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|  | **Dorchester School Teaching and Learning Program** |
| **Functional Literacy (Responding)****21st Century Learner, Global Citizen** **Documentary: Mega Hunters****Program Risk Level: Low**  | **Duration: 10 Weeks****By Ernie** |
| **Syllabus Outcomes****Stage 4****Functional Literacy****Global Citizen****21st Century Learner** | *A student:*Functional Literacy**EN4-1A** Responds to texts for understanding, interpretation, critical analysis, imaginative expression and pleasure**EN4-2A** Effectively uses a widening range of processes, skills, strategies and knowledge for responding to texts in different media and technologies 21st Century LearnerTechnology: 4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sourcesGlobal CitizenEN4-7D Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** Use features of Power Point including

adding text boxes, slide transitions and animations and inserting hyperlinks and images* Select and use different strategies for comprehending text, decoding and inferring meaning from new words
 | **Students learn about:*** Students learn about the world’s most skilled predators
* Using technology and developing their functional computer skills
* Applying different strategies to comprehending texts and using different strategies for finding the meaning of unfamiliar words
 |
| **Background information/ links** | A National Geographic documentary on predatory animal behaviour.  |
| **Key Ideas** | * To engage students in literacy and broaden their understanding of the world’s animal life
* To increase skills comprehending and expressing opinions
* Cross-curricular topics and outcomes
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| **Scope and Sequence and Lesson Structure** |
| **The Elements of Learning & Achievement**E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg |  **Weekly Activities****1: Introduction** * Introduce the animals that will be explored throughout the episode and discuss any background knowledge the students may have on physical attributes, predatory weapons, strategies and species they each hunt.

**2: Watch Movie** **Quick Quiz Questions*** Ask Quick Quiz Questions to the class to explore understanding

**3: Literacy Activities*** Vocabulary building – discuss word bank meanings
* Cloze passage and comprehension exercise
* Mark/discuss together.

**Final Project*** In this project, students will create a *PowerPoint* presentation to demonstrate their knowledge about the predatory behaviour of an animal. They will report on how the animal hunts, their favoured prey and their physical attributes and built-in concealed weapons.
 | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*Story Sharing2_maps.jpgLearning Maps7_deconstruct.jpgDeconstruct/ Reconstruct |
| **Special Needs Adjustments** | **School to Work** | **Assessments** |
| Extra support provided to students depending on need.The work consists of visual learning and age/stage appropriate text. Work designed to engage learners as it is altered for their interests.Students’ work aligns with their Personalised Learning Plans goals/ outcomes. | Students will develop their comprehension strategies to allow them to identify and interpret information in texts. | Students to complete weekly cloze comprehension activitiesDiscussion and observation Project to demonstrate knowledge and functional computer skills |
| **Risk Assessment** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
| National Geographic Mega Hunters DVDPencilsCreated WorksheetsComputers Power Point software | Count in/ count out1 copy – with teacher*Students do* ***not*** *have access to the internet* | Behaviour Issues | Individual Risk AssessmentAdditional Staff |
| **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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| **Teacher Evaluation** | **Comments / Variations / Evaluation** |
| ***How did the unit ‘rate’ in these areas?*** | j0079104 | j0079099 | j0079100 |  |
| Time allocated for topic |  |  |  |
| Introduction to topic |  |  |  |
| Student understanding of content |  |  |  |
| Opportunities for student reflection on learning |  |  |  |
| Suitability of resources |  |  |  |
| Variety of teaching strategies |  |  |  |
| Integration of Quality Teaching strategies |  |  |  |
| Integration of ICT |  |  |  |
| Literacy strategies used |  |  |  |
| Numeracy strategies used |  |  |  |
| Student Behavioural Goals |  |  |  |
| **Date Commenced**:  |
| **Date Finished**: |
| **Teachers Signature**: |
| **Assistant Principals Signature**: |