**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: History- Ancient Egypt**  **Program Risk Level:** | | | | | | | | | | | | | | **Duration: 10 Weeks**  **By** | | | | | | |
| **Syllabus Outcomes**  **Stage 4** | *A student:*  **HT4-5**  identifies the meaning, purpose and context of historical sources  **HT4-8**  locates, selects and organises information from sources to develop an historical inquiry  **HT4-9**  uses a range of historical terms and concepts when communicating an understanding of the past  **HT4-10**  selects and uses appropriate oral, written, visual and digital forms to communicate about the past | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Develop collaboration skills * Develop research and inquiry skills * Engage with a variety of texts * Comprehend a variety of texts * Analyse and interpret sources * Justify their opinion | | | | | | | | | | **Students learn about:**   * The society of Ancient Egypt * Primary and Secondary sources * The value of sources in interpreting history | | | | | | | | | | |
| **Background and Key Ideas** | During this unit, students will gain an understanding of the society of Ancient Egypt while developing inquiry skills. Students will identify primary and secondary sources and evaluate their usefulness to a particular historical inquiry. | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| **Clusters:** 1-16  **Activities linked to program to increase learning:**  Applying comprehension strategies through discussion, analysis of text, predicting summarising, questioning | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | Place Value | | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| Numeracy concepts are addressed in this unit eg. sequencing of events, however numeracy is not the main focus of this unit | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg    E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | 1. **Introduction to Ancient Egypt and the importance of the Nile**  * Brainstorm what the students know about ancient Egypt * Examine the geography of Ancient Egypt * Examine the flooding of the Nile why was this important to Ancient Egypt?   **2. The Pharaoh and Egyptian Dynasties**   * Who was the Pharaoh? * The lands of upper and lower Egypt * Practical activity: Make a crown of upper and lower Egypt   **3. Egyptian Society**   * What were the different classes of people in Egyptian society and what were their rights and responsibilities * Examine the lives of ordinary people in Egypt   **4. Gods, life and Deaths**   * Explore some Egyptian beliefs about gods and their roles in the Ancient Egyptian World * Examine the Judgement of the dead and their journey to the underworld   **5. Mummies**   * What was mummification and how was it preformed? * Mummy dress up activity   **6. Tutankhamen’s Treasure**   * Who was Tutankhamen? * Why was the discovery of his tomb so important?   **7. The Mystery of the Pyramids**   * What are the Pyramids? * Why and how were they built?   **8. The Mystery of the Rosetta stone**   * What is the Rosetta stone? * Make your own Rosetta stone activity   **9. Trade and War**   * What resource did Egypt have? And who did they trade too? * Why were wars fought in ancient Egypt | | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **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 skills to form, informed opinions.  Students develop skills to make informed choices. | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| Formative:  Student response to questioning, student participation in class discussion and group work, student written work | | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | SLSO | | | | | | | | Student | | | | | | | | |
| Lesson Planning  Student Support  Behaviour Support  Class Instruction  Resource Preparation  Excursion Planning & Supervision | | | | | Teacher Support  Student Support, both individually and in small groups  Behaviour Support (under teacher supervision)  Resource Preparation  Excursion Supervision | | | | | | | | Participation in all activities  To 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?   * All activities worked well and were appropriate for the students in stage 4 at Verona (2016).   What needed to be changed?   * An activity that specifically uses primary sources needs to be added, though primary sources such as images were used. * Some of the Videos can be replaced when more engaging video become available   What do I think the students gained from these lessons?   * Students gained understanding of life in Ancient Egypt * Students practiced/learnt new literacy skills, such as development of comprehension skills * Students gained and understanding of the evolution of past societies and cultures   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 * Being a history unit functional literacy was at the centre of all activities * Functional numeracy could be incorporated into the unit more (graphing exercises etc), however students did continue to develop their understanding of time during the course * Historical skills such as evaluating sources, comprehension, comparing and contrasting etc. can translate to the work place. * Internet and word processing skills used throughout the unit * Map reading skills were incorporated into the unit   What did I learn?   * There is a sound unit of work here that can form the basis of an even stronger unit of work on Egypt, with the adjustment of lessons to increase engagement and changes to some of the video and a greater focus on primary and secondary sources   How will I use this experience to extend my practice in the future?   * I will keep adjusting this unit of work to increase student engagement | |
| **Date Commenced**: 28/1/2016 | **Date Finished**: 8/4/2016 |
| **Teachers Signature**: | **Assistant Principals Signature**: |