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| **\*\*\*Unit title\*\*\*** | |
| **Year Level:**  **Time frame:**  **Teachers:**  **Nutshell Description of Topic:**  *The nutshell description informs others about the focus of the inquiry in a ‘snapshot’.* | |
| **Key Concepts** | *No more than 4 key concepts (timeless, universal, mental constructs, transferable across contexts eg: change, diversity, past/present/future, perspectives, energy, sustainability etc)* |
| **Understandings** | *Use 2 or more key concepts in a statement of understanding. Understandings guide teachers in their planning ie: learning experiences are planned to lead students towards understandings.* |
| **Questions** | **Rich Question:**  *A rich question is challenging and provocative. It encapsulates the broad scope of the inquiry.*  **Contributing Questions:**  *Questions are in student friendly language and relate directly to the understandings. Questions are shownto the students not the understandings and invite students into the inquiry. Questions can act as learning intentions* |
| **Curriculum Links** | |
| **Assessment** | **Learning Areas and Standards** |
| *Assessment strategies that will be used to collect evidence of student learning* | *Identifying the Learning Areas that connect to this inquiry and the specific skills, dispositions and content students will engage In, and that can be assessed and reported against.*  ***Consistent ‘inquiry-based’ Learning Areas:***  Critical and Creative Thinking  Personal and Social Capability  ***Topic specific Learning Areas:***  Science  Design Technologies  Ethical Capability  Intercultural Capability  Health (and P.E.)  History  Geography  Civics and Citizenship  Economics and Business |
| Links to Literacy | *What are the literacy demands and opportunities of the unit? Consider links to oral language, reading, viewing and creation of written, visual and digital texts.* |
| Links to Mathematics | *What are the numeracy demands and opportunities of the unit? Consider links to both number and applied areas of mathematics (measurement and geometry and statistics and probability).* |
| Other curriculum links | *Eg. Arts, R.E. Specialist subjects, whole school events such as an Arts show or Performance* |
| Resources |  |

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| BUILDING*Strategic experiences designed to immerse and engage students, as well as develop a general knowledge base about the topic that can be further explored* | |
| **Timeline and purpose (question)** | **Learning Experiences** |
| *Learning intentions framed as questions make the learning explicit and invite the students into inquiry* | *Things to consider during the Building Stage:*   * *Use students’ prior knowledge to determine a starting point (what do they already know, what are their misconceptions, what are they already curious about?)* * *Build a starting knowledge base so students have a foundation from which to ask deeper questions (but don’t ‘teach all’)* * *Building stage should be short and succinct* * *Incorporate a variety of experiences to engage the students* |
| INVESTIGATING *Strategies for students engaging in deeper investigations of the topic informed by their interests and wonderings.* | |
| **Timeline and purpose (question)** | **Learning Experiences** |
| *Learning intentions framed as questions make the learning explicit and invite the students into inquiry* | *Things to consider during the Investigating Stage:*   * *Giving students choice in the aspect of the topic they would like to investigate further* * *Differentiating the support given to students based on their capacity to investigate independently* * *Creating criteria or rubrics with students so they know what is expected* * *Structuring time to discuss or conference with students during their investigation to give guidance and feedback* * *Allowing adequate time for students to conduct and share their investigation* |
| APPLYING*Opportunities for students to reflect on what they know now, and put their learning into action in real-life contexts.* | |
| **Timeline and purpose (question)**  *Learning intentions framed as questions make the learning explicit and invite the students into inquiry* | **Learning Experiences**  *Things to consider during the Applying Stage:*   * *Not just the last week of term* * *Actions need to be authentic and driven by the students not the teacher (unless it is an ‘action-learning project’ inquiry)* * *Reflections should allow students to articulate their understandings now, and recognise the learning that has taken place for them* |
| **Evaluation of topic and recommendations:**  *Teacher reflection on: what worked well, even better if….*  *Honest and constructive evaluations inform teachers further planning. Consider the following elements:*   * *How well the students engaged with the inquiry* * *The rigour of the inquiry (what was the deep learning- skills, dispositions and content)* * *Strategies, resources and experiences that were particularly successful* * *What you would change if you were to do this inquiry again* | |