****

Central School

Home School Package

**Year : 12 Geography**



**HOME SCHOOL PACKAGE CONTENT**

**Page Number**

**Lesson Plan (1 – 8) 3 -19**

* **Assignements**
* **Date of classes**
* **Specific learning outcomes**
* **Strand 3 and 4**
* **How student will be assessed.**

**Weekly checklist for parents 20 – 27**

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date |  Week 8 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 3 : local, Régional and Global studiesTopic : Types of landforms in the Pacific RegionLesson number : 1 |
| Learning outcomesLearning outcomes | **learning outcomes:*** Name the major land form types in the Pacific Region
* Name major Pacific island countries

**Objectives*** Identify various forces/processes that form the landforms in the Pacific
* Identify boundaries and territories of the Pacific island countries, climate patterns, its effects on people and the environment.
 |
| TopicIntroduction | Refer to their Notes |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes | SummaryRefer to their Notes |
|  |   Photographs and Geo videos on landforms in their Flash drives |
|  | 1. Explain how the islands of the Pacific were formed?
2. Use diagrams to compare sizes and island types
3. Describe the major patterns of climate change in the Pacific
4. Describe the impacts on climate change on people and the environment

Describe the strategies in minimizing the effects of climate change |
| Assignment | Follow on the progress on assignment 2 : Research project. Ensure that all students follow the procedures in accomplishment of the task. |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences |  Mr Willie Tor |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date |  Week 8 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 3 : local, Régional and Global studiesTopic : El Nino and La NinaLesson number : 2 |
| Learning outcomesLearning outcomes | **Specific Learning outcome/objectives:*** Differentiate between El Nino and La Nina
* Describe the impacts of La Nina and El Nino on the Pacific island countries
* Give examples with evidence(pictures) to show impacts on El Nino and La Nina on people and their environment in the Pacific
 |
| TopicIntroduction |  Refer to their Notes |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes | Summary Refer to their Notes |
|  |   Photographs in their notes |
|  | 1. Define El Nino/La Nina
2. Explain how both these two natural disaster had impact on the lives of Vanuatu people.
3. Describe the strategies to reduce the negative impacts of El Nino and La Nina
 |
| Assignment | Follow on the progress on assignment 2 : Research project. Ensure that all students follow the procedures in accomplishment of the task. |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences |  Mr Willie Tor |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date |  Week 8 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 3 : local, Régional and Global studiesTopic : **cultural Groupings in the Pacific**Lesson number : 3 |
| Learning outcomesLearning outcomes | **Specific learning outcomes/objectives:*** Name the cultural regions on the Pacific
* Describe the features that differentiate these cultural regions
* Identify the institutions governing the Pacific islands
* List some of the internal conflicts in various Pacific islands
* Describe some of the solutions to these internal conflicts
 |
| TopicIntroduction |  Refer to their Notes( soft copy) |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes | Summary Refer to their Notes |
|  |   Map of the Pacific indicating different cultural grouping included in their notes. |
|  | 1. Name the Pacific islands categorized under each of the cultural grouping –Melanesia, Polynesia and Micronesia
2. Differentiate between the Patrimonial and Matrimonial societies
3. Describe the functions of institutions governing the Pacific islands
4. Explain the causes of instability in some Pacific island countries
 |
| Assignment | Follow on the progress on assignment 3 : Research project. Ensure that all students follow the procedures in accomplishment of the task. |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences |  Mr Willie Tor |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date | Week 8 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 3 : local, Régional and Global studiesTopic : Economic system in the PacificLesson number : 4 |
| Learning outcomesLearning outcomes | **Specific learning outcomes/objectives:*** Describe the economic system in different Pacific island countries
* Identify the impacts and causes to the downfall of Pacific economic
* Explain the economic inequalities with the Pacific countries
* Explain why the distribution of economic and resources are unevenly distributed throughout the Pacific
 |
| TopicIntroduction |  Refer to their notes |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes | Summary Refer to their Notes |
|  |   Photographs and Geo videos on Economic system in their Flash drives |
|  | 1. List the economic activities in which the Pacific people engaged in
2. Describe the economic system of selected Pacific island countries
3. Describe the strategies/solutions to overcome challenges to Pacific island economies
 |
| Assignment |  Ensure that all students follow the procedures correctly and complete the task. |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences |  Mr Willie Tor |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date | Week 8 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 3 : local, Régional and Global studiesTopic : Sustainable DevelopmentLesson number : 5 |
| Learning outcomesLearning outcomes | **Specific Learning Outcome/objective:*** Define sustainable development
* Identify fragile ecosystem within the Pacific region
* Describe the role of SPREP in the Pacific
* Identify other institutions and organizations that are working towards conserving environments and resources in the Pacific islands
 |
| TopicIntroduction | Refer to their Notes |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes | Refer to their Notes |
|  |   Photographs on sustainable development in their notes |
|  | 1. Describe conservation measures already at work in the Pacific island countries
2. Identify examples of conservation measures carried out by SPREP in the Pacific
3. Describe problems and challenges faced by SPREP in implementing these conservation measures
4. List some traditional methods of protecting and conserving resources in selected Pacific island countries.
 |
| Assignment | Ensure that all students follow the procedures correctly and complete the task |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences |  Mr Willie Tor |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date | Week 8 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 4 : Geographical skills and IdeasTopic : Mapping SkillsLesson number : 6 |
| Learning outcomesLearning outcomes | **Specific learning outcomes/objectives:*** Identify different directions using a compass or map orientation
* Identify conventional signs on a map
* List the different techniques for representing relief on a topographic map.
 |
| TopicIntroduction |  Refer to their notes |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes | Summary Refer to their Notes |
|  |   Photographs placed in their notes(soft copy) |
|  | 1. Show relief (diagram) on a map using the different techniques (spot height, layer shading and contour)
2. Discuss the advantage and disadvantage of the different ways/techniques of presenting relief on a map.
3. Use scales on a map or atlas to read actual distance on the ground surface
 |
| Assignment |  Completion of Internal Assessment(IA) |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences |   Mr Willie Tor |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date | Week 9 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 4 : Geographical Skills and Ideas.Topic : Contour and LandformLesson number : 7 |
| Learning outcomesLearning outcomes | **Specific learning outcomes:*** Identify the different patterns of contours on a map
* Draw diagrams of landforms (e.g. convex slope, escarpment)
* Identify features of transect using grid references
* Identify different types of landforms/settlements on maps
* Draw a topographic map to present landform and different land use in an area
 |
| TopicIntroduction |  Refer to their notes |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes | Summary Refer to their Notes |
|  |   Photographs in their(students) notes |
|  | 1. Define contour line
2. Apply a range of mapping skills to interpret information on a map.
3. Describe different types of settlement patterns on maps
4. Analyse the relationship between landform types and settlement patterns
 |
| Assignment |  completed |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences |  Mr Willie Tor |

