NUMBER		**TOPIC NAME**	INSERT TOPIC, AS PER SYLLABUS								

CONDITIONS			
TIME	INSERT TIME, AS PER SYLLABUS	**PERUSAL | PLANNING**	INSERT NUMBER OF MINUTES OR N/A
MODE	WRITTEN/SPOKEN/MULTIMODAL OR N/A	**LENGTH**	INSERT NUMBER OF WORDS/MINUTES
INDIVIDUAL | GROUP	SPECIFY INDIVIDUAL OR GROUP WORK	**SEEN | UNSEEN**	SPECIFY RESPONSE IS SEEN/USEEN
SUBMISSION DETAILS	SPECIFY THE MODES OF SUBMISSON AND LOCATIONS / WEB ADDRESS / ONENOTE LINK		
OTHER	▪ E.G. AUDIENCE ▪ E.G. ADHERE TO EXAM PROTOCOLS ▪ E.G. NO NOTES ALLOWED		▪ E.G. ACCESS TO TECHNOLOGY ▪ E.G. AUSTRALIAN STANDARD ENGLISH ▪ E.G. ACCESS TO RESOURCES, AS PER SYLLABUS

CONTEXT [DELETE THIS ROW AND THE ROW UNDERNEATH IF THE TECHNIQUE IS AN EXAMINATION]
[MAX. 150 WORDS]. MY REFER TO TECHNIQUE ITSELF, RELEVANCE OF INSTRUMENT TO UNIT, PURPOSE, OR AUDIENCE.

INSTRUCTIONS [DELETE THIS ROW NEXT ROW IF THE TECHNIQUE IS AN INVESTIGATION]
IDENTIFY WHETHER STUDENTS SHOULD ANSWER QUESTIONS ON SPACE PROVIDED ON THE TEST PAPER, SEPARATE LINED PAPER OR A RESPONSE BOOKLET. USE DOT POINTS IF THIS SECTION CONTAINS MORE THAN ONE INSTRUCTION.

TASK [DELETE THIS ROW NEXT ROW IF THE TECHNIQUE IS SHORT REPONSE OR COMBINATION EXAMINATION]
FOR EXTENDED, SINGLE QUESTION EXAMS, QUESTION APPEARS HERE. NO UNDERLINE OR HYPERLINKS. USE DOT POINTS IF MORE THAN ONE INSTRUCTION. FOR INVESTIGATIONS, DESCRIBE (MAX. 200 WORDS] WHAT STUDENT IS REQUIRED TO DO.

STIMULUS [DELETE THIS ROW AND NEXT ROW IF THE TECHNIQUE IS SHORT REPONSE OR COMBINATION EXAMINATION]
LARGE STIMULUS MAY BE ADDES AS SEPARATE PAGES

	ASSESSMENT OBJECTIVE/S
1	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
2	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
3	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
4	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
5	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
6	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
7	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
8	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
9	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
10	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS
11	ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS

ASSESSOR	FEEDBACK
SIGNATURE	

TO COMPLETE THIS TASK, YOU MUST:
BREAK DOWN TASK INTO ITS COMPONENTS. USE BULLET POINTS FOR OUTLINING ADDITIONAL REQUIREMENTS, E.G. SUBMITTING A JOURNAL, GROUP WORK EVIDENCE REQUIREMENTS. THIS SECTION CAN BE EXPANDED BUT IT SHOULD BE SUCCINCT. SCAFFOLDING CAN BE ADDED TO THE FOLLOWING PAGE, IF NECESSARY.

✓	T	W	CHECKPOINTS
	T	W	IDENTIFY CHECKPOINT ACTION, DELETE ANY EXTRA ROWS
	T	W	IDENTIFY CHECKPOINT ACTION, DELETE ANY EXTRA ROWS
	T	W	IDENTIFY CHECKPOINT ACTION, DELETE ANY EXTRA ROWS
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	T	W	IDENTIFY CHECKPOINT ACTION, DELETE ANY EXTRA ROWS

