

# Concept-Based Curriculum Unit

**Grade Level:** 5

**Unit Number:** 3

**Title:** Hey, do I get a say?

**Conceptual Lens:** Voice and Choice

**Unit Length:** 6 weeks

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## Unit Overview:

Have you ever wondered who makes the decisions and why?

Have you ever wondered how you can have more of a voice or choice in decisions that affect you?

How does it feel to not have a say?

What are the roles and responsibilities of people who make decisions that affect others?

Did our past leaders respect the voice of our First Nations peoples? Does our national history reflect the truth?

In this unit we will explore the values and qualities people demonstrate when trying to have their say, including how to have a say in our Federal election process. We will then investigate the ways in which local, national and international organisations are governed and the effect these decisions may have on the quality of life of others. So get ready to use your voice and make some choices!

## Technology Integration:

Students will document their process of inquiry using a shared Miro board [www.miro.com](http://www.miro.com) along with the use of Google docs, Google slides and Google Classroom. Google forms will be used to conduct a survey. Google Meet used to conduct interviews.

**Standards or national curricula addressed in this unit** have been derived from Australian Curriculum v9.0 Achievement Standards from the following subject areas:

### HASS (Civics and Citizenship)

Explain the key values and features of Australia's democracy and how people achieve civic goals.

### HASS (History)

Explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments.

Evaluate sources to determine origin and perspectives.

### Health and Physical Education (Health)

Propose strategies to demonstrate respect, empathy and inclusion.

### English

Use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

### Mathematics

Conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons

They plan and conduct statistical investigations



# Unit Web

## Strand: Civics and Citizenship

Governance How organisations are governed and function, roles and responsibilities within  
Fairness  
Democracy Freedom of speech, rights and responsibilities of citizens, pledge  
Systems Electoral, vote, ballot, preferential, policies  
Beliefs, values religious/cultural/societal/political  
Needs and wants choices we make  
Decision making voice

## Unit Title: Hey, do I get a say?

## Strand: Health

Behaviours responding to change  
Leadership Qualities of a leader  
Respect Treatment of others  
Empathy  
Diversity celebrating, community initiatives, representation  
Discrimination form of, labels, causing offence  
Tolerance understanding points of view  
Inclusion sense of identity and belonging

## Strand: History

First Nations  
Significance and Contribution Historical figures  
Settlement Australian early colonies and governance  
Resistance  
Source and Evidence  
Truth telling about Australian history  
Constitution Referendum, powers, duties, rights of First Nations people

## Strand: English

Concepts to be explored through SOK texts:  
Persuasion  
Propaganda Political messaging  
Bias  
Language features

## Strand: Mathematics

Accuracy and Reliability of data  
Chance  
Probability



# Generalizations and Guiding Questions

Generalizations	Guiding Questions: F=Factual, C=Conceptual, D= Debatable
1: The way organisations are governed determines decisions are made.	<p>1a: What happened when our classroom organisation did not have the teacher telling students what to do? (F)</p> <p>1b: What decisions or <b>choices</b> did you make or not make during this time, did others make? (F)</p> <p>1c: How did these decisions/choices impact (positive or negative) the functioning of our classroom? ©</p> <p>1d: Why might some people have more power over decisions than others in an organisation? (C)</p> <p>1e: Do we need roles and responsibilities within organisations? Defend your position (D)</p> <p>1f: How does the level of position you are in for one of your organisations determine the decisions you can make? (C)</p> <p>1g: What are the different forms of governance? (F)</p> <p>1h: What connections did you notice between the way an organisation is governed and how it can function? (C)</p>
2: People's values and qualities can motivate the way they behave when making decisions.	<p>2a: What is one word people would use to describe you? (F)</p> <p>2b: What is a value?</p> <p>2c: How did people behave and communicate in the task? (F)</p> <p>2d: How did people make decisions in the task? (F)</p> <p>2e: What qualities did people demonstrate when making decisions in the task? (F)</p> <p>2f: How are people influenced by views of others in a group? (C)</p> <p>2g: What is the connection between the qualities people demonstrate and the choices they make? (C)</p> <p>2h: What motivates people to behave in certain ways when choices have to be made? (C)</p>
3: Processes and laws determine how organisations are governed and determine the rights to the people in it.	<p>3a: What are the different ways decisions can be made? (F)</p> <p>3b: How do we decide a fair way of making our decision? (C)</p> <p>3c: How can we reach a class consensus? (C)</p> <p>3d: What are the key terms relating to electoral processes? (F)</p> <p>3e: What happens when you don't agree on a decision that has been reached by the group or individual? (C)</p> <p>3f: How does the form of governance affect and the rights of citizens or members? (C)</p> <p>3g: What do you know about the process of electing the Prime Minister of Australia? (F)</p> <p>3h: What role does the AEC play in ensuring electoral processes and laws are followed in Australia? (F)</p>
4: Reliability and accuracy of data builds trust and belief in the result or outcome.	<p>4a: How can we conduct the collection of data to ensure it is reliable and accurate? (F)</p> <p>4b: What are the different ways we can represent this data? (F)</p> <p>4c: Why is accuracy of data collection important? (C)</p> <p>4d: Why is data manipulated by some organisations when communicating findings? (C)</p> <p>4e: What are the different types of voting processes? (F)</p> <p>4f: How does the outcome of a vote change depending on the voting process used? (C)</p> <p>4g: Is it right to manipulate data to represent what you want an audience to believe? (D)</p> <p>4h: What happens if data is not reliable or accurate? (C)</p>
5: Authors may use biased or misleading information to promote or discredit a person or their point of view.	<p>5a: What strategies did you notice each person use to campaign their point of view? (F)</p> <p>5b: What facts may have been omitted or distorted by each person to try encourage or discourage you to vote for them? (F)</p> <p>5c: How can you tell if someone is telling the truth? (C)</p> <p>5d: Is ok for someone to discredit someone else? (D)</p> <p>5e: What is bias? (F)</p> <p>5f: What are examples of persuasive techniques used by authors? (F)</p> <p>5g: How do authors use persuasive techniques to convince their audience? (C)</p> <p>5h: What are authors trying to achieve when they use persuasion? (C)</p>



# Generalizations and Guiding Questions

Generalizations	Guiding Questions: F=Factual, C=Conceptual, D= Debatable
<p>6: Truth telling about events of the past allows can build respect and understanding between and of peoples and cultures.</p>	<p>6a: What did it feel like to have your classroom taken over? (F)          6b: Have you ever had something taken away from you? (F)          6c: What were the reasons for the establishment of British colonies in Australia? (F)          6d: What were some of the effects of the establishment of colonies on First Nations people? (F)          6e: Why are there different versions on the impact of colonisation on First Nations people? (C)          6f: How do we know what is the truth in history?          6g: How did the actions of significant First Nations people such as Bennelong and Windradyne raise awareness of the rights of First Nations people?          6h: What were some of the more recent events in our history that have shaped the development of Australian democratic processes? (F)          6i: Should we change the date and/or name of the Australia Day public holiday on January 26th? (D)          6j: Why is important to uncover and set straight the facts of history? (C)</p>
<p>7: The values of an organisation can be reflected in their choice of policies and how they allow voice in decision making.</p>	<p>7a: What makes a good leader? (D)          7b: What values does your organisation believe in? (F)          Think back to an organisation you belong to from Week 1. List some of the values this group believes in.          7c: How do the values of this organisation influence decision making? (C)          7d: How do organisations develop a sense of identity and belonging for all members? (C)          7e: What are the different types of discrimination? (F)          7f: What policies are in place in our country to eliminate discrimination in organisations? (F)          7g: What strategies can people use if they witness discrimination? (F)          7h: How can organisations demonstrate their values? (C)          7i: What would the world be like if everyone was the same? (D)</p>



