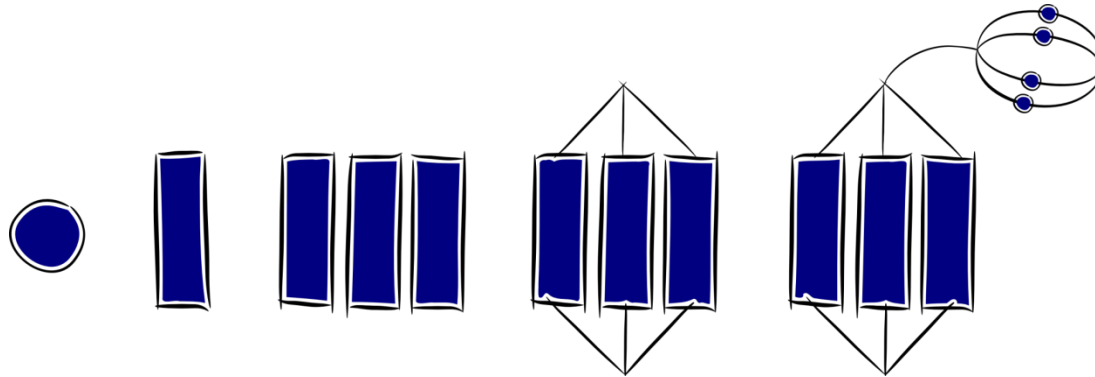


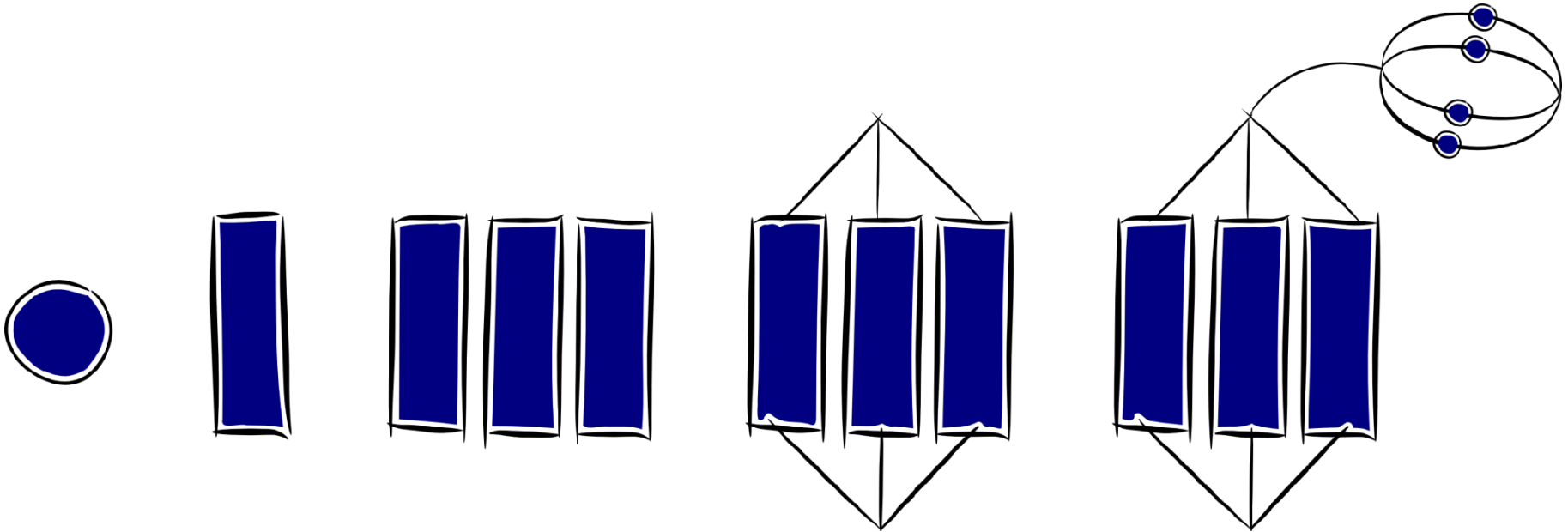
# SOLO Taxonomy, the HOT Differentiated Curriculum Model & The Social Sciences Tikanga ā Iwi Best Evidence Synthesis Iteration (BES).

