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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 Learner  Technology: 4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources  Global Citizen  EN4-7D 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 | | | | | | | | | | |
| **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 Sharing  2_maps.jpg  Learning Maps  7_deconstruct.jpg  Deconstruct/ 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 activities  Discussion and observation  Project to demonstrate knowledge and functional computer skills | | |
| **Risk Assessment** | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | **Identified Hazards** | | | | | **Control Strategies** | |
| National Geographic Mega Hunters DVD  Pencils  Created Worksheets  Computers  Power Point software | | Count in/ count out  1 copy – with teacher  *Students do* ***not*** *have access to the internet* | | | Behaviour Issues | | | | | Individual Risk Assessment  Additional 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**: | | | |