



# GETTING STARTED

GTA NSW/ACT Webinar

# PROGRAMMING

Programming is an important process in the teaching, learning and assessment cycle. It enables teachers to plan for the delivery of syllabus content, cater for the diversity of student learning needs and improve student learning outcomes in a particular year and/or stage. Programming is the process of selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge. The process of programming is typically shared and offers an opportunity for collaboration, professional reflection and evaluation.

Teaching and learning programs are a record of planned learning experiences.

Programs:

- reflect the needs, interests and abilities of students
- are based on syllabus outcomes and include a variety of teaching, learning and embedded assessment activities, strategies and resources to address the learning needs of all students
- are flexible and dynamic documents that change in response to student learning needs, school context, teacher evaluation and feedback
- include adjustments for students with disability
- reflect school and sector priorities, values and initiatives
- are a record of how syllabus requirements are met.

# PROGRAMS

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<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming>

Content	Teaching and Learning (including differentiation)	Evidence of learning/ Feedback/ formative assessment	Resources	Teaching Register
<b>Biomes</b> <ul style="list-style-type: none"> <li>investigate the distribution and physical characteristics of biomes, for example: (ACHGK060)</li> <li>examination of the spatial distribution of biomes <b>MS</b></li> <li>identification of biomes used to produce food, industrial materials and fibres <b>VR</b></li> <li>explanation of the impact of the climate, soils and vegetation of a biome on its productivity <b>GS VR</b></li> </ul>	<p><input type="checkbox"/> Students analyse a global map of biomes and complete a <b>see, think, wonder</b> visible thinking routine. <b>NCCD Adjustment:</b> Guiding questions are provided for see, think, wonder routine. ( )</p> <p><input type="checkbox"/> In groups students are <b>allocated a biome and complete a table</b> on the main characteristics, biodiversity level, animal and plant life including adaptations. Students present their findings of their biome to the class.</p> <p><b>Differentiation:</b> Biomes are allocated based on extending and providing adjustments to different student groups. Extension group are allocated tundra and lower ability groups are allocated tropical rainforests. <b>NCCD Adjustment:</b> Sentence starters and allocation of easier biome ( )</p> <p><input type="checkbox"/> <b>List, Sort, Elaborate protocol</b> - students individually list reasons why biomes are different on post it notes, in small groups they sort their ideas (matching common ideas), and elaborate on their ideas. Students present their ideas to the class.</p> <p><input type="checkbox"/> In small groups students <b>complete an elevator pitch</b> on which identifies the biome is the best suited for food production and justifies their response. <b>NCCD Adjustment:</b> List of biomes provided and access to biomes table ( )</p>	<ul style="list-style-type: none"> <li>Discussion with students to illicit information about biome patterns</li> <li>Verbal feedback provided, after groups present their findings</li> <li>Check completion of table and provide feedback on language used.</li> <li>Verbal feedback provided after groups present their findings</li> <li>Completion of group vision board of ideas</li> <li>Verbal feedback provided after groups present their findings</li> </ul>	<div> Refer to CANVAS Worksheet / Table </div> <div> Post It Notes </div> <div> Collins, D., et. al. (2016) Insight Geography Stage 5, Oxford, Melbourne. p.75 </div>	<p><i>Taught on ...</i></p> <p><i>Adjusted by ...</i></p>

# ADVICE ON SCOPE AND SEQUENCES

There will be variations in scope and sequences reflecting the differences in school contexts and student needs, abilities and interests.

Elements of a scope and sequence for secondary schools include:

- title of each unit
- sequence of each unit for the year/stage
- duration of each unit
- syllabus outcomes included in each unit (these are commonly represented by outcomes codes)
- any specific-subject requirements (for example, text requirements, student research projects, a site study or time allocated to major aspects of a course)
- additional information based on common practice in particular subject areas or particular school requirements.

Where Life Skills outcomes are being integrated or taught concurrently, they should also be included in the scope and sequence.

There will be variations in scope and sequences arising from the differences in course structures and syllabus requirements.