Pam Hook  
[www.pamhook.com](http://www.pamhook.com)



# SOLO Taxonomy - Biggs and Collis 1982

## The Structure of Observed Learning Outcomes



# The Social Sciences Tikanga ā Iwi Best Evidence Synthesis Iteration (BES).

“What works”:

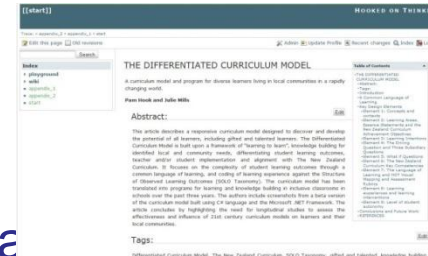
- Connections
- Alignment
- Community
- Interest

[Social Sciences BES 2008]



www.hooked-on-thinking.com

# The HOT Differentiated Curriculum Model.



“What works”:

- High expectations
- Inclusion
- Treaty of Waitangi
- Coherence
- Community Engagement
- Cultural diversity
- Future Focus
- Learn to learn

[New Zealand Curriculum Principles]

# Connections:

Making connections to students' lives through content that is relevant and inclusive; [Social Sciences BES 2008]

The HOT Differentiated Curriculum Model

File

Concept Learning Areas Learning Intentions Driving Question What if? Values Key Competencies Language of Learning Learning Experiences Level of Autonomy

Concept	Context
[Select Macro and or Micro Concept from HOT Concept Library.]	[List possible authentic contexts for knowledge building that will develop student understanding of the key understanding in the concept.]
Macro-concept: Choose a ...	Local
Micro-concept: Choose a ...	National
Concept Understandings: [What is worth understanding? Generalisation/s about the concept that helps students understand their world.]	Global
Make selected understanding Key understanding	
Key Concept Understanding:	

<- Back Next ->

**Alignment:** Aligning experiences to important outcomes by identifying prior knowledge; aligning activities and resources to intended outcomes; providing opportunities to revisit concepts and learning processes; and, attending to the learning of individual students; [Social Sciences BES 2008]

HOT Map and  
Self Assessment rubric

Figure 1: HOT Language of learning Define Map and self-assessment rubric.

**HOT DEFINE Visual Map**

SOLO : MULTISTRUCTURAL

**DEFINE**  
Define: Analysing ideas to determine the context of the topic.

not relevant

relevant

main idea/thing

hooked on thinking  
www.hooked-on-thinking.com

**DEFINE**

My definition: [Insert definition]

	<p>My definition identifies several relevant ideas, links these to the whole, and looks at the idea in a new way.</p> <p>In a new way: generalise, evaluate, predict, reflect, create</p> <p>Student exemplar:</p>
	<p>My definition identifies several relevant ideas and links these to the whole.</p> <p>Link: sequence, classify, compare contrast, analyse, cause effect, analogy</p> <p>Student exemplar:</p>
	<p>My definition identifies several relevant ideas.</p> <p>Student exemplar:</p>
	<p>My definition identifies one relevant idea.</p> <p>Student exemplar:</p>
	<p>I need help to make a definition.</p> <p>Student exemplar:</p>

The HOT Differentiated Curriculum Model

File

Concept Learning Areas Learning Intentions Driving Question What if? Values Key Competencies Language of Learning Learning Experiences Level of Autonomy

**Achievement Objectives**  
[The New Zealand Curriculum Achievement Objectives that provide the key ideas, processes to help build coherent understanding of the concept and context.]

**Learning Intentions**  
[Learning intentions. Identify specific learning outcomes. Process LO's/ Strand LO's that will help provide students with a coherent understanding of the concept.]

The Arts  
In the arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

Dance  
Level One  
Understanding Dance in Context

- Demonstrate an awareness of dance in their lives and in their communities.

Dance  
Level One  
Developing Practical Knowledge

- Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.

Dance  
Level One  
Developing Ideas

<- Back Next ->

**Alignment:** Aligning experiences to important outcomes by identifying prior knowledge; aligning activities and resources to intended outcomes; providing opportunities to revisit concepts and learning processes; and, attending to the learning of individual students; [Social Sciences BES 2008]






27/4/09

## Pre Knowledge about Insects

Insects are small creatures unlike spiders because they have eight legs and insects only have six. Some insects are dangerous to people and some are harmless to people.

By Raphael

*Rubrics - Where my definition is against 'Solo'*

 Extended Abstract	My definition has several relevant ideas, links these and looks at them in a different way.
 Relational	<b>My definition has several relevant ideas and can link these.</b>
 Multistructural	My definition has several relevant ideas about insects.
 Unistructural	My definition has one relevant idea/fact about insects.
 Prestructural	I need help to define insects.

## Honey Bees


Honey bees are living things.  
Honey bees are insects.