# Critical Content and Key Skills

Critical Content Students will know...	Key Skills Students will be able to...
<b>Strand: HASS: Civics and Citizenship</b> <ul style="list-style-type: none"> <li>Definitions such as democracy, the constitution, referendum, election, candidate, party</li> <li>Processes, roles and responsibilities of elected representatives</li> <li>Key values of Australia's democracy, including freedom of election, assembly and political participation, freedom of speech, expression and religious belief, rule of law and basic human rights.</li> <li>Role of organisations such as the Australian Electoral Commission and Human Rights Commission</li> <li>Major impact of significant people and events on contemporary Australian democracy in civics and citizenship</li> </ul>	<b>HASS: Question and Research</b> <ul style="list-style-type: none"> <li>- Develop questions to investigate people, events, developments, places and systems</li> <li>- locate, collect and organise data from a range of primary and secondary sources</li> </ul> <b>HASS: Interpret, analyse and evaluate</b> <ul style="list-style-type: none"> <li>- Evaluate information and data in a range of formats to identify and describe patterns and trends</li> <li>- Evaluate primary and secondary sources to determine origin, purpose and perspectives</li> </ul> <b>HASS: Conclude and make decision</b> <ul style="list-style-type: none"> <li>- Develop evidence based decisions</li> <li>- Propose actions or responses to issues or challenges</li> <li>- Use criteria to assess possible effects</li> </ul> <b>HASS: Communicate</b> <ul style="list-style-type: none"> <li>- Present descriptions and explanations, drawing ideas, findings and viewpoints from sources and using relevant terms and conventions</li> </ul>
<b>Strand: HASS: History</b> <ul style="list-style-type: none"> <li>Causes of establishment of British colonies in Australia post 1800 (political, economic and social)</li> <li>Cause and effect of the development of British colonies on First Nations Australians</li> <li>Role of a significant individual or group, including First Nations Australians in the development of events in an Australian colony (case studies: Bennelong, Windradyne)</li> <li>Specific examples of events that shaped development Australian democratic process (case study: Eureka Stockade)</li> <li>The importance of the 1969 referendum for First Nations peoples</li> </ul>	
<b>Strand: Health</b> <ul style="list-style-type: none"> <li>Definitions of values, respect, empathy, diversity, identity and belonging</li> <li>Examples of qualities / values people demonstrate in groups/organisations and the effect these qualities/values on decision making processes</li> <li>Examples of strategies that can be used to manage challenging situations, such as differing points of view or discrimination</li> <li>Specific words and labels that cause offence to First Nations Australians and minority groups</li> <li>Major ways individuals, groups and organisations value diversity</li> <li>Examples of beliefs, values or cultural practices that influence people's sense of identity and belonging</li> </ul>	



# Critical Content and Key Skills

Critical Content Students will know...	Key Skills Students will be able to...
<b>Strand: English</b>	<b>English: Interacting with others</b> - use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience - present and justify an opinion or idea  <b>English: Analyse, interpret, evaluate</b> - explain characteristic features used in persuasive texts to meet the purpose of the text  <b>English: Create texts</b> - plan, create, edit and publish written and multimodal texts whose purpose is to persuade, developing ideas using visual features, text structures and specialist vocabulary.
<ul style="list-style-type: none"> <li>Definitions of propaganda, bias and persuasion</li> <li>Techniques authors use to manipulate people's beliefs and values and divert the truth</li> <li>Specific examples of bias</li> <li>Various effects of the use of persuasive techniques on an audience</li> </ul>	
<b>Strand: Mathematics</b>	
<ul style="list-style-type: none"> <li>Effects of data collection processes on results produced</li> <li>Types of graphical representations of data</li> <li>Examples of ways data can be manipulated and interpreted by an audience</li> </ul>	<b>Mathematics: Statistics</b> - plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data, choosing appropriate displays and interpreting data, communicating findings within the context of the investigation.



# Learning Experiences

Learning Experiences	Assessments
<p><b>Week 1</b></p> <p><b>ENGAGE: Provocation:</b> Students arrive for the day and enter their classroom as usual. Teachers are present in the classroom, however...do not give any instructions for the morning session for what the students need to be doing. (Teachers only give instructions or intervene if there are safety concerns). Teachers use their time to write notes and observations about the way students start to behave, how they make decisions on what to do for the morning. (*continue the provocation long enough for teacher observations and students to experience non-governance of the class!)</p> <p><b>Unpacking:</b>  <i>1a: What happened when our classroom organisation did not have the teacher telling students what to do? (F)</i>  <i>1b: What decisions or <b>choices</b> did you make or not make during this time, did others make? (F)</i>  <i>1c: How did these decisions/choices impact (positive or negative) the functioning of our classroom? (C)</i></p> <p><b>INVESTIGATE: Types of organisations</b>  Students to make a list of all the groups or organisations they belong to.  For each group/organisation they belong to, identify:</p> <ul style="list-style-type: none"> <li>• Who makes the decisions in this group?</li> <li>• Examples of decisions people need to make in this group.</li> <li>• Examples of how recent decisions in this group have been made.</li> <li>• What they personally have control over in the group.</li> </ul> <p><i>1d: Why might some people have more power over decisions than others in an organisation? (C)</i>  <i>1e: Do we need roles and responsibilities within organisations? Defend your position. (D)</i></p> <p><b>ORGANISE: Organisational charts</b>  Teacher introduces the idea of an organisational chart and gives some examples of charts, showing the levels of people in the organisation and who makes the decisions.  Teacher models the organisational chart of the school, showing positions and lines of responsibility.  Students select one group they belong to and draw an organisational chart, including roles and responsibilities of each member.  <i>1f: How does the level of position you are in for one of your organisations determine the decisions you can make? (C)</i></p> <p><b>FOCUS: Defining forms of governance</b>  Scenario sort: Teacher hands out scenario cards to each group. Each card has an example of a decision made in an organisation.  Eg: A family sits together to decide on their next holiday. The school P&amp;C agree on a change to school uniform policy. One member of a group decides all females cannot attend school. All members of a group share their money to buy food for the group.  Students sort each decision into category groups. No category titles are provided by the teacher- each group needs to name their own categories.  Teacher observes the ways students group scenarios and name their categories. Notice any vocabulary students are using as prior knowledge of concepts relating to governance structures (eg: democratic, dictatorship).  Draw out definitions of categories- begin to name styles of governance if any group's categories are leading to these terms  <i>1g: What are the different forms of governance? (F)</i></p> <p><b>GENERALISE:</b>  Students reflective in their digital journal on Miro  <i>1h: What connections did you notice between the way an organisation is governed and how it can function? ©</i></p> <p><b>TRANSFER:</b> All styles of governance will be drawn out throughout the unit during further learning engagements. Examples will include: representative democracy, socialism, communism, a monarchy, an oligarchy, and an autocracy.</p>	<p>Anecdotal teacher notes, recording the way students respond and the types of questions they ask.</p> <p>Formative assessment: Can students identify and label the parts of an organisation?</p> <p>Anecdotal observation notes- prior knowledge vocabulary being used.</p> <p>Review student reflection journal on Miroboard.</p>



