

**Student Task Syllabus Connections** - Activities listed are from the learning federation which holds many interactive games and lessons that can be used on electronic whiteboards or on individual computers. Learning Federation at <http://econtent.thelearningfederation.edu.au>

Syllabus - areas and strands	Student Task	Activities
<p style="text-align: center;">Mathematics</p> <p>Space, measurement and geometry</p> <ul style="list-style-type: none"> <li>• the basic elements of a map and how to add other elements* (eg title, symbols, colour, direction, grids)</li> </ul> <p style="text-align: center;">Year Four</p> <ul style="list-style-type: none"> <li>• how to use an index (eg atlas, nonfiction)               <ul style="list-style-type: none"> <li>• to use knowledge of special reference books (eg atlas, street directory, dictionary, telephone directory, encyclopaedia) to identify materials which may provide needed information</li> </ul> </li> <li>• how to create model maps, student prepared maps, maps of the community, street directories, atlas maps               <ul style="list-style-type: none"> <li>• how to locate places on a map and/or a street directory using an alpha-numeric grid* (Mathematics)</li> <li>• to identify reference points on a globe or map (eg North/South Poles)                   <ul style="list-style-type: none"> <li>• to develop and use personally chosen map legends and symbols on outline maps</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;">Year Five</p> <ul style="list-style-type: none"> <li>• to construct simple large-scale maps of familiar areas such as the classroom, neighbourhood, roughly to scale               <ul style="list-style-type: none"> <li>• to locate places on a map and a street directory using an alphanumeric grid or other grid systems* (Mathematics) (eg Aa, A1)</li> </ul> </li> <li>• to identify reference points on a globe or map and identify the main parallels of latitude and label them in degrees (eg North/South Poles, Equator, Tropics of Capricorn/Cancer, Arctic/Antarctic Circles)               <ul style="list-style-type: none"> <li>• to recognise northern/southern hemispheres in relation to the Equator                   <ul style="list-style-type: none"> <li>• to use latitude and longitude coordinates to locate places and features</li> <li>• to use special map symbols as needed (eg direction sign, water and land areas, cities, roads, railways)</li> </ul> </li> <li>• to use a scale on maps of smaller areas such as 1 cm = 10 m*</li> </ul> </li> </ul>	<p>Locate the destination on a world map and identify nearby cities and neighbouring countries.</p> <p style="text-align: center;">Locations for</p> <p>Find a nice, moderately-priced hotel or hotels to stay in.</p> <p>Identify 2 restaurants in or near the hotel area, for a hotels you are staying in</p>	<p><a href="#">R11501 Visualising a journey - unit of work</a></p> <p>Educational value</p> <ul style="list-style-type: none"> <li>• Provides a pedagogical framework for a series of lessons about position and direction</li> </ul> <p>Learning objectives</p> <ul style="list-style-type: none"> <li>• Students will know and be able to use and interpret a range of vocabulary associated with describing movement, direction and position.</li> <li>• Students use visualisation strategies to assist them in the planning of a route.</li> </ul> <p>Curriculum area</p> <ul style="list-style-type: none"> <li>• Mathematics, Space, Measurement and geometry</li> </ul> <p><a href="#">R11479 Going places - unit of work</a> In this unit of work students visualise and plan routes, understand and use the language of position, and give and interpret directions using a variety of formats and resources.</p>