Honey bees are bright yellow and black and they have six legs coming out of their thorax.

The honey bee goes and collects nectar from flowers.

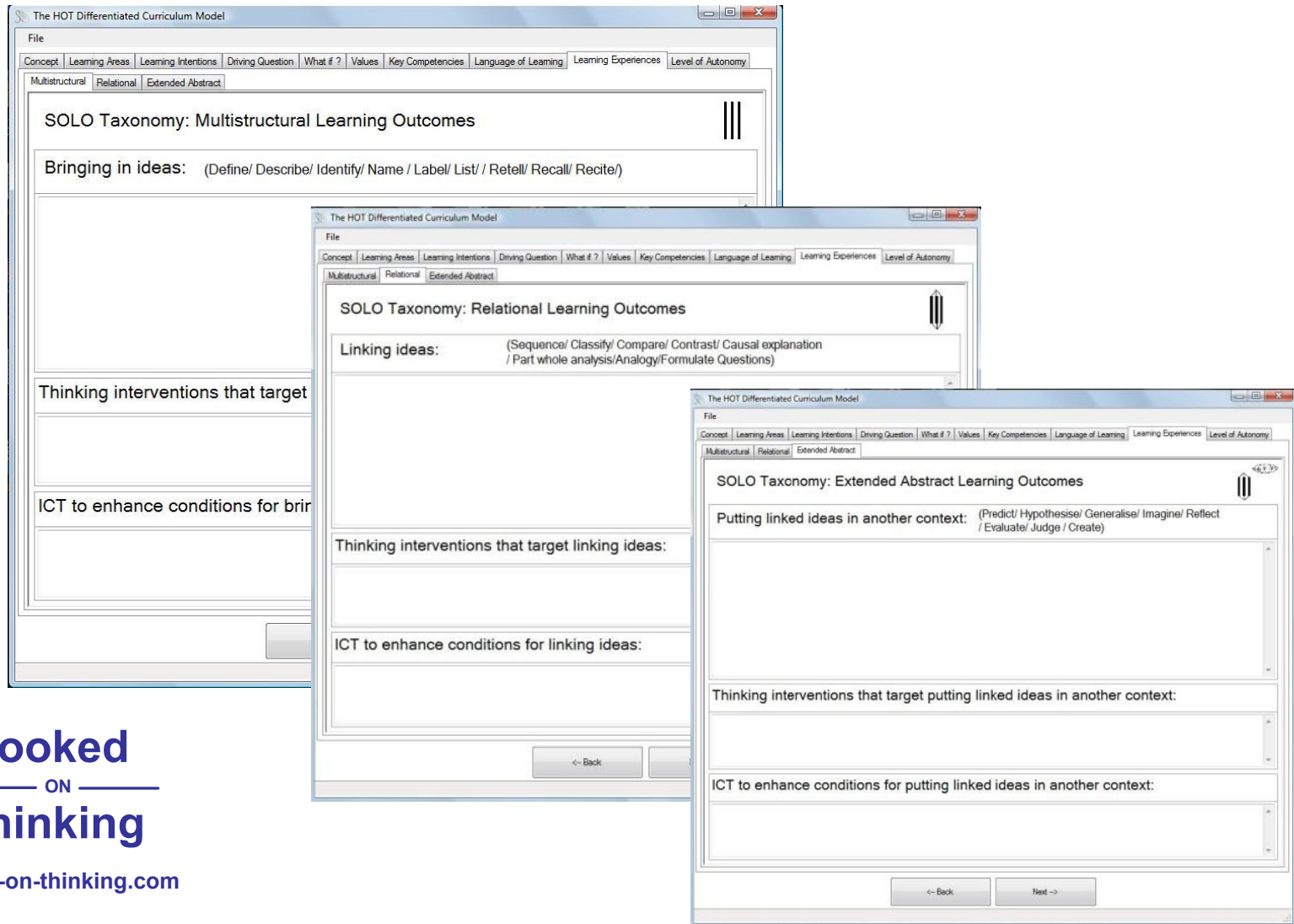
Most people like the honey that honey bees make.