# Learning Experiences

Learning Experiences	Assessments
<p><b>Weeks 2 &amp; 3</b></p> <p><b>ENGAGE: Describing you!</b>  <i>2a: What is one word people would use to describe you? (F)</i></p> <p><b>FOCUS: Concept formation</b>  <i>2b: What is a value?</i> Students draw on prior knowledge from their last unit of inquiry to revise the definition of a value.</p> <p><b>INVESTIGATE: Decision making scenarios</b>          Students engage in a range of teacher led provocations to experience conflict situations, name the values and qualities people demonstrate when experiencing conflict and explore various ways people solve decisions (see lesson plan)</p> <p><b>ORGANISE: Case study cross comparison chart</b>  <i>2c: How did people behave and communicate in the task? (F)</i>  <i>2d: How did people make decisions in the task? (F)</i>  <i>2e: What qualities did people demonstrate when making decisions in the task? (F)</i>  <i>2f: How are people influenced by views of others in a group? (C)</i></p> <p><b>GENERALISE:</b>          Students reflective in their digital journal on Miro  <i>2g: What is the connection between the qualities people demonstrate and the choices they make? (C)</i></p> <p><b>TRANSFER and REFLECT</b>  <i>2h: What motivates people behave in certain ways when choices have to be made? (C)</i>          Students identify a list of their own personal values.          Think of a recent conflict situation where they were motivated to behave in a certain way and the choice they made in this situation.          Students reflect on their motivation and action and consider a different choice they could make next time they encounter this conflict.</p> <p><b>ENGAGE: Let's decide!</b>  <i>3a: What are the different ways decisions can be made? (F)</i>          Inform the class we are going to have a class Prime Minister. The PM will be the leader of our school parliament, ruling over our country (the school).          In groups- ask students to brainstorm and come up with at least 3-5 ways we could make this decision. Write each decision on a post it note. Tell students that all options they come up with will be considered.          Each group shares their options for how to vote for a class Prime Minister. Sort decisions into types of methods the students have come up with.</p> <p><b>FOCUS: Fairness in decision making</b>  <i>3b: How do we decide a fair way of making our decision? (C)</i>  <i>4e: What are the different types of voting processes? (F)</i>          Have the class now rank each of the methods we could use to decide on our class PM based on a scale of most fair to least fair?  <i>3c: How can we reach a class consensus? (C)</i>          Teacher steps back to allow the students to see if they can decide on an order of what processes they want to take in order to make the decision on who will be class PM.</p> <p><b>FOCUS: Concept formation</b>          Students use the visible thinking routine: Colour, Image, Phrase to define key words (concepts) associated with an election process, as drawn out from the ranking task above.  <i>3d: What are the key terms relating to electoral processes? (F)</i></p> <p><b>INVESTIGATE: Election simulations</b>  <i>4f: How does the outcome of a vote change depending on the voting process used? (C)</i>          Teacher leads the class through the election process simulations for each of the methods the class has identified in the ranking task, starting with the method at the far end of the ranking scale (least fair) through to the method the class decided at the top of their ranking (most fair). Each process will result in a class Prime Minister being decided (not necessarily being elected!)  <i>3e: What happens when you don't agree on a decision that has been reached by the group or individual? (C)</i>          (continued next page)</p>	<p>Anecdotal teacher notes, recording the way students respond and the types of questions they ask.</p> <p>Review student reflection journal on Miroboard.</p> <p>Written task- assessment of students' ability to define concepts using thinking tool.</p>



# Learning Experiences

Learning Experiences	Assessments
<p><b>Weeks 2 &amp; 3 continued...</b></p> <p><b>INVESTIGATE: Networked case studies</b> Jigsaw activity- Small groups of students explore a different case study of one form of governance: representative democracy, socialism, communism, a monarchy, an oligarchy, autocracy and anarchy. Each group completes a case study chart (on shared Miro Board) with the columns: Head of state, decision maker/s, how power is acquired, who can be involved in process, length of rule, levels of freedom of beliefs/speech allowed, levels of expression and religious beliefs allowed, how laws are made.</p> <p><b>ORGANISE: Governance categories</b> Using the shared information from networked case studies, have students work in groups to organise types of governance. In groups, students create an organisation chart under the heading ‘Who Rules?’ at the top, and the next layer or headings: NONE, ONE, FEW, ALL.</p> <p><b>GENERALISE</b> Students reflective in their digital journal on Miro <i>3f: How does the form of governance affect and the rights of citizens or members? (C)</i></p> <p><b>INVESTIGATE: Data manipulation</b> <i>4d: Why is data manipulated by some organisations when communicating findings? (C)</i> Present a range of graphs representing the same data, however organised in a way that the data has been manipulated by the author to communicate the message they want the reader to view. For each graph- ask the students what the data represents. After discussion, reveal the actual data collected and how the graph was manipulated. Students have a turn at collecting a data set from their class and then manipulating the ways the data could be presented to manipulate or confuse the reader into believing a point of view. <i>4g: Is it right to manipulate data to represent what you want an audience to believe? (D)</i></p> <p><b>TRANSFER: Australian federal election processes</b> <i>3g: What do you know about the process of electing the Prime Minister of Australia? (F)</i> As the methods relating to democratic election processes are explored during simulations above, students will pause and engage in a full process of a federal election, forming parties, electing a leader of their party and having an electorate (younger class groups) in which to campaign (connecting to G5). Each younger class will then elect one representative.</p> <p>The year 5 students will run the preferential voting process (connecting to G4). As a class, develop a checklist for running fair electoral process. <i>4a: How can we conduct the collection of data to ensure it is reliable and accurate? (F)</i> <i>4b: What are the different ways we can represent this data? (F)</i> <i>4c: Why is accuracy of data collection important? (C)</i></p> <p>The winning party with the most seats from electorates form government of our class parliament and the leader of that party will become the class Prime Minister.</p> <p>Research the role of the Australian Electoral Commission and the process of an Australian federal election (reflecting on students’ recent experiences with the Australian federal election held last month). <i>3h: What role does the AEC play in ensuring electoral processes and laws are followed in Australia? (F)</i></p> <p><b>GENERALISE</b> Students reflective in their digital journal on Miro <i>4h: What happens if data is not reliable or accurate? (C)</i> After an initial reflection time on 4h, ask students to relate this question now to voting processes. Students view a selection of snippets of Donald Trump speaking after the last American elections. What did Trump think about the accuracy and reliability of data in that election process? Ask 4h again and ask students to expand on their reflection.</p>	<p>Assessment of research and note taking skills demonstrated in comparison chart.</p> <p>Review student reflection journal on Miroboard.</p> <p>Assessment of mathematical skills of collecting and interpreting understanding data.</p> <p>Student self assessment against student created checklist.</p> <p>Review student reflection journal on Miroboard.</p>