## SCOPE AND SEQUENCE DOCUMENTS

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences>



## Stage 5: Year 10 Scope & Sequence 2020

### Geography

Term	Weeks	Topic + Outcomes	Assessment & other information
1  29 January - 08 April 2020	1	Environmental Change <i>GES-2, GES-3, GES-7, GES-8</i>	<b>Week 3: Assessment Task 1</b>
	2		
	3		
	4	MEDC (Australian) food production <i>GES-2, GES-3, GES-4, GES-7, GES-8</i>	
	5		
	6		
	7	Review biomes with conservation <i>GES-2, GES-3, GES-7, GES-8</i>	<b>Week 8: Assessment Task 2 (Block)</b> Semester 1 Reports due Thurs 26 <sup>th</sup> Mark 8:30am – Week 9
	8		
	9		
	10		
	11		
2  27 April – 26 June 2020	1	World views affecting management <i>GES-4, GES-5, GES-7, GES-8</i>	Year 10 Subject Selection Night – Thu 14 <sup>th</sup> May
	2		
	3		
	4	Case study: Mountain Pigmy Possum <i>GES-4, GES-5, GES-7, GES-8</i>	Year 10 Parent Teacher Night Thursday 4 <sup>th</sup> June (Week 6)
	5	Geographic Skills: Topographic Maps <i>GES-7</i>	
	6		
	7	Environmental Management Systems <i>GES-4, GES-5, GES-7, GES-8</i>	
	8		
	9		
3  20 July – 17 September 2020	1	Comparative Mammal Study <i>GES-4, GES-5, GES-7, GES-8</i>	<b>Week 2: Assessment Task 3</b>
	2		
	3		<b>Week 5: Assessment Task 4</b>
	4		
	5		
	6		<b>Week 5: Year 10 Exam Block</b> 17 - 21 August
	7		
	8		<b>Week 7: Work Experience</b> 31 August – 4 <sup>th</sup> Sept
	9		<b>Week 7: Semester 2 Reports due</b> Friday 4 <sup>th</sup> Sept 8:30am

# SCOPE AND SEQUENCE DOCUMENTS



# YEAR 10 LESSON STARTERS

- Engaging case studies
- Visible thinking routines

# ENGAGING CASE STUDIES



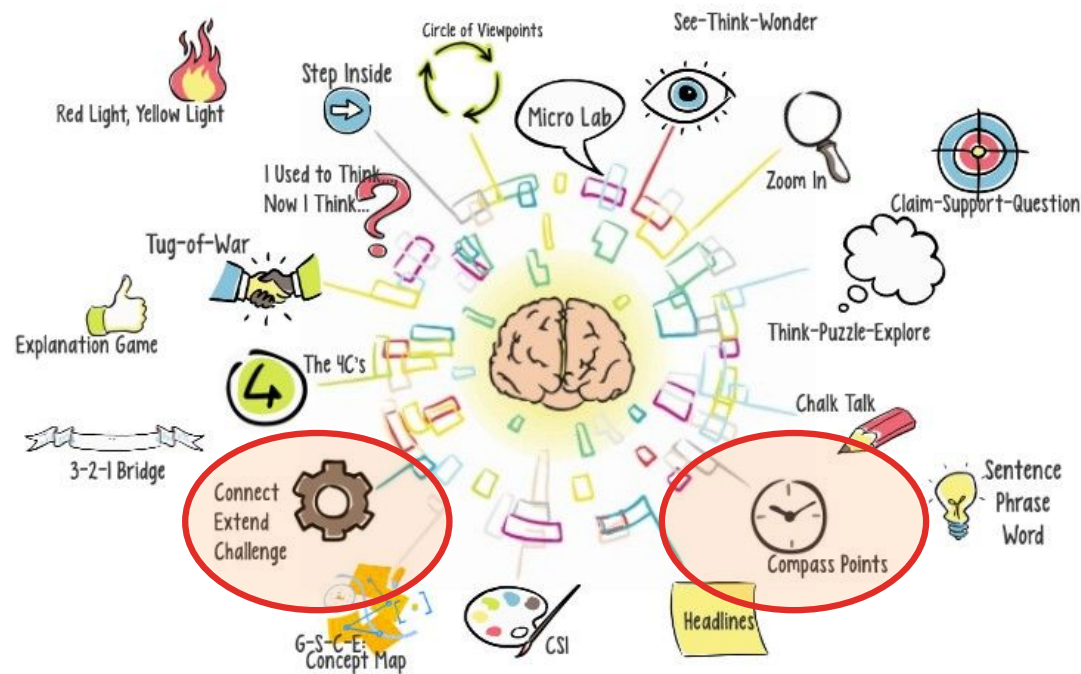






# VISIBLE THINKING ROUTINES

## VISIBLE THINKING ROUTINES



resources from Making Thinking Visible



# Compass Points



What **E**xcites you about this idea or proposition? What's the upside?

What do you find **W**orrisome about this idea or proposition? What's the downside?

What else do you **N**eed to know or find out about this idea or proposition?

What is your current **S**tance or opinion on the idea/ proposition? What should your next **S**tep be in your evaluation of this idea/ proposition?  
What **S**uggestions do you have at this point?

purpose

This routine helps students examine an idea or proposition and eventually evaluate it

Introducing  
& Exploring  
Ideas

- e.g. Use with food security solutions with the sustainable biomes unit.
- <https://www.youtube.com/watch?v=euTBQOrpOmM>

# Connect - Extend - Challenge



How are the ideas and information presented connected to what you already knew?



What new ideas did you get that extended or broadened your thinking in new directions?



What challenges or puzzles have come up in your mind from the ideas and information presented?

purpose

This routine helps learners make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.

Synthesising  
& Organising  
Ideas

- e.g. Use with Ecosystem Management and Protection topic to start exploring bushfire management