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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Context:** | | | | **Length of unit:** | | | | | |
| **Question, problem, task or issue:** | | | | **Consistency strategies:** | | | |  | |
| **Overview of the investigation:** | | | | **Sharing understandings**  **Collaborative planning**  **Common assessment tasks** | | | | **Criteria sheets**  **Moderation processes**  **Samples of typical responses** | |
| **Focus learning outcome:** | | **Focus learning outcome:** | | | **Focus learning outcome:** | | | | **CLOs for levels before and after:** |
| **Core content:** |  | **Core content:** |  | | **Core content:** | |  | |  |
| Thinking, reasoning and working mathematically Learning and teaching sequence of activities | | | | **Assessment opportunities:** | | **What students need to know and do:** | | | **Demonstrated attributes of a lifelong learner** |
| **Phase 1: Identifying and describing:**  **Focus questions:**  **Activities:** | | | |  | |  | | |  |
| **Phase 2: Understanding and applying:**  **Focus questions:**  **Activities:** | | | |  | |  |
| **Phase 3: Communicating and justifying:**  **Focus questions:**  **Activities:** | | | |  | |  |
| Links to other KLAs | | | | **Sources of evidence:** | | **Assessment techniques:**  **Observation**  **Consultation**  **Focussed analysis**  **Self-assessment**  **Peer-assessment** | | | **Recording instruments:** |