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| **Planning Notes** |
| 1. 5 Padua is a mainstream class of 26 students – 16 girls and 10 boys – with a diverse range of learning needs. The class has one full time teacher.
2. For this lesson the Classroom Support Teacher met with the Classroom Teacher to ensure that in planning for the unit the needs of each student were considered.
3. As we were planning this Conceptual Inquiry unit of work, we started with deciding what Achievement Standards needed to be covered and which content descriptors we would be focusing on.
4. Personal Plans for students who need teaching modifications were also referred to in the planning process.
5. We used the Achievement Standard elaborations as an age appropriate benchmark and then modified these to differentiate for the wide range of capabilities across the grade. Modifications need to ensure that every student can investigate with depth, breadth and rigor.
6. For some students we focused on a particular phrase in the achievement standard. I also looked to the elaborations to provide specific ways to meet the standard. These elaborations can be further modified where necessary to ensure all students can be working towards the same Achievement Standard. In other words, modifying the achievement standard for particular students is a way to meet the diverse needs.
7. We wanted to include the Cross-Curriculum Priority of: Sustainability
8. Work Studies: When applying their skills and knowledge to solve problems or implement projects, they consider sustainability as a key factor in realising solutions.  This includes sustainability around the production, delivery and recyclability of their products waste. It is expected that some students will take this a step further to look at the impact a sustainable product may have on consumer choice at the shelves.
9. HASS: The curriculum prepares students to be informed consumers, to act in enterprising and innovative ways and to perceive business opportunities in changing local, regional and global economic environments.
10. Technologies: Understanding systems enables students to work with complexity, uncertainty and risk; make connections between disparate ideas and concepts; self-critique; and propose creative solutions that enhance sustainability.
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