**Teaching and Learning Program for the Elements**

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| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** |
| **Title/Type of Unit: Mapping** | **Duration: 10 Weeks****By**  |
| **Syllabus Outcomes****Stage**  | *A student:*GEe‑2 communicates geographical information and uses geographical toolsGE4‑7 acquires and processes geographical information by selecting and using geographical tools for inquiryGE4‑8 communicates geographical information using a variety of strategies |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** observe and interpret geographical relationships in maps
* analyse geographical data using simple mathematics
* process, present and analyse geographical information using information and communication technology (census data on a computer database, CD-ROMs)
* prepare maps and plans of real or imaginary places using pictures and/or symbols at a variety of scales, eg mind maps
* select and use appropriate graphical methods (incorporating information and communication technology) to present information in maps and diagrams
 | **Students learn about:*** Different types of maps, who uses them and why e.g. mental maps, topographic maps, street maps, resources maps, political maps etc.
* The features of different types of maps
* The skills needed to read various types of maps e.g understanding cardinal points and bearings, scale, contours and relief, grid and area references etc.
* Geographical Information Systems (GIS) what they are and why they are used.
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| **Background and Key Ideas** | This is a Geographical skills unit, which is designed to teach students about different types of maps, the features of these maps and how to read them. Geographical Information Systems (mapping computer programs, apps etc) will also be explored with a focus on using GOOGLE maps.  |
| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| **Activities linked to program to increase learning:**Though not specifically linked to the literacy continuum, this unit of work incorporates skills and behaviours that relate to reading of texts, comprehension, vocabulary and aspects of writing.  |
| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| **Activities linked to program to increase learning:**Though not specifically linked to the numeracy continuum, this unit of work incorporates skills and behaviours that relate to counting sequences, counting as problem solving, multiplication and division and length area and volume. |
| **Quality Teaching** |
| **Intellectual Quality** | **Quality Learning Environment** | **Significance** |
| * IQ1 Deep Knowledge
* IQ2 Deep Understanding
* IQ3 Problematic Knowledge
* IQ4 Higher-order Thinking
* IQ5 Metalanguage
* IQ6 Substantive Communication
 | * QLE1 Explicit Quality Criteria
* QE2 Engagement
* QE3 High Expectations
* QE4 Social Support
* QE5 Students’ Self-regulation
* QE6 Student Direction
 | * S1 Background Knowledge
* S2 Cultural Knowledge
* S3 Knowledge Integration
* S4 Inclusively
* S5 Connectedness
* S6 Narrative
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| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**F:\Mock ups\Square elements\Numeracy.jpgE:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Topic 1**What is Geography?* Introduction to Geography
* Introduction to Physical Geography
* Introduction to Human Geography

**Topic 2**What is a map?* What are maps used for?
* Mental maps
* Mapping my world activity

**Topic 3**What are some features of maps?* Features of maps
* Reading basic maps
* Cardinal points and bearings

**Topic 4**What are grid references?* Understanding grid references
* Understanding area references

**Topic 5**What is scale?* Why scale is used
* Converting scale
* Measuring distance on maps
* Estimating area on maps

**Topic 6**What are contour lines* Why are contour lines used?
* Reading contours lines

**Topic 7**What is latitude and longitude?* Why do we have latitude and longitude?
* Latitude and longitude history
* Reading latitude and longitude

**Topic 8**What are Geographic Information Systems (GIS)?* What is GIS?
* Using Google maps
 | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*2_maps.jpgLearning Maps4_symbol.jpgSymbols & Images6_non-linear.jpgNon-Linear |
| **Special Needs Adjustments** | **School to Work** |
| Extra support given to students in need of it.The work consist of a variety of activities aimed at different types of learning.Age stage appropriate work.Work designed to engage learners as it is altered for their interests.Students’ work adjusted to meet their personal learning plans goals and outcomes. | Students develop their comprehension skills to allow them to identify and interpret texts.Students develop general map reading skills.Students reflect on skills they have learnt. |
| **Assessments** |
| Formative:Student response to questioning, student participation in class discussion and group work, student written work |
| Roles and Responsibilities |
| Teacher | SLSO | Student |
| Lesson PlanningStudent SupportBehaviour SupportClass InstructionResource PreparationExcursion Planning & Supervision | Teacher SupportStudent Support, both individually and in small groupsBehaviour Support (under teacher supervision)Resource PreparationExcursion Supervision | Participation in all activitiesTo develop both academic and social skills |
| **Risk Assessment – Dorchester ETU only** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
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| **Teacher Evaluation****Comments / Variations** |
| **Guiding Questions****What worked well?**The topic was interesting students in general enjoyed working with maps. Most activities were semi-practical (did not involve a lot of writing) which encouraged student participation. **What needed to be changed?**The biggest changes need to the program are:* Quality of the lessons varied depending on the amount of time spent preparing the individual lessons. There is a good base here for a future unit of work and the overall fidelity of lessons can be improved with minor modifications and adjustments.
* The flow and overall quality of lessons was also affected by teacher absences and lost lessons.
* Lesson aims need to be more explicitly stated.

**What do I think the students gained from this lesson?*** Students gained understanding of different types of maps and there uses
* Students practiced/learnt mapping skills
* Students practiced/learnt new literacy and numeracy skills

**How well did this unit match the Elements of Learning and Achievement?*** As the unit was designed with the elements in mind, the unit matched most elements well
* Map reading skills were a focus of this unit
* The unit was a Geographical skills unit and though numeracy and literacy was not a key focus, both sets of skills were needed to read and interpreted maps.
* Functional literacy could be incorporated into the unit more (more written activities etc.), however students did practice and develop skills in comprehension and vocabulary
* Internet and word processing skills used throughout the unit

**What did I learn?*** There are the beginnings of a sound unit of work here that can form the basis of an even stronger unit of work on mapping, with the adjustment of lessons to increase engagement and ensure a better consistence of quality across lessons.
* I had a chance to use and relearn mapping skills

**How will I use this experience to extend my practice in the future?** * This unit was a good experience for me, though I am not a Geography teacher, I have taught the subject in the past and my ability to deliver quality geography lessons in the future is dependent on experience teaching the subject.
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| **Date Commenced**:  | **Date Finished**:  |
| **Teachers Signature**: | **Assistant Principals Signature**: |