AUTHENTICATION AND COLLABORATION STATEMENT	
I declare that all unacknowledged work is my own. To authenticate this, I have ensured that plans, rough drafts and appropriate documentation of the design/authoring process are available for validation of my work upon request by the College. When I have worked in groups, I declare that each member contributed equitably to the development of ideas, planning, writing, drafting and completion of task. If this is not the case, I declare that I have proactively informed the teacher.	**STUDENT NAME** **STUDENT SIGNATURE**

✓	**AUTHENTICATION STRATEGIES** [SELECT AT LEAST ONE STRATEGY, DELETE ROWS AS REQUIRED
✓	You will be provided class time for task completion.
✓	You will produce sections of the final response under supervised conditions.
✓	You will each produce a unique response (e.g. topic choice, individualised data sets, data collection)
✓	You will provide documentation of your progress at each checkpoint.
✓	Your teacher will collect copies of your response and monitor at key junctures.
✓	Your teacher will collect and annotate a draft.
✓	Your teacher will conduct interviews or consultations as you develop the response.
✓	You will use plagiarism-detection software to submit your response.
✓	You must acknowledge all sources.
✓	You will produce summaries during your response preparation.
✓	Your teacher will conduct interviews after submission to clarify or explore aspects of your response.
✓	Your teacher will compare the responses of students who have worked together in groups.
✓	Your teacher will ensure class cross-marking occurs.

SCAFFOLDING [DELETE THIS AND NEXT ROW IF NOT APPLICABLE]

AS PER SYLLABUS. FORMAT AND ADD HEADINGS AS APPROPRIATE. COULD INCLUDE EXPECTATIONS FOR SPECIFIC GENRE, TECHNIQUE, INQUIRY OR PROBLEM-SOLVING MODEL. SHOULD REFLECT WHAT IS APPROPRIATE FOR ASSESSMENT OF UNITS 1 AND 2. COULD BE A DIAGRAM, FLOW CHART OR WORDS.

Question No.		Assessment Objective No.	

Insert the question here (short or extended response)

Question No.	Assessment Objective No.	

Insert question here (multiple choice).

Insert multiple choice stem here

A Response goes here

B Response goes here

C Response goes here

D Response goes here

BSSC Lesson Template

Class_____ Teacher_____ Date_____

Period_____

Planning & Preparation

How does the lesson plan link to the unit of work?

How has student data been utilised when planning this lesson? (DQ9)

All resources ordered & prepared (DQ6)

Room prepared including board – lesson sequence, learning goal & homework (DQ6)

Intro

Teacher on time

Lesson progress, learning goal & homework on board (DQ1)

Student equipment requirements explained (DQ6)

Anticipatory set organised and ready (something for students to do as soon as they walk in) (DQ6)

Students are silent while teacher gives next instructions (DQ6/DQ7)

Students lined up and silent when teacher is giving instructions (DQ6/DQ7)

TIMING

Body

At least 3 learning styles are catered for (DQ5)

Hands on activities /Student centred (DQ5)

Creativity in pedagogy (DQ5)

Students actively engaged in learning (DQ5)

Literacy/Numeracy component /structured use of ICT

Relation to real world (DQ5)

CHUNK (New knowledge DQ2 or Deepening Understanding DQ3)

Checking for understanding (individual students) DQ1-

TIMING

CHUNK (New knowledge DQ2 or Deepening Understanding DQ3)

Checking for understanding (individual students) DQ1 -

TIMING

CHUNK (Deepening Understanding DQ3 & Generating, testing hypothesis about new knowledge DQ4)

Checking for understanding (individual students) DQ1 -

TIMING

Review / Conclusion

Homework checked in diary (DQ6 /DQ7)
(DQ6/DQ7)

Student reflection & feedback (DQ1)

Clean-up of room

TIMING

Classroom Management

10 essential skills (DQ7)
Seating plan/ room plan (DQ6)
Presence (withitness) in the classroom (DQ7)

Constant referral to Rules & Routines (DQ7)
Rewards – Burpies (DQ9)
Display objectivity & control (DQ8)

Effective Learning Relationships (Teacher to Student)

Understanding of student interest & backgrounds (DQ8)
(DQ8)

Positive language/praise at individual student level

Behaviours that show respect for the student (DQ8)

Celebrating success with the student (DQ1)

Tracking and regularly communicating student progress (DQ1)