MODULE 1 REVIEW PRIOR LEARNING
YEAR 8 UNIT PLAN OVERVIEW

Unit of work			
(Lesson adapted from unit of work designed by NSW Department of Education, 2024)			
Year level	8	**Unit title**	Tectonic theory and events
Learning area	Science (Earth science)	**Unit duration**	6 x 45-minute lessons

Unit overview

This unit of work includes tectonic plate theory, tectonic events such as volcanic eruptions and earthquakes and their effects on human populations. Student will explore the magnