Planning to teach geography K–10

Activity booklet

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# Standards/Descriptors

The table outlines how the course content addresses the Standards/Descriptors.

| Standard/Descriptor | **Course content addressing the Standard/Descriptor** |
| --- | --- |
| **Standard 2: Know the content and how to teach it****Descriptor 2.2.2** Organise content into coherent, well-sequenced learning and teaching programs. | Participants will:* apply knowledge of the purpose, structure and content of the Geography K–10 Syllabus to create a course deliverable entailing an implementation plan for one geography focus area.
 |
| **Standard 3: Plan and implement effective teaching and learning****Descriptor 3.2.2** Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.  | Participants will:* examine the concepts, skills, tools, objectives, outcomes and content for one stage of learning in the Geography K–10 Syllabus and enhance their understanding of the overall progression of geographical learning from K-10. This learning will be applied in the activities leading up to and involved in the preparation of the course deliverable.
 |
| **Standard 6: Engage in professional learning****Descriptor 6.3.2** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.  | Participants will:* engage in discussion, activities, reflection and answer questions designed to strengthen their understanding of how the Geography K–10 Syllabus can be used to plan teaching and learning to meet the needs of all students.
* complete the course deliverable in consultation with colleagues.
 |

# Activity 1: School context

##  Planning, How to plan

Planning within the teaching and learning cycle needs to consider the cultural factors distinct to a local school context. Two recommendations are also made for implementing the *Geography K*–*10 Syllabus*:

**Recommendation 1: It is recommended that geographical inquiries are framed entirely with a geography focus.**

**Recommendation 2:  It is recommended that all schools start with the *Geography K***–***10 Syllabus* and create units of learning based around the geographical inquiry process, rather than reworking and adapting existing units.**

 Record your responses to the following:

What cultural factors in your school context may impact the implementation of the *Geography K–10 Syllabus*?

# Activity 2: Stage statements

##  Geography K–10, Stage Statements

Stage statements summarise the knowledge, understanding, skills, values and attitudes that are developed by students as a result of achieving the outcomes for the relevant stage of learning.

 Record your responses to the following:

1. What knowledge, understanding, skills, values and attitudes are developed during your chosen stage?

2. What differences can you note between your chosen stage and the stages before and after?

# Activity 3: Objectives and outcomes

##  Geography K–10, Objectives and outcomes

Objectives outline the knowledge and understanding, the skills, and the values and attitudes students will develop over six stages of learning. Outcomesare stage-specific and establish the progression of learning to meet the objectives.

 Record your response to the following:

How do the stage outcomes fulfil the requirements of the objectives for your chosen stage?

# Activity 4: Geographical concepts

##  Geography K–10, Concepts

The geographical concepts are integral to the development of geographical understanding. They are the key ideas involved in teaching students to think geographically.

 Choose one of the seven geographical concepts. Using the *K*–*10 Geographical Concepts Continuum* record your responses to the following:

**Concept:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In your chosen stage, what will students “demonstrate an understanding of”?

How does this differ from the stages before and after your chosen stage?

# Activity 5: Geographical inquiry process

##  Geography K-10, Skills

All students in K–10 are taught to use the geographical inquiry process.

 Record your responses to the following:

1. What are the benefits of using an inquiry model to teach geographical skills?

2. What challenges will this present in your local context?

# Activities 6a–6c

## Stage Content, Content summary

The content summary provides an overview at the beginning of each stage. It also describes the geographical concepts, skills and tools to be taught throughout the stage.

 Record your response to the following as you work through this section of the course:

## Activity 6a: Concepts

What support and/or extension do you envisage may be required as students at your school work with the content for your chosen stage?

## Activity 6b: Inquiry skills

1. How familiar do you believe teachers at your school will be with these skills?

2. What support and/or extension do you envisage may be required for students?

## Activity 6c: Tools

1. With which of the listed tools for your stage do you feel comfortable?

2. Which tools will you need to learn more about to be able to teach them effectively?

# Activities 7a–7c

## Stage content, Focus areas and Frameworks

Focus areas are the most significant organiser of content for the purposes of planning and programming.

 Record your response to the following as you work through this section of the course:

## Activity 7a: Outcomes

1. What are the key terms and ideas in the outcomes for your chosen focus area?

2. How might these be assessed?

## Activity 7b: Key inquiry questions

What are the key terms and ideas in the key inquiry questions for your chosen focus area?

## Activity 7c: Teaching and learning frameworks

For your chosen stage, do the teaching and learning frameworks differ from complete units of learning?

What will you need to do to turn the frameworks into teachable units of learning?

# Course Deliverable

## Implementation plan for one focus area

### (Indicative time 60 minutes)

1. Download the [Geography K–10 planning template](Geog-K-10-plan-template.docx). This document contains templates for all fifteen focus areas in the *Geography K*–*10 Syllabu*s.
2. Print out an A3 copy of the template for your chosen focus area. Scale the printing to A3 as the original document is in A4.
3. The *Implementation* tab will assist you in completing your implementation plan. For each content heading in your focus area, you will need to complete the following columns:
	* Case studies (deliverable task a)
	* Inquiry question(s) (deliverable task b)
	* Learning experiences (deliverable task c)
	* Tools (K–6) (deliverable task d, K–6) or Tools/Skills/Concepts (7–10) (deliverable task d, 7–10)
	* When (deliverable task e).

Note: The geography K–10 teaching and learning frameworks may assist in creating your implementation plan. Participants are encouraged to refer to the relevant framework(s) when completing each column.

# Reflections

## Reflect on your learning

Congratulations! You have completed the online course *Planning to teach Geography K*–*10*.

In this course, we have explored the *Geography K–10 Syllabus*. Particular attention was given to the material pertinent to your chosen stage and where this sits in the overall K-10 progression of learning. The course deliverable involved creating an implementation plan for one geography focus area.

As you prepare for the final submission, consider the following:

* What aspect(s) of the course seemed most important to you?

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* What did you learn?

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* What will you do differently as a result of completing this course?

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