

## Layered curriculum

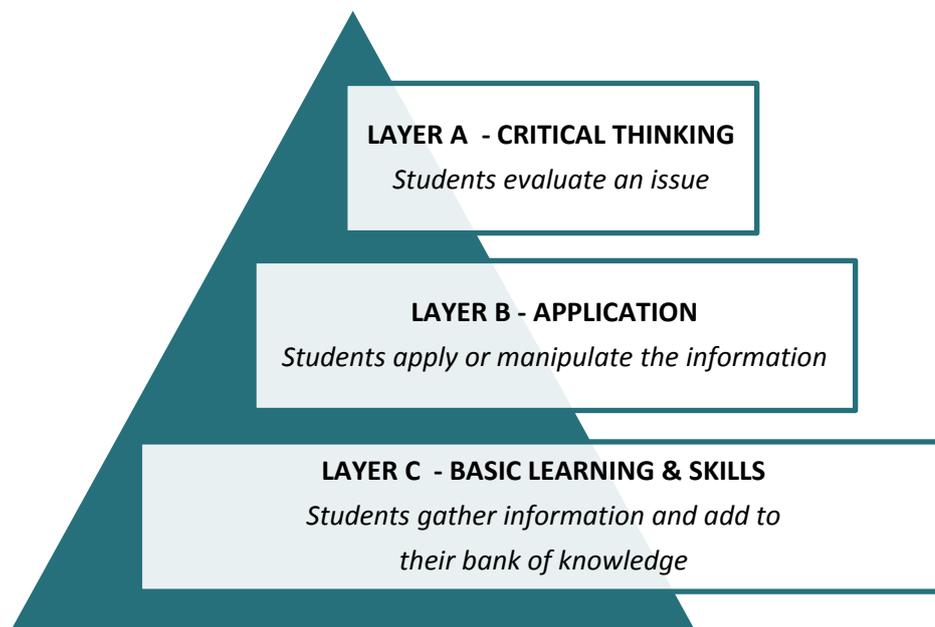
The Layered curriculum approach features a three-layer model (see diagram below) that requires students to use higher level thinking skills as they work through the layers. Developed by educator and author Kathie Nunley (2006) the approach came as a response to her classroom experiences with high school students.

**Layer C** is the basic layer of competency and reflects what all students must do. **Layer C** activities ask students to collect factual information.

**Layer B** provides students with the opportunity to apply, manipulate and play with the information they gathered while completing **C layer** activities. Typically, the **B layer** requires students to apply, manipulate, discover, hypothesise and prove, demonstrate or problem solve.

**Layer A**, the top layer, asks students to think critically about an issue. Nunley says the purpose of **Layer A** is to teach students critical thinking skills and to apply their classroom learning into their daily lives. **Layer A** consists of questions that ask students to analyse a topic. Frequently, no right or wrong answer exists.

Nunley emphasizes that all layers should provide students with some control over their learning. She suggests a menu-like approach (see related Menu strategy) to the tasks in each layer. The approach allows students to pick and choose from the available options provided by the teacher.



The C layer reflects what **every** student must be able to **know, understand, and do**.

## References

Nunley, K. E. (2006). *Differentiating the High School Classroom: Solution Strategies for 18 Common Obstacles*. Thousand Oaks: CA: Corwin.