Hooked on Thinking Differentiated Curriculum Planner

http://hooked-on-thinking.com/wiki/doku.php

Concept:	Context:	Values:	Key Competencies:	Key Understanding:	Driving Question:	Subsidiary Questions:
		Excellence Innovation Diversity Equity Community and Participation Ecological Sustainability Integrity Respect	Thinking Managing self Participating and contributing Relating to others Making meaning from language, symbols and text			1. 2. 3.

Curriculum Learning Area:	Achievement Objectives:	Curriculum Level:	Learning Intentions
Select the learning area and essence statement that best match the concept and context for your students.	*Select the achievement objectives that best match the abilities of your students.*		*Schools will have their own criteria for developing learning intentions. http://www.slideshare.net/Artichoke/solo-taxonomy-learning-intentions-and-hot-maps Use your LI's to write your WALTs.*

Learning Experiences:
 Learning experiences that best meet the learning intentions and achievement objectives that match your students' abilities.

***Learning experiences for bringing in ideas:* (**Identify/ Label/ List/ Define/ Describe/ Retell/ Recall/ Recite)

|||
Multistructural

Thinking interventions that target bringing in ideas:

ICT to enhance conditions for bringing in ideas:

Learning experiences for linking ideas: (Sequence/ Classify/ Compare Contrast/ Cause Effect/ Analysis Part whole/ Explain/ Analogy/Question)

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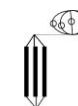thinking
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Thinking interventions that target linking ideas:

ICT to enhance conditions for linking ideas:

Learning experiences for 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:

Assessment: Learning Area:	Assessment: Key Competency

Self - assessment rubric for an achievement objective.	**Self - assessment rubric for a key competency**

Extended abstract		Extended abstract	
Relational		Relational	
Multistructural		Multistructural	
Unistructural		Unistructural	
Prestructural		Prestructural	

ICT Resources:	Thinking Resources:	What if Questions:	Student-led Inquiry Scenario:
These are suggested ICTs that will support the bringing in of ideas, the connecting of ideas, and putting ideas into another context.	*These are suggested thinking frameworks based on a range of strategies.*	*Use these for class/group discussion or writing.*	

Refer: Ministry of Education. (2007). *The New Zealand Curriculum for English-medium teaching and learning in years 1–13* Wellington: Learning Media.

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