# Learning Experiences

Learning Experiences	Assessments
<p><b>Week 4</b></p> <p><b>ENGAGE: Activating prior knowledge</b> View examples of recent online, TV and print media campaign advertising from the recent Federal election. (Students were asked to collect print media during the recent process) <i>5a: What strategies did you notice each of the parties use to campaign their point of view over the past month? (F)</i> <i>5b: What facts may have been omitted or distorted by each party to try encourage or discourage you to vote for a party or candidate? (F)</i> Students create a chart of the various strategies authors use to get their point of view across. Organise these strategies under the headings of promoting or discrediting a person or party's point of view.</p> <p><b>FOCUS: Spectrum sort</b> Task: Students analyse examples of recent online, TV and print media campaign advertising and sort them on a spectrum- based on their opinion of each from being the most truthful to least truthful in content. Task: Students watch the concession speak of Scott Morrison and the victory speech of Anthony Albanese from the recent Australian Federal election. <i>5c: How can you tell if someone is telling the truth? (C)</i> Individually- students create a checklist for how to tell if someone is telling the truth! Game: Play the game Two truths and a lie in groups Students use their self developed checklist to test if someone is telling the truth or a lie. <i>5d: Is ok for politicians to discredit their opponent? (D)</i> Discuss and see if students can come up with any situations where they feel it would be ok for a politician to discredit their opponent.</p> <p><b>Concept formation: Bias</b> <i>5e: What is bias? (F)</i> Frayer model- Students complete a frayer model for the concept of bias. What it is, is not, characteristics of and examples of.</p> <p><b>INVESTIGATE: Concentric Case Studies</b> The class will work together to study a range of case studies (examples of propaganda materials in multi-modal formats). Connect to Australian Curriculum History- including historical examples of speeches and political propaganda since Federation, such as the right to vote for women and First Australians and the Eureka Stockade. The features of persuasive texts will drawn out and then used to frame the connections made between each case study. <i>5f: What are examples of persuasive techniques used by authors? (F)</i></p> <p><b>ORGANISE: Persuasive techniques</b> <i>5g: How do authors use persuasive techniques to convince their audience? (C)</i> Expand students' exposure to a range of persuasive advertising outside of electoral processes, such as brand advertising. Create a joint cross comparison chart to create a non-fiction text features graphic organiser. Headings on the chart: Persuasive technique, Message (What does it show?), Purpose (Why did the author use this featur?) and Audience (How does this persuasive technique help the audience believe the author?)</p> <p><b>GENERALISE:</b> Students reflective in their digital journal on Miro <i>5h: Why do authors use a range of persuasive techniques?</i></p>	<p>Assess students' ability to identify different strategies authors use.</p> <p>Assess students' skills in identifying and comparing case studies to make connections.</p> <p>Review student reflection journal on Miroboard.</p>



# Learning Experiences

Learning Experiences	Assessments
<p><b>Week 5</b></p> <p><b>ENGAGE: Settlement provocation</b> Set up the provocation by asking the Year 6 students to sneak in and take over the Year 5 classrooms during the break. Explain to them to act as though the Year 5 classrooms are now their colony/property and 'settle' into the space. Year 6 students (within reason) can sit in Year 5 desks, use Year 5 equipment such as computers, pencils, books. Year 5 students to enter classrooms at the end of the break unaware of the 'settlement' that has occurred. Teachers record Year 5 students entering the classroom and the interactions that take place between Years 5 &amp; 6 students. End the provocation after a short period of time, when students have felt what it is like to have something taken away.</p> <p><b>FOCUS: Concept formation</b> Teacher replays video of Year 5 students' reaction to their class being invaded. <i>6a: What did it feel like to have your classroom taken over? (F)</i> <i>6b: Have you ever had something taken away from you? (F)</i> As students share their experiences, teacher records any concepts they hear the students voicing. Examples might include: fair, unfair, invasion, rights, freedom, power, trust, respect. Students then work collaboratively to develop definitions for each of these concepts.</p> <p><b>INVESTIGATE: Background knowledge</b> <i>6c: What were the reasons for the establishment of British colonies in Australia? (F)</i> <i>6d: What were some of the effects of the establishment of colonies on First Nations people? (F)</i> <i>6e: Why are there different versions on the impact of colonisation on First Nations people? (C)</i> Case study: The role of First Australians Bennelong, Windradyne</p> <p><b>INVESTIGATE: Field Trip</b> <i>6g: How did the actions of significant First Nations people raise awareness of the rights of First Nations people?</i> Excursion to the National Museum of Australia to participate in Indigenous Rights and Freedoms program. <a href="https://www.nma.gov.au/learn/school-programs/indigenous-rights-freedoms">https://www.nma.gov.au/learn/school-programs/indigenous-rights-freedoms</a> This excursion will look at the importance of the 1969 referendum for First Nations peoples. Primary resources: Students will hear or view perspectives of First Nations people around changes in democratic process and the impact on relationships between Indigenous and non-Indigenous Australians as these changes occurred.</p> <p><b>INVESTIGATE: Networked case studies (connected to learnings from field trip)</b> <i>6h: What were some of the more recent events in our history that have shaped the development of Australian democratic processes? (F)</i> Either individually or in small groups, students explore a chosen case study of interest in the period of Australian history post 1901 that shaped the development of the Australian democratic processes we have in Australia today and write an information report. Students then share their findings with other groups and make connections between each of their case studies. Are there any big ideas (concepts) that are consistent across each of their studies? Why or why not?</p> <p><b>ORGANISE: Truth telling</b> Students design a visual representation showing a truth that has been uncovered in Australian history. Students then present their then-now visual and explain how we now know the truth about this time in our country's history. <i>6f: How do we know what is the truth in history?</i></p> <p><b>GENERALISE:</b> Reflective journal on Miro <i>6j: Why is important to uncover and set straight the facts of history? (C)</i></p> <p><b>TRANSFER</b> <i>6i: Should we change the date and/or name of the Australia Day public holiday on January 26th? Defend your position (D)</i> Stand on a continuum line between yes, no and maybe. Students must be prepared to justify their position on the continuum.</p>	<p>Anecdotal teacher notes, recording the way students respond and the types of questions they ask.</p> <p>Assessment of research skills.</p> <p>Formative task: Information report</p> <p>Peer feedback on visual representations</p> <p>Review student reflection journal on Miroboard.</p>