By Niharika

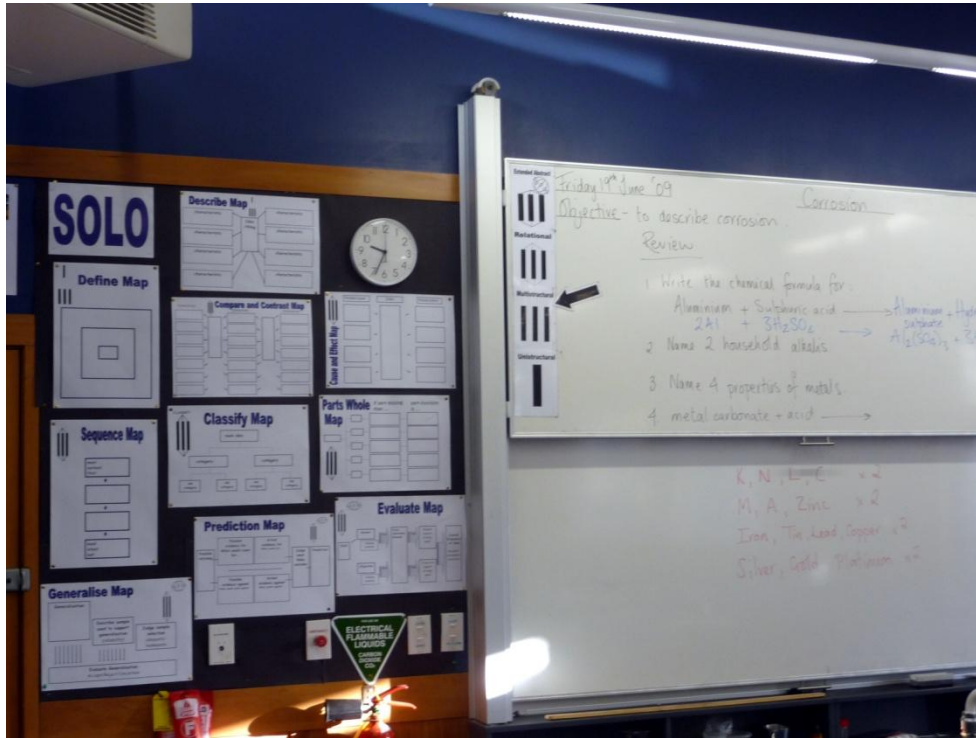


I think I am **multistructural** because I have more than one idea about the honey bee.

**Alignment:** Aligning experiences to important outcomes by identifying prior knowledge; aligning activities and resources to intended outcomes; providing opportunities to revisit concepts and learning processes; and, attending to the learning of individual students; [Social Sciences BES 2008]



**Community:** Building and sustaining a learning community by establishing productive teacher-student relationships; promoting dialogue; and, sharing power with students;

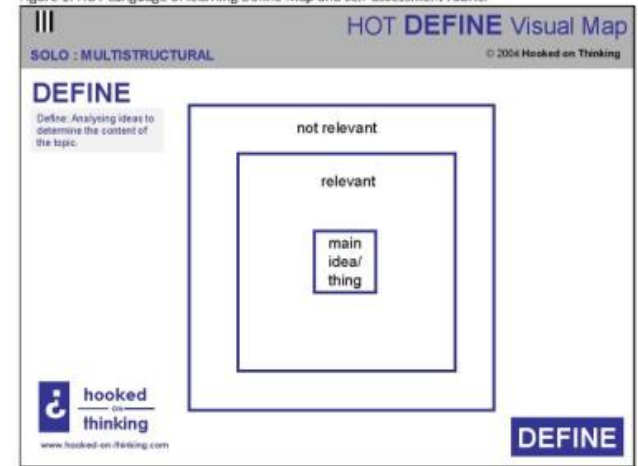


Lincoln High School



www.hooked-on-thinking.com

Figure 1: HOT Language of learning Define Map and self-assessment rubric.



My definition: [Insert definition]

	My definition identifies several relevant ideas, links these to the whole, and looks at the idea in a new way. In a new way: generalise, evaluate, predict, reflect, create Student exemplar:
	My definition identifies several relevant ideas and links these to the whole. Link: sequence, classify, compare contrast, analyse, cause effect, analogy Student exemplar:
	My definition identifies several relevant ideas. Student exemplar:
	My definition identifies one relevant idea. Student exemplar:
	I need help to make a definition. Student exemplar:



**Interest:** Designing experiences that interest students. This is achieved through meeting diverse motivational needs; maximising student interest; and, using a variety of activities.





transforming learning outcomes

## Contact

### Pam Hook

pam (DOT) hook (AT) gmail (DOT) com

### Julie Mills

jack-mills (AT) xtra (DOT) co (DOT) nz



[www.hooked-on-thinking.com](http://www.hooked-on-thinking.com)

© Hooked-on-Thinking Pam Hook and Julie Mills, 2004. All rights reserved.