

Course Outline: Spaced Out: Geography for the 21st Century

<i>Domain: GEOGRAPHY</i>		<i>Year Level: 10</i> <i>VELS Level: 6</i>		<i>Date: December '05</i>		
<i>Units</i>	<i>Standard[s]</i>	<i>Time</i>	<i>Unit Descriptions</i>	<i>Principles of Learning & Teaching</i>		
				<i>Assessment Tasks</i>	<i>Student Reflection</i>	<i>Ext / Remediation</i>
1. Where we've come from – where we're heading?	<p>Geographic knowledge and understanding</p> <ul style="list-style-type: none"> explain the operation of a major natural system and its interaction with human Units [Unit –5] evaluate the consequences of the interaction & develop a policy to address an issue related to it [Unit –5] describe global patterns of development [Unit –2] identify & describe factors that determine these patterns [Unit –5] analyse development issues [Unit –5] formulate & evaluate comprehensive policies, [for sustainable use & management of resources], to alter development patterns at a range of scales [Unit –5] <p>Geospatial skills</p> <ul style="list-style-type: none"> interpret information on different types of maps and photographs at a range of scales [Units – 2, 3, 4, 5] use map evidence to support explanations, draw inferences & predict outcomes [Units – 2, 3, 4, 5] collect and collate information gathered from fieldwork observations [Unit –5] present their findings. [Unit –5] 	2 pds	Historical overview of the geographers' 'tool' – the MAP. From its earliest origins to its future potential.		<p>Structured opportunity where students comment on</p> <ul style="list-style-type: none"> their expectations of the course the role of maps in their lives <p>Students will have many opportunities to reflect on the function, role and usefulness of these techniques in Geographic analysis and problem solving</p>	<p>Extension:</p> <p>The 'open-ended' nature of the investigative task will provide many opportunities for extension</p> <p>Remediation:</p> <p>Opportunities for 'peer-to-peer' assistance</p> <p>The 'teams' approach to the investigative report will support those having difficulties</p>
2. Satellite Imagery		6 pds	Introduction to, and development of skills with: <ol style="list-style-type: none"> sources of satellite imagery on the web interpretive skills associated with satellite imagery integration of satellite imagery into GIS and ground based data 	Interpretive tasks		
3. Global Positioning Systems		2 wks	Introduction to, and development of skills with: <ol style="list-style-type: none"> 'hands-on' technical use of GPS's the function and usefulness of GPS's as a data gathering tool transfer of GPS derived data into a GIS for future analysis 	Practical exercises		
4. Geographic Information Systems		2 wks	Introduction to, and development of skills with: <ol style="list-style-type: none"> 'hands-on' technical use of GIS the function and usefulness of GPS's as a data gathering tool transfer of data [GPS derived and other sources] into a GIS for future analysis 	Practical exercises		
5. Investigative Project – Applying the 'tools'.		10 wks	Students, in 'teams', undertake an investigative project which requires them to: <ul style="list-style-type: none"> identify a community 'client' [individual or agency] develop [in consultation with client] a question/problem to investigate collect and process appropriate data produce a report on their investigation present their report to their 'client' evaluate the process undertaken 	<ol style="list-style-type: none"> Project dev't Project prod'n Client pres'n Unit Exam 		