# Learning Experiences

Learning Experiences	Assessments
<p><b>Week 6</b></p> <p><b>ENGAGE: Leader ranking</b>            In groups, students rank a list of leaders according to who they judge is the best to worst leader.            For each leader, they need to list the qualities or values they believe that leader demonstrates.            Compare ranking of leaders across the class.  <i>7a: What makes a good leader? (D)</i>            Make a list of qualities the class believes a 'good leader' demonstrates.</p> <p><b>FOCUS: Defining values</b>  <i>7b: What values does your organisation believe in? (F)</i>            Think back to an organisation you belong to from Week 1. List some of the values this group believes in.  <i>7c: How do the values of this organisation influence decision making? (C)</i>            Invite the school principal in to talk about the school's values and how they have been represented in a recent decision the school has made.            Student pre-prepare questions they would like to ask the school principal about the school's values and/or a policy they would like to put in place.            Ask the school SRC representatives to visit the class.            Invite a range of guest speakers from organisations in to discuss their organisations values and how these impact decisions.</p> <p><b>INVESTIGATE: Local, national or global organisations</b>  <i>7d: How do organisations develop a sense of identity and belonging for all members? (C)</i>            Students select a person that leads a local, national or global organisation to interview.            Students create joint success criteria for conducting an interview.            Students formulate questions to send to the organisation/member to find out how they develop a sense of identity and belonging for all members. Students contact the organisation or member and conduct the survey and share results with the class.            Connect back to governance: students may wish to interview a local or national member of parliament as part of this task.</p> <p><b>FOCUS: Defining discrimination</b>  <i>7e: What are the different types of discrimination? (F)</i>            Scenario cards: Students explore a variety of scenario cards that present various examples discrimination vs inclusion. Students read through scenarios, discuss and sort.            Watch a variety of videos showing stories and examples of discrimination. Students define the word discrimination and provide examples and non-examples.            As a class, identify specific words and labels that cause offence to First Nations Australians and minority groups.            Propose actions or responses to issues or challenges students may face when dealing with discrimination.  <i>7f: What policies are in place in our country to eliminate discrimination in organisations? (F)</i>            Students explore current policies relating to discrimination  <a href="https://humanrights.gov.au/our-work/employers/quick-guide-australian-discrimination-laws">https://humanrights.gov.au/our-work/employers/quick-guide-australian-discrimination-laws</a></p> <p><b>GENERALISE:</b>            Reflective journal on Miro  <i>7h: How can organisations demonstrate their values? (C)</i></p> <p><b>TRANSFER:</b>  <i>7g: What strategies can people use if they witness discrimination? (F)</i>            Students identify a need or issue in their community or an organisation they belong to and develop a plan to take action against the discrimination.</p> <p><b>REFLECT:</b>  <i>7i: What would the world be like if everyone was the same? (D)</i></p>	<p>Anecdotal teacher notes, recording the way students respond and the types of questions they ask.</p> <p>Assess skills in developing questions.</p> <p>Assess skills in conducting a survey against student developed success criteria.</p> <p>Review student reflection journal on Miroboard.</p>



# Learning Experiences

## Differentiation:

- Groups determined considering a range of factors- peer choice, teacher allocated groups depending on needs and interests, providing a range of ability levels
- Support of learning assistants within the classroom to work with students on individual learning plans
- Provision of various visual scaffolds and tools for students requiring support to express ideas and understandings
- Students have multiple opportunities for choosing case studies based on interest or difficulty
- Vocabulary unpacked in the unit shared with EALD support teachers to work through in pull out sessions.
- A variety of multi-modal methods encouraged for students to demonstrate their skills, knowledge and/or understandings
- Pace of lessons will be adjusted based on the needs and abilities of either the whole class or individuals/groups.
- Student understandings during the generalise phase can be scribe or recorded as an alternative to written reflections

## Resources:

Week 1	Week 2/3	Weeks 3/4	Week 5	Week 6
Examples of organisational charts Scenario cards for decision sort	Lesson slideshow Scenario cards for decision games Cross comparison chart for each group Colour, image, phrase thinking tool organiser Election simulation role plays Case studies on forms of government Pre-prepared range of graphs AEC website Video clips of Donald Trump after losing election.	Examples of recent online, TV and print media campaign advertising from the recent Federal election Frayer model template Examples of propaganda materials in various modes Video clips of Morrison and Albanese after election. Excursion: <a href="https://www.nma.gov.au/learn/school-programs/indigenous-rights-freedom">https://www.nma.gov.au/learn/school-programs/indigenous-rights-freedom</a>	iPad/iPhone to video students Case study materials for the role of First Australians	List of leaders Invitation to principal and leaders of local organisations Scenario cards- discrimination and inclusion role plays Discrimination laws: <a href="https://humanrights.gov.au/our-work/employers/quick-guide-australian-discrimination-laws">https://humanrights.gov.au/our-work/employers/quick-guide-australian-discrimination-laws</a>

# *Culminating Assessment*

**What (the unit focus): Voice**

**Why (the generalization): In order to understand that...**

The values of an organisation can be reflected in the policies they develop and actions of their leaders.

**How (the engaging scenario for students):**

You are up for re-election of your current position as the leader of a local, national or international organisation.

You will develop a interview pitch between 3-5 minutes in duration to persuade a panel to re-hire you in the role.

Your interview pitch must be made up of at least two different multi-modal forms of communication.

- ❖ Examples could include: a handout, powerpoint presentation, visual, artwork, model, live demonstration, video recording, voice recording, website or other creative ideas.

Your interview pitch must outline:

- the qualities you demonstrate as a leader
- a new policy you will develop in the organisation if you are successful in being re-hired, ensuring the voice of all members of the organisation are valued as part of the development of this policy.
- a practical example of an action you will take in the next year to strengthen or improve one of the core values of the organisation.

Your interview pitch will be conducted live in front of a panel of three chosen representatives of the organisation. (two of your peers and your teacher!)

To summarise: Make sure your pitch answers the following questions:

- ☐ What are your leadership qualities?
- ☐ How will the policy you develop reflect the voices of members of the organisation?
- ☐ How will you take action to strengthen or improve one of the organisation's core values in the next 12 months if you are successful in winning the role?



# Scoring Guide

## 4 Meets and exceeds standard criteria

Your presentation incorporated concepts that explained how the values of an organisation can be reflected in the policies they develop and actions of their leaders. You also demonstrated an insightful understanding that your qualities as a leader impact the decisions you make. You demonstrated how policies developed need to represent the values of the organisation and you showed an understanding of the importance of including the voice of your members in decision making processes.

## 3

### Standard

*Highlight or check, if met.*

#### Understanding

- Your interview pitch to the panel showed an understanding of the main concepts of leadership qualities, values of an organisation and voice for members.

#### Content

- You clearly outlined your qualities as a leader
- You presented a relevant example of a policy you could develop to improve or strengthen one of the core values of the organisation
- You highlighted how you would include the voice of members in your decision making process

#### Process

- You showed an effective use of your allocated time to present your pitch
- Your choice of multi-modal elements enhanced your key points
- Your pitch was presented clearly and confidently.

## 2

Meets \_\_ of the criteria in the standard.

## 1

Non-scorable or Does not yet approach standard



Nicole Jaggers

PART 2

# Lesson Planning Template

*Knowledge Based Unit*

# Concept-Based Lesson Planner

**Unit Title:** Hey, do I get a say in that decision?

**Subject:** Health and HASS- Civics/Citiz

**Grade Level:** 5

**Lesson Number:** 3

**Teacher:** Nicole Jagers

**Lesson Time Frame:** 1 hour

**Lesson Opening (to be communicated with students at lesson onset):** What is important to you?

## Learning Targets:

### What students will Understand (Generalizations), Know and Be Able to Do (Skills)

#### Generalization(s) Students understand that ...

*People's values and qualities can motivate the way they behave when making decisions.*

#### Guiding Questions

2a: What is one word people would use to describe you? (F)

2b: What is a value?

