Differentiated Curriculum Model
Hooked on Thinking

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

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.]* (Define, Describe, Sequence, Classify, Compare / Contrast, Explain, Analogy, Analyse, Generalise, Predict, Evaluate, Create)

The Driving Question: *[A catch all question or statement that will be the focus of the learning. This is developed from the concept, key concept understandings, context and achievement objectives.]* **Three Subsidiary Questions:** *[Questions that help make sense of the concept across SOLO Taxonomy multistructural, relational and extended abstract learning outcomes*] **Question 1:** Multistructural LO's: Define, describe **Question 2:** Relational LO's: Sequence, Classify, Compare and contrast, Explain cause and or consequence, Analyse **Question 3:** Extended abstract LO's: Generalise, Predict, Evaluate, Reflect, Create	**What if Questions:** *[What if questions that help students explore the concept, contexts and achievement objectives identified through other perspectives, differences, alternatives, controversies, and disputes.]*

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

Differentiated Curriculum Model
Hooked on Thinking

The Key Competencies

[Select components from the key competencies that can be developed in the context of the concept.]

Thinking

Be more intellectually curious/take more risks with my learning/ actively seek new knowledge/ use critical /creative /metacognitive thinking strategies /make decisions/ reflect on own thinking/ask questions/challenge perceptions and assumptions

Relating to Others

Interact with a diverse group of people/Interact in a variety of context/ be an active listener/recognise different viewpoints/negotiate and share ideas/be more open to new learning/ co-operate in team situations/

Participating and Contributing

Be aware of local/national/global communities/ understand the purpose of these communities/respond appropriately in a group situation/ make connections with others/ take on a range of roles/display an awareness of local/national and global issues/ be actively involved in community issues/understand the importance of balancing rights, roles and responsibilities/make decisions/ contribute to social/physical and economic environments

Managing Self

Establish personal goals/ plan my work/ set high standards/ act appropriately in a range of settings/become aware of my actions and words on others/ set high self expectations/ developing a range of strategies to become a successful learner/ make well informed choices/

Using language, symbols/ text

interpret and use word, number, images, movement, metaphor and technologies in a range of context/ understand how people respond to communication/use ICT confidently

Language of Learning

[Select from the HOT Language of Learning maps and assessment rubrics]

SOLO Taxonomy Multistructural Maps

HOT Define Map and rubric.

HOT Describe Map and rubric.

SOLO Taxonomy Relational Maps

HOT Compare and Contrast Map and rubric.

HOT Sequence Map and rubric.

HOT Part Whole Map and rubric.

HOT Cause and Effect Map and rubric.

HOT Classify Map and rubric.

HOT Analogy Map and rubric.

SOLO Taxonomy Extended abstract Maps

HOT Predict Map and rubric.

HOT Generalise Map and rubric.

HOT Evaluate Map and rubric.

Other Thinking Interventions:

Values

Excellence, by aiming high and persevering in the face of difficulties,

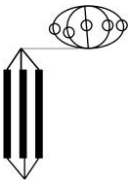
Innovation, inquiry, and curiosity by thinking critically, creatively and reflectively.

Diversity as found in our different cultures,languages and heritages.

Community and participation for the common good

Resources and Learning materials

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

SOLO Taxonomy	Learning Activities and Experiences
 Unistructural  Multistructural	**Bringing in ideas: (Identify/Label/List/Define/Describe/Retell/Recall/Recite)** **Thinking interventions that target bringing in ideas:** **ICT to enhance conditions for bringing in ideas:**
 Relational	**Linking ideas: (Sequence/Classify/Compare Contrast/Cause Effect/Anaysis Part whole/Explain/Analogy/Question)** **Thinking interventions that target linking ideas:** **ICT to enhance conditions for linking ideas:**
 Extended Abstract	**Putting linked ideas in another context: (Predict/Hypothesise/Generalise/Imagine/ Reflect/Evaluate/Create)** **Thinking interventions that target putting linked ideas in another context:** **ICT to enhance conditions for putting linked ideas in another context:**
Performance for Understanding Assessment Task: *[Insert Learning Experiences that can be used as **Assessment for Learning.** Self assessment rubric / teacher observation/ self assessment/peer assessment.]*	

Level of Autonomy in Student Knowledge Building

[Identify the students at each level]

Stages in Student Knowledge Building	Formulating the Research Question.	Research: Locating relevant information.	Analysis of information and creating new knowledge	Presenting of new knowledge and understanding	Learning Outcome Emphasis
Supported	Teacher	Teacher	Teacher	Teacher	Content
Beginner	Teacher	Teacher	Student/Teacher	Student	Content
Proficient	Student/Teacher	Student/Teacher	Student	Student	Process
Expert	Student/Teacher	Student	Student	Student	Process
Autonomous	Student	Student	Student	Student	Create new knowledge

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