**LESSON Plan**

|  |  |
| --- | --- |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | Name : Willie TorSubject : Geography |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg Date | Week 9 |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | Strand 4 : Geographical skills and ideasTopic : Methods of InvestigationLesson number : 8 |
| Learning outcomesLearning outcomes | **Specific learning outcomes/objectives:*** Use a variety of methods of investigations to collect information
* Design appropriate formats to present and communicate information
* Conduct a geographical investigation using both primary and secondary sources of information.
 |
| TopicIntroduction |  Refer to their notes |
| Catch | Catch phrase for the lesson |
| Learners notes 1Learners notes |  Refer to their Notes |
|  |   Photographs in their notes |
|  | 1. Select appropriate methods of investigation based on any issue studied – Relief.
2. Use both Primary and secondary sources of information
3. Communicate information’s and ideas using clear written/oral expression, language conventions, maps, figures and statistics
4. Design appropriate formats to present and communicate information.
 |
| Assignment |  Complete |
| Assessment | The activity needs to be mark once it is done, meaning that the student needs to bring it over for marking plus feedback. |
| Reference ClipartReferences | Mr Willie Tor |



**WEEKLY CHECKLIST For Parents**:

Term: 2 Week number 1 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 2 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 3 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 4 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 5 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 6 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 7 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 8 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 9 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 10 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 11 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 12 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |

Term: 2 Week number 13 Date…… to…… Month: …………

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject** |  **Number of lessons** | **Days**  | **Tick when activity is complete** | **Parents comment**  | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
|  | **5** |  |  |  |  |
|  | **6** |  |  |  |  |