2c: How did people behave and communicate in the task? (F)

2d: How did people make decisions in the task? (F)

2e: What qualities did people demonstrate when making decisions in the task? (F)

2f: How are people influenced by views of others in a group? (C)

2g: What is the connection between the qualities people demonstrate and the choices they make? (C)

2h: What motivates people behave in certain ways when choices have to be made? (C)

Strand	Critical Content Students will <i>Know</i>	Key Skills Students will be able to <i>Do</i>
Health	The definition of a value Examples of qualities / values people demonstrate in groups/organisations and the effect these qualities/values on decision making processes Examples of strategies that can be used to manage challenging situations, such as differing points of view	- Use different strategies to build and manage respectful relationships - Use different strategies to manage challenging situations
Civics and Citizenship	Key values including political participation, freedom of speech and expressing beliefs	<b>Conclude and make decision</b> - Develop evidence based decisions - Propose actions or responses to issues or challenges - Use criteria to assess possible effects



Professional Learning  
International

Learning Experiences	Assessment
<p><b>ENGAGE: Sparking motivation</b>            What are some of the things you are starting to understand in this new unit?            What are some of the key concepts you have been discussing?            Explain that the games we play today will help you to develop a deeper understanding of these concepts.</p> <p><b>Describing you!</b>  <i>2a: What is one word people would use to describe you? (F)</i>            Draw out any values or qualities suggested by students and record these on class anchor chart.            Elicit prior knowledge about the concepts being explored. Gather initial thoughts from students.</p>	<p>Elicit thinking skills and collect these as a record of the conversation.</p> <p>Observe and record disposition/skills students are demonstrating during discussions.</p>
<p><b>FOCUS: Categorising</b>            Circle some words and ask what these words may have in common. Circle qualities/characteristics in one colour and circle words relating to values. Continue to add to categories throughout the lesson as new examples for the concepts of values or qualities are offered up by students.</p> <p><b>FOCUS: Concept formation (naming a concept)</b>  <i>2b: What is a value?</i> Students draw on prior knowledge from their last unit of inquiry to revise the definition of a value.            Throughout the case study games, continue to frame discussions around the concept of values and refer back to the class definition and examples on the anchor chart.</p>	<p>Recording responses on class anchor chart to reflect students' prior knowledge</p> <p>Gather feedback on students' understanding of individual concepts. Use this feedback to consider questions to ask in the next phase.</p>
<p><b>INVESTIGATE: Case studies</b>            Students engage in a range of teacher led provocations to experience conflict situations, name the values and qualities people demonstrate when experiencing conflict and explore various ways people solve decisions.</p> <p>Case study 1: Moral Dilemmas            Teacher reads out a range of moral dilemmas. In pairs, students need to discuss what they would do if this happened to them and be prepared to justify their reasons.</p> <p>Case study 2: The Freddo Challenge            Students commence the game with one Freddo each and facing a partner. They have one minute to decide who out of the pair is out of the game and who moves onto the next round with both Freddos. The game continues until only two competitors are left to decide who keeps all of the Freddos. Ask: What patterns, if any, have you noticed so far between these two games? Justify your reasons.</p> <p><b>INVESTIGATE: Justifying opinions</b>            Case study 3: Stranded!            The scenario is presented- you are stranded on a deserted island and can only take 5 items. Each member of the group writes down their 5 choices, then combines their ideas with their group. Together they sort items into categories and come up with only 5 agreed items for the group. Ask- What items did you have in common? Why do you think this is? Justify your reasons.</p> <p>Case study 4: Four Corner Debate            A range of provocation statements are read out. Students stand in the corner that describes their level of opinion: agree, strongly agreed, disagree or strongly disagree. At their corner they have a conversation with people with like minded views. They must then be prepared to defend and justify their views in a corner vs corner debate.</p> <p><b>FOCUS: Drawing out concepts</b>            As students engage in each case study game, continue to draw out and record concepts on class anchor chart.            Task: People sort: Using a range of images of faces cut out from magazines- each group sorts their faces into the following categories: people who are...pretty, doctors, Australian, suspicious, rich, happy. Why did you choose these faces? How did your choices compare to others in the group? Concept formation: What is bias? (C)</p>	<p>Anecdotal teacher notes, recording the way students respond and the types of questions they ask.</p> <p>Provide formative feedback to students- how are they going with looking for patterns and making connections while completing the cross comparison chart?</p> <p>Students self-assess how as they reflect on their own behaviour, communication, decision making and qualities demonstrated in each case study game.</p>
<p><b>ORGANISE: Case study cross comparison chart</b>            At the conclusion of the first case study task, teacher to introduce the cross comparison chart to focus the recording of information. With their partner, students discuss and record their reflections about they experienced or witnessed in others during the task.  <i>2c: How did people behave and communicate in the task? (F)</i>  <i>2d: How did people make decisions in the task? (F)</i>  <i>2e: What qualities did people demonstrate when making decisions in the task? (F)</i>            Teacher debriefs with students after students have reflected on the chart, between each case study.            Teacher asks students to identify any patterns they are noticing across the chart and if they are starting to make any connections between each case study and why we are playing these games today. Help students make sense of their findings and share current understandings with each other.            As students move through experiencing further case studies, ask these further questions:  <i>2f: How are people influenced by views of others in a group? (C)</i>  <i>2g: What is the connection between the qualities people demonstrate and the choices they make? (C)</i></p>	<p>Review cross comparison charts and provide formative feedback if there is the lack of factual knowledge for students to later use this chart to generalise.</p> <p>Consider doing further concept formation by going back to the FOCUS phase to consolidate their understanding of values, qualities and behaviours.</p>



Learning Experiences	Assessment
<p><b>GENERALIZE: Promoting synergistic thinking!</b>            To make connections between the knowledge gained in case study experiences and the concepts of values, qualities and behaviours ask the following guiding questions to scaffold thinking:            What patterns did you notice across our games today?            What motivates people to behave in certain ways when choices have to be made?</p> <p>Use discussion as the vehicle for developing conceptual thinking. Provide time for students to reflect on these prompts, refer back to class concept bank on the anchor chart and record their thinking on a strip of paper to share with the group.</p> <p>Ask students to now complete the statement, 'I understand that....' and write it down on a strip of paper.            Students can reference the class anchor chart, their group's cross comparison chart and peer discussions to form their generalisation.</p> <p><b>REFLECT: Supporting self-knowledge</b>            Display generalisations as a class, share, examine and learn from each other's thinking.            Revisit these generalisations during further lessons within the unit and allow students to identify ways they could improve their generalisation.</p>	<p>Review student reflection journal on Miroboard.</p> <p>To what extent do students need support for form generalisations?</p> <p>Use student generalisations to gather information about how to broaden and support their conceptual thinking in future lessons.</p> <p>Students receive peer feedback on their generalisation.            Students self-reflect on their generalisation and revise if required.</p>
<p><b>LESSON CLOSING: TRANSFER</b>            Students are invited to extend their thinking and transfer their understanding to a new situation: How our politicians deal with conflict during question time in parliament.            Watch video clips of both former PM Scott Morrison and current PM Anthony Albanese.  <i>How do they behave and communicate?</i>  <i>What values or qualities do these behaviours demonstrate?</i></p> <p>Using the generalisation they wrote during our GENERALIZE phase above, see if your generalisation applies to this new situation.            Does it hold true for the way our politicians behave when making decisions? Discuss how it does or why not?            Offer time for students to adjust their generalisation to make it fit this new case study explored.</p>	<p>Provide feedback to students on their ability to transfer understanding to new situations.</p> <p>Collect and collate generalisations as evidence of how well students can currently transfer their thinking to new situations.</p>

