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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 mathematicallyLearning 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:** |