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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIT TITLE** | | | | | | | | | | |
| **Grade:** |  | | **Duration:** | | | | |  | **Term & Year:** |  |
| **Essential Question:** | | |  | | | | | | | |
| **Unit Overview** | | | | | | | | | **Unit Outcomes** | |
|  | | | | | | | | |  | |
| **Understanding Goals**  *What do we hope students will understand by the end of this inquiry? What is important and relevant for these students? How might students demonstrate their understandings? What criteria might guide our assessment?* | | | | | | | | |
| **Understandings**  (*2-3 maximum, written as statements)* | | | **Possible Evidence of Understanding**  (*to be fine-tuned as the inquiry progresses)* | | | | | |
|  | | |  | | | | | |
| **Initial Student Input**  (*notes from initial conversations with students)* | | | **Tuning In**  (*Baseline Data)* | | | | | | | |
|  | | | *How can we assess students’ prior knowledge and experience in relation to this context?*  *How will we record this information for later assessment?*  *What can we do to PROVOKE interest/enthusiasm/curiosity/motivation?*  *How can we assist students to make “conceptual connections” and see relationships to and links with their own lives?* | | | |  | | | |
| **Reviewing Tuning In Data**  *What did the tuning in tasks reveal to us about students’ interests and needs?* | | | | | | | | | | |
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| **Shared Inquiry** | | | | | | | | | | |
| **Finding Out – *Investigating/ Gathering***  *What experiences/resources/ activities could be used to assist students to gather information in relation to our planned understandings?* | | | | | | **Sorting Out – *Analysing/ Explaining/ Sharing***  *How can we help students make sense of the data they have gathered?*  *How might they process, sort out and organize and present their ideas?* | | | | |
|  | | | | | |  | | | | |
| **Shared Inquiry** | | | | | | | | | | |
| **Finding Out – *Investigating/ Gathering***  *What experiences/resources/ activities could be used to assist students to gather information in relation to our planned understandings?* | | | | | | **Sorting Out – *Analysing/ Explaining/ Sharing***  *How can we help students make sense of the data they have gathered?*  *How might they process, sort out and organize and present their ideas?* | | | | |
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| **Shared Inquiry** | | | | | | | | | | |
| **Finding Out – *Investigating/ Gathering***  *What experiences/resources/ activities could be used to assist students to gather information in relation to our planned understandings?* | | | | | | **Sorting Out – *Analysing/ Explaining/ Sharing***  *How can we help students make sense of the data they have gathered?*  *How might they process, sort out and organize and present their ideas?* | | | | |
|  | | | | | |  | | | | |
| **Going Further – *Pathways & Possibilities for Independent Inquiry***  *How can we cater for individual and small group pathways as they emerge during the unit? How will we facilitate students’ personal inquiries related to this topic? How can we encourage students to make choices* *about what and how they will learn?*  ***(NOTE: individual teachers will need to add to documentation of the unit once personal inquiry pathways have been established)*** | | | | | | **Reflection & Action**  *How can we empower students to act on what they have learnt? How can we assist students to pull it all together and reflect on their learning? How can we encourage higher order thinking (synthesis evaluation throughout the inquiry? What thinking routines would help this?)* | | | | |
|  | | | | | |  | | | | |
| **Resources** | | | | | | | | | | |
|  | | | | | | | | | | |
| **Evaluating Integrated Inquiries** | | | | | | | | | | |
| **Criteria** | | **Needs work** | | **OK but could be better** | **Great!** | | | **Comments & Implications for Future Planning** | | |
| The inquiry was compelling and **engaging** for the students – they were interested and connected with this question. | |  | |  |  | | |  | | |
| The students formulated **questions** and we assisted them in working with those questions.in a rage of ways | |  | |  |  | | |
| The unit was **challenging** – the students were required to think at **high levels** and go beyond ‘fact finding’. | |  | |  |  | | |
| The unit introduced some and revised other **generic learning assets and** **strategies.** Students are conscious of these (they can name/recognise them) They have added these ‘assets’ to their learning tool kits. | |  | |  |  | | |
| There was some **authentic** inquiry – we linked with real people, real places, real problems, real events, real info. sources | |  | |  |  | | |
| The students had some **choice**: both about what they would learn and about how they would learn and communicate this. **Learning was personalized as well as shared/collaborative.** | |  | |  |  | | |
| We **integrated** several learning areas into the inquiry in purposeful ways. Specialists were involved at skill or concept level. | |  | |  |  | | |
| **Criteria** | | **Needs work** | | **OK but could be better** | **Great!** | | | **Comments & Implications for Future Planning** | | |
| The students **acted** on their learning in some way - they ‘made a difference’ to their lives or the lives of others. There was transfer of learning. | |  | |  |  | | |  | | |
| The students were able to **demonstrate** the understandings and skills – we hadsufficient evidence of their progress formatively and summatively. | |  | |  |  | | |
| Students were involved in **self**  **assessment** during the unit | |  | |  |  | | |
| The inquiry enabled us to meet **system level expectations** (standards/outcomes) | |  | |  |  | | |
| Students used **digital technologies** in their learning. | |  | |  |  | | |