#### Differentiation:

- Groups determined considering a range of factors- peer choice, teacher allocated groups depending on needs and interests, providing a range of ability levels
- Support of learning assistant within the classroom to work with students requiring additional support
- Provision of various visual scaffolds and tools for students requiring support to express ideas and understandings
- Visual vocabulary bank created and referred to during the lesson
- Broad, open questions asks to allow all students to access and attempt to write their understanding as a generalisation

#### Materials/Resources:

- Butcher's paper to create visual anchor chart
- Google slideshow [LINK](#)
- Freddo frogs- one for each student (or similar)
- Four corner debate signs [LINK](#)
- Cross comparison chart [LINK](#)
- Slips of paper to record generalisations
- Video clips of question time in the Parliament of Australia (Links in slideshow)



# Self-Assessment: Unit Planning

Reflect on your Unit Plan and self-assess using the Instruction rubric. You can highlight or circle attributes to identify your self-assessment.

	Novice	Emerging	Master
<b>Unit Overview:</b>	The unit overview is a sentence or two.	The unit overview provides an accurate description of the unit content.	The unit overview hooks student interest through an engaging scenario or thought provoking questions and provides an engaging introduction for the study.
<b>Unit Title:</b>	The unit title is stated, but is too broad (e.g.Choices or Patterns) or too narrow (e.g., Organelles or Grammar)	The unit title states the content focus.	The unit title clearly indicates the content focus and provokes interest and inquiry.
<b>Conceptual Lens:</b>		A conceptual lens is tangential to the focus of the unit or is better suited for another discipline or unit of study.	The conceptual lens provides appropriate focus and depth to the study and promotes synergistic thinking.
<b>Unit Web:</b>		The strands on the unit web represent the important dimensions of the unit of study, but the concepts listed under each strand are too macro or forced in, or a repeat of what was in previous units.	Strands reflect the most important dimensions of the unit of study.  The concepts listed under each strand maintain disciplinary integrity, developmentally appropriate and inform the unit of study.
<b>Generalizations/Conceptual Understandings:</b>	Only one or two generalizations are articulated for the unit. Generalizations include weak verbs: is/are/have/influence/affect/impact	Six to nine generalizations are articulated for the unit. Some include weak verbs: (is/are/have/influence/affect/impact) or have other problems such as: - passive voice - only one concept, or - proper nouns.	One or two generalizations relate to the conceptual lens and one or two generalizations are well-crafted to represent the most important understandings for each strand. Sometimes a generalization addresses one or more strands (especially in a process discipline). Collectively, the generalizations of the unit reflect the essential understandings of the content and processes under study

# Self-Assessment: Unit Planning

Reflect on your Unit Plan and self-assess using the Instruction rubric. You can highlight or circle attributes to identify your self-assessment.

	Novice	Emerging	Master
<b>Guiding Questions:</b>	There are questions in the unit, but most are factual- locked in time/ place or situation.	A mix of factual, conceptual and debatable questions are listed in the unit, but they are not clearly correlated to the unit generalizations.	Each of the generalizations for the unit has a mix of 3-5 factual and conceptual guiding questions that will help scaffold students' thinking from the factual/skill level to the level of conceptual understanding.  The unit also includes 2-3 debatable questions
<b>Critical Content/Knowledge and Key Skills:</b>	The unit has a few topics and skills but lacks depth of treatment.	Critical content KNOWledge is written as a set of additional conceptual understandings (generalizations) rather than listing the critical factual topics foundational to the support of the generalizations or the study.  Skills are tied to specific topics and are very general.	Critical content knowledge is clearly articulated and is drawn from academic standards and relevant disciplinary content.  Key skills are drawn from academic standards, effectively support learning, and transfer across applications..
<b>Culminating Assessment and Scoring Guide/Rubric:</b>	There is a Culminating Assessment for the unit, but it is a selected response, paper and pencil test.	The Culminating Unit Assessment measures factual knowledge and skills. The assessment requires considerable time and attention on engaging activities that may not be fully relevant to the learning targets.  Descriptions in the scoring guide are vague creating inconsistencies across users.	The Culminating Unit Assessment measures a major conceptual understanding from the unit, and the related critical content and skills. It is worthwhile and informs instruction.  The Scoring Guide for the Culminating Performance Assessment provides the criteria and the expectations for the standard level of performance related to what students must Understand, Know, and be able to Do

# Self-Assessment: Lesson Planning

Reflect on your Lesson Plan and self-assess using the Instruction rubric. You can highlight or circle attributes to identify your self-assessment.

	Novice	Emerging	Master
<b><u>Lesson Opening:</u></b> <i>An explicit and engaging summary of the work to be accomplished that triggers synergistic thinking</i>	Lesson opens by stating the activities students will experience in the lesson and may include stating the generalization the lesson will be teaching toward	Lesson opening contains a conceptual lens but the weak tie to content fails to engage synergistic thinking	The lesson opening engages synergistic thinking by asking students to consider the knowledge and/or skills they will be learning through a conceptual question(s) or lens
<b><u>Learning targets:</u></b> <i>What students are expected to Know (factual knowledge), Understand (generalization), and be able to Do (skills)</i>	What students must <u>K</u> now and/or be able to <u>D</u> o is listed in the lesson plan	Targets identify what students must <u>K</u> now, <u>U</u> nderstand (generalization), and <u>D</u> o, but there may be more learning targets than can be accomplished in-depth within the lesson timeframe	Learning targets represent what students are expected to <u>K</u> now, <u>U</u> nderstand, and <u>D</u> o; the limited number of learning targets allows for in-depth focused instruction and learning
<b><u>Guiding Questions:</u></b> <i>The three different types of questions (factual, conceptual, debatable) serve as a bridging tool for conceptual thinking and problem solving.</i>	Questions in the lesson plan focus heavily on factual knowledge and routine skills	Lesson questions reflect different types (factual, conceptual and possibly debatable questions) and anticipate student misconceptions	Potential questions are of different types (factual, conceptual, provocative) and are listed throughout the plan  The lesson plan shows a deliberate effort to use questions to help students bridge from the factual to the conceptual level of understanding
<b><u>Learning Experiences:</u></b> <i>Intellectually engaging student work that provide opportunities for students to practice their learning and to arrive at the target generalization (conceptual understanding)</i>	<p>The targeted knowledge and skills are indicated in the plan, but the learning experiences do not require students to apply their learning in relevant contexts, which would clearly lead to conceptual understanding and transfer across learning situations</p> <p>The student work required in the lesson primarily relies on worksheets, disconnected skills and facts that are not authentic or intellectually/emotionally engaging for students</p>	<p>The student work attempts to pursue conceptual understandings but may not provide a clear pathway with enough examples or scaffolds for students to realize the conceptual understanding (generalization)</p> <p>Lesson plan shows efforts to design student work to engage students' interest and offers some student choice</p> <p>Assignments are intellectually and emotionally engaging but are not at the appropriate level of challenge for all students</p>	<p>The student work requires students to cognitively wrestle with and synthesize the knowledge, skills and concepts under study in relevant contexts that lead to the realization of the generalization</p> <p>Student work is at the appropriate level of challenge, is intellectually and emotionally engaging, meaningful and relevant to the discipline, and provides appropriate student choice</p> <p>The learning experiences are deliberately designed to enhance the transfer of learning across other disciplines and situations</p>

# Self-Assessment: Lesson Planning

Reflect on your Lesson Plan and self-assess using the Instruction rubric. You can highlight or circle attributes to identify your self-assessment.

