


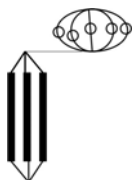


|   |  |
|---|--|
| <p><b>Concept:</b><br/><i>[Select Macro and or Micro Concept from HOT Concept Library.]</i></p> <p><b>Concept Understanding:</b><br/><i>[What is worth understanding? Generalisation/s about the concept that helps students understand their world. ]</i></p> <p>Highlight the Key Concept Understanding/s</p> | <p><b>Context:</b><br/><i>[List possible authentic contexts that will develop student understanding of the key understanding in the concept. ]</i></p> |
|---|--|

|  |  |
|--|--|
| <p><b>Achievement Objectives:</b><br/><i>[The New Zealand Curriculum Achievement Objectives that provide the key ideas, processes to help build coherent understanding of the concept and context. ]</i></p> <p>Level __: Students can</p> <p>Level __: Students can</p> | <p><b>Learning Intentions:</b><br/><i>[Learning intentions. Identify specific learning outcomes. Process LO's/ Strand LO's that will help provide students with a coherent understanding of the concept. ]</i></p> <p>Level __: to be able to</p> <p>Level __: to be able to</p> |
|--|--|

|   |   |
|---|---|
| <p><b>The Driving Question:</b><br/><i>[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.]</i></p> <p><b>Three Subsidiary Questions:</b><br/><i>[Questions that help make sense of the concept across SOLO Taxonomy multistructural, relational and extended abstract learning outcomes]</i></p> <p><b>Question 1:</b> Multistructural LO's: Define, describe</p> <p><b>Question 2:</b> Relational LO's: Sequence, Classify, Compare and contrast, Explain cause and or consequence, Analyse</p> <p><b>Question 3:</b> Extended abstract LO's: Generalise, Predict, Evaluate, Reflect, Create</p> | <p><b>What if Questions:</b><br/><i>[What if questions that help students explore the concept, contexts and achievement objectives identified through other perspectives, differences, alternatives, controversies, and disputes.]</i></p> <p>What if .....</p> |
|---|---|

| The Key Competencies  | Language of Learning   | Resources and Learning materials |
|---|--|----------------------------------|
| <p><i>[Select components from the key competencies that can be developed in the context of the concept.]</i></p>  | <p><i>[Select from the HOT Language of Learning maps and assessment rubrics]</i></p> |                                  |
| <p><b>Thinking</b></p>  | <p><b>SOLO Taxonomy Multistructural Maps</b></p>                                     |                                  |
| <p>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</p>   | <p>HOT Define Map and rubric.</p>  |                                  |
| <p><b>Relating to Others</b></p>  | <p>HOT Describe Map and rubric.</p>  |                                  |
| <p>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/</p>  | <p>-----</p> <p><b>SOLO Taxonomy Relational Maps</b></p>                             |                                  |
| <p><b>Participating and Contributing</b></p>  | <p>HOT Compare and Contrast Map and rubric.</p>                                      |                                  |
| <p>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</p> | <p>HOT Sequence Map and rubric.</p>  |                                  |
| <p><b>Managing Self</b></p>   | <p>HOT Part Whole Map and rubric.</p>  |                                  |
| <p>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/</p>  | <p>HOT Cause and Effect Map and rubric.</p>  |                                  |
| <p><b>Using language, symbols/ text</b></p>   | <p>HOT Classify Map and rubric.</p>  |                                  |
| <p>interpret and use word, number, images, movement, metaphor and technologies in a range of context/ understand how people respond to communication/use ICT confidently</p>  | <p>HOT Analogy Map and rubric.</p>   |                                  |
|   | <p>-----</p> <p><b>SOLO Taxonomy Extended abstract Maps</b></p>                      |                                  |
|   | <p>HOT Predict Map and rubric.</p>   |                                  |
|   | <p>HOT Generalise Map and rubric.</p>  |                                  |
|   | <p>HOT Evaluate Map and rubric.</p>  |                                  |
|   | <p>-----</p>   |                                  |
|   | <p><b>Other Thinking Interventions:</b></p>  |                                  |

| SOLO Taxonomy  | Learning Activities and Experiences  |
|--|--|
| <br>Unistructural<br><br><br>Multistructural   | <p><b><u>Bringing in ideas: (Identify/Label/List/Define/Describe/Retell/Recall/Recite)</u></b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul> <p><b>Thinking interventions that target bringing in ideas:</b></p> <p>_____</p> <p><b>ICT to enhance conditions for bringing in ideas:</b></p>  |
| <br>Relational  | <p><b><u>Linking ideas: (Sequence/Classify/Compare Contrast/Cause Effect/Analysis Part whole/Explain/Analogy/Question)</u></b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul> <p><b>Thinking interventions that target linking ideas:</b></p> <p>_____</p> <p><b>ICT to enhance conditions for linking ideas:</b></p>  |
| <br>Extended Abstract   | <p><b><u>Putting linked ideas in another context: (Predict/Hypothesise/Generalise/Imagine/Reflect/Evaluate/Create)</u></b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul> <p><b>Thinking interventions that target putting linked ideas in another context:</b></p> <p>_____</p> <p><b>ICT to enhance conditions for putting linked ideas in another context:•</b></p> |
| <p><b>Performance for Understanding Assessment Task:</b><br/>                     [Insert Learning Experiences that can be used as <b>Assessment for Learning</b>. Self assessment rubric / teacher observation/ self assessment/peer assessment.]</p> |  |

| 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      |