

PLANNING COURSE DELIVERY AND ASSESSMENT

A scope and sequence document is an articulated plan for the delivery and assessment of a course. There is no TASC-prescribed format for such a plan. Typical formats include spread-sheets; tables; and word processed documents. In some cases the delivery of the course might be in one scope and sequence document, and the assessment plan expressed as a matrix in a separate document.

A SCOPE AND SEQUENCE DOCUMENT HAS THE FOLLOWING CHARACTERISTICS:

- a clear sequence indicating time. Time might be represented as lessons, days or weeks within terms. For example, a scope and sequence document might be broken down into teaching weeks within terms. In its totality the scope and sequence document will capture the complete period of delivery and assessment of the course
- a clear indication of course contents delivery (units, topics, subtopics, activities as per the course document) mapped to the sequence indicator. These may be supplemented by learning activities/lesson titles using school-based terms, and resources to be used
- a clear indication of the major assessment tasks that will be undertaken by learners, and the criterion/ia each task assesses. These are mapped to the sequence and content delivery indicators.

It is understood that scope and sequence documents may require modification during the teaching and learning process to account for changes to initial plans.

Over-page are two examples of a section of a scope and sequence for *History and the Environment*.

In Example A the 'content' descriptors are actually learning activities, using school-based descriptors. Assessment tasks are noted, but not which criteria/standards will be assessed, nor the relative weighting of the tasks to the overall assessment of the criteria involved.

In Example B (best practise) there is explicit mapping of the learning activities to specific course content that they address. The criteria to be assessed are recorded, and the relative significance/ weighting of the task to the overall assessment of the criteria is indicated. Assessment tasks that address Work Requirements are clearly indicated.

Example A

| Time | Content | Resources | Assessment |
|------------------------------------|----------------------------------|---|----------------------------------|
| Term 1 week 1 | Map work | Class atlas set, climate video | Map test |
| <i>< break in document ></i> | | | |
| Term 2 Week 5-6 | Individual research on an animal | Internet, library research (books, magazines etc) | Research Report (500-1000 words) |

Example B

| Time | Learning activity | Mapping to course content | Resources | Assessment task | Criteria/ standards | Relative weighting |
|------------------------------------|--|--|---|--|--|---|
| Term 1 week 1 | Map work | 1. Climate and Sustainable Futures a) Framework for global knowledge: continents, oceans, seas, countries, climatic zones | Class atlas set, climate video | Map test | Criterion 2, first to fourth standard elements | Minor |
| <i>< break in document ></i> | | | | | | |
| Term 2 Week 5-6 | Case Study #1 A Threatened Species: research and report on a species chosen from the prescribed list (see course document p.4) | Case Study #1 A Threatened Species. Learners will examine: <ul style="list-style-type: none"> • the traditional environment in which the species has lived • the nature of the changes to that environment which threaten the species (e.g. climate change, the introduction of different species, destruction of animal habitat by human activity – such as deforestation, soil degradation or mining, direct human exploitation) • the extent of the threat (is it endangered, vulnerable or rare?) • local and international efforts to protect the species. | Internet, library research (books, magazines etc) | Research Report (500-1000 words) WORK REQUIREMENT #1 | Criteria 1,2 & 3 (all standard elements) Criterion 4 (3rd standard element) | Major for Criteria 1, 2 & 3 Medium for Criterion 4 |