	Novice	Emerging	Master
<p><b><u>Assessment methods</u></b>  <i>Assessment types are selected according to the lesson's learning targets (Know, Understand, Do) and to the assessment purposes (formative &amp; summative) in order to capture evidence of students' learning (process &amp; product) which will then inform instruction.</i></p>	<p>Assessment types are limited so it is difficult to know the degree of students' learning and progress toward conceptual understanding</p>	<p>Assessment types are limited so it is difficult to know the degree of students' learning and progress toward conceptual understanding</p>	<p>Assessment types are varied so they assess students' developing knowledge, skills, and understandings (generalization) and allow for timely feedback</p> <p>Assessments provide relevant information about students' process of learning as well as their learning products</p> <p>Student self-assessment is valued</p>
<p><b><u>Differentiation:</u></b> <i>Lesson adjustments are planned, as needed, for the content students are expected to master, the process students will use to access the content, and the product students will produce to show their learning. The conceptual understanding (generalization) all students are expected to realize remains consistent for all students.</i></p>	<p>Plans for differentiation may be stated but lack relevance to individual student learning needs</p>	<p>Plans for differentiation are included for students who need support (e.g. special education, ELL, etc.) in the areas of content, process and product</p> <p>Misconceptions are generally addressed for the class as a whole</p>	<p>*Plans for differentiation to meet the needs of all learners are included and support all students' meeting a common conceptual understanding (generalization)</p> <p>Differentiation is based on an analysis of multiple data points that reveal individual students' learning needs</p> <p>Specific accommodations are readily available based on anticipated student misconceptions and needs</p>
<p><b><u>Lesson Design:</u></b> <i>In a deductive lesson design, the teacher states the learning targets (including generalization) to the learners at the beginning of the instruction. In an inductive design, students construct their understandings through an inquiry process.</i></p>	<p>The lesson design is deductive (e.g. objective to example vs. example to generalization)</p>	<p>The lesson design attempts to use inductive teaching but the examples presented only vaguely illustrate the targeted conceptual understandings</p> <p>A deductive design may also be included to support the learning of foundational facts and skills</p>	<p>The lesson design is primarily inductive, requiring students to engage in a multifaceted inquiry process, and to reflect on the connections across the examples presented so that students can formulate and defend their generalizations</p> <p>A deductive design may also be included to support the learning of foundational facts and skills</p>

# Self-Assessment: Lesson Planning

Reflect on your Lesson Plan and self-assess using the Instruction rubric. You can highlight or circle attributes to identify your self-assessment.

	Novice	Emerging	Master
<b><u>Closing:</u></b> Plan for how the lesson will be collectively summarized with opportunities for reflection on process, product and transfer before setting up where learning will go next.	A summary statement of the lesson is planned	A summary statement of the lesson is planned  An assignment is created for practicing the knowledge and skills of the lesson  The next step in learning are determined	There is a plan for collaboratively summarizing the lesson, making connections to previous learning, and accounting for transfer  Time is allotted for students to reflect on their product and process  The next steps in learning are determined  An assignment may be created that extends or reinforces the lesson's learning targets

# Self-Assessment: Instruction

Reflect on the instruction during your lesson and self-assess using the Instruction rubric. You can highlight or circle attributes to identify your self-assessment.

	Novice	Emerging	Master
<b>Lesson Opening</b>	<p>Lesson opens by launching directly into an activity without providing an overview or clear directions</p> <p>The lesson's target generalization is posted or stated at the beginning of the lesson rather than drawn from students throughout</p> <p>The lesson opening that is accurate but bland and leaves students disinterested as it is more of a teacher monologue</p>	<p>The lesson opening sets the stage for inductive teaching that will draw out conceptual understandings from the students (e.g. examples are posted, intriguing questions presented, an interesting scenario shared, relevant concepts posed, etc.) but the opening is overly detailed and too long</p>	<p>The opening clearly communicates an engaging, captivating overview of the lesson that connects and extends previous learning</p> <p>The lesson immediately engages students' minds and interests</p>
<b>During: Instruction reflects modeling, facilitating, and mediating conceptual understanding</b>	<p>The lesson follows the written lesson plan but since the plan does not address all the elements of an effective Concept-Based lesson, instruction falls short</p> <p>Concepts are somewhat apparent in the lesson with little attention of how to use concepts to create intellectual engagement and deepen students' understanding</p> <p>Focus is less on the transfer of learning and more on task completion</p> <p>Instruction employs different kinds of questions as the main tool for encouraging the transfer of learning but still over relies on factual questions</p> <p>Instruction remains predominantly teacher-centered</p> <p>Student participation is predominately in response to teacher questioning and evaluation</p>	<p>Follows the Concept-Based lesson plan prescriptively</p> <p>Maintains the emotional engagement of students by using examples and resources that resonate with students' interests and concerns, and invite deeper intellectual engagement, but students' assigned work and instructional techniques do not clearly lead students to synergistic thinking (moving examples to related concepts)</p> <p>Instruction is somewhat responsive to flashes of quality student thinking, but uses limited strategies for encouraging and guiding deeper conceptual understanding and transfer</p> <p>There is some gradual release of responsibility of learning from teacher to student but the teacher is assuming most of the cognitive work</p>	<p>The execution of the lesson plan is well paced, while being flexible and responsive to anticipated student needs (and needs that arise throughout the lesson)</p> <p>There is conscious and consistent development of students' synergistic thinking through instructional techniques and thought-provoking examples and through learning experiences and resources that bridge to a deeper, conceptual idea (understanding)</p> <p>Teaching uses a variety of techniques to support the transfer of learning and deepening of understanding (e.g. questioning, asking for other examples/non-examples of the same concept or generalizations, feedback, and by asking students for an analysis of their reasoning with supporting evidence)</p> <p>Gradual release of responsibility and ownership for learning from teacher to student is clear</p>

# Self-Assessment: Instruction

Reflect on the instruction during your lesson and self-assess using the Instruction rubric. You can highlight or circle attributes to identify your self-assessment.

	Novice	Emerging	Master
<b>During Instruction, Continued</b>		Most students are engaged in the learning while clusters of students may remain off-task or disinterested due to ineffective level of challenge or lack of relevance	Continuous monitoring of students' independent and collaborative group work with timely, relevant feedback and questions that facilitate & mediate the learning process
<b>Lesson Closing</b>	The teacher recaps the learning experiences in the lesson	There is a closing assessment (formative or summative) of the knowledge, skills students learned and an attempt to determine students' level of conceptual understanding *Relevant practice beyond the lesson is assigned	Evidence of learning (formative or summative) the lesson's targeted knowledge, skills and understandings is collected  Collaboratively the teacher & students reflect and analyze the success of the learning (process and product)  Students learn how the learning will build toward future learning targets