<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> <li>• that spatial patterns are described using terms such as location, distance, direction*</li> </ul>	<p>Find the most convenient way to travel to the destination, and travel within the country.</p>	<p style="text-align: center;"><a href="#"><u>L1997 Scale matters: range of numbers</u></a></p> <p>Explore the use of scale on a number line</p>
<p style="text-align: center;">Society and Environment Place and space Geography</p> <ul style="list-style-type: none"> <li>• the patterns that constitute a region: physical (eg climate, vegetation, natural resources)</li> <li>• to interpret map legends such as colour keys for elevation, rainfall, altitude, vegetation, food production, language and population</li> </ul>	<p>Find out the weather for that region, best season to travel.</p>	<p style="text-align: center;"><a href="#"><u>L344 Rainforest tracks, maps and signs</u></a></p> <p>Volunteer to help get a rainforest ready for the next tourist season. Read a brochure that includes maps showing climate patterns. Choose clothing for your trip from a catalogue. Book a flight to south-east Australia using 24-hour time. Explore the layers of a rainforest. Choose symbols to stand for rainforest features. Use grid references and compass points to find locations on a map. Mark the route for a new walking track. As you go, look up the meaning of tricky words. This learning object is a combination of eight objects in a series of nine objects.</p>
<p style="text-align: center;">Society and Environment Culture Sociology/Anthropology/History</p> <ul style="list-style-type: none"> <li>• the common elements of celebrations and diverse customs and traditions within cultural groups</li> <li>• what cultural protocols and conventions should be followed when investigating (eg manners, etiquette appropriate to the person, situation, culture)</li> <li>• to emphasise culturally appropriate conduct when talking to people, listening and responding to guest speakers</li> </ul>	<p>Find out what type a dress is appropriate.</p>	<p style="text-align: center;"><a href="#"><u>L3416 Tai hao le! My clothes: naming clothes</u></a></p> <p>Explore the Chinese names for items of clothing. Swap the clothes around to change what a girl is wearing. This learning object is the first in a series of three objects. The series is also packaged as a combined learning object.</p>
<p style="text-align: center;">Society and Environment Culture Sociology/Anthropology/History</p> <ul style="list-style-type: none"> <li>• the common elements of celebrations and diverse customs and traditions within cultural groups</li> </ul>	<p>Identify the traditional foods of the area</p>	<p style="text-align: center;"><a href="#"><u>L1147 Food chains: what is a food chain?</u></a></p> <p>Explore the idea of food chains to describe interactions. See an energy source, producer and consumers arranged into a food chain. This learning object is one in a series of six objects.</p>

<p>Society and Environment Culture Sociology/Anthropology/History</p> <ul style="list-style-type: none"> <li>• what cultural protocols and conventions should be followed when investigating (eg manners, etiquette appropriate to the person, situation, culture)</li> <li>• to emphasise culturally appropriate conduct when talking to people, listening and responding to guest speakers</li> </ul>	<p>Find out how to say “Hello”, “Thank you” and “Where is the xxx?” in the local language.</p>	<p><a href="#">L4318 Zou ba! My photo album</a> Explore the dialogue between friends about photos in a photo album and test your conversation skills.</p>
<p>Society and Environment Place and space Geography Processing and interpreting</p> <ul style="list-style-type: none"> <li>• ways to interpret photographs (eg by looking at the relationships such as those between the type and quantity of clothing and probable weather, climate or season of the year)</li> </ul>	<p>Find photographs of places, culture, people, foods etc.</p>	<p><a href="#">L4318 Zou ba! My photo album</a> Explore the dialogue between friends about photos in a photo album and test your conversation skills.</p>
<p>ICT</p> <ul style="list-style-type: none"> <li>• to communicate findings in a variety of ways* (eg oral reports, ICT, graphs, models, written reports)</li> </ul>	<p>Survey or questionnaire of class about their past or coming holiday destinations.</p>	<p><a href="#">R11596 Where do visitors to Australia come from? - unit of work</a> Students complete a data investigation by planning and undertaking surveys as well as representing data and reporting the results. Data representation includes constructing, reading, interpreting and making connections between tables and graphs. Students use class-based data and explore M007946 'International visitors to Australia - dataset' using the data visualisation tool DataGenie. Students can complete the activities by hand or with further use of ICT.</p>
<p>ICT</p> <ul style="list-style-type: none"> <li>• to communicate findings in a variety of ways* (eg oral reports, ICT, graphs, models, written reports)</li> </ul>	<p>Discuss and decide what to do during each of the 7 days of the holiday.</p>	<p><a href="#">L4376 Zou ba! Visiting China: my itinerary</a> Watch two friends planning a holiday to China. Look at attractions to visit such as the Great Wall, Tiananmen Square, the Temple of Heaven, Beihai Park, the Imperial Palace, a zoo, Hainan Island and Hong Kong. Investigate how to ask and answer questions about places to visit. This learning object is one in a series of five objects.</p>

Presentation space		
<p style="text-align: center;">ICT</p> <ul style="list-style-type: none"> <li>• how to construct formats to communicate findings* (eg geographical maps, webs, matrixes)</li> </ul>	<p style="text-align: center;">Online magazine pages</p>	<p style="text-align: center;"><a href="#"><u>L9683 Design a layout: magazine: assessment</u></a></p> <p>Test your understanding of how visual elements in a magazine page affect reader response. Compare a poorly created magazine page layout with a good page layout and identify how the visual elements in the good layout work better to convey meaning to the reader. Explore how the style, size, colour and placement of images, text and other page elements can improve the readability of the page. Examine the magazine's model page layout, then create a new page layout to suit the magazine's requirements. Reflect on what a good layout for a magazine is and why it is important. Finally, view and print a report of your results. This assessment object is one in a series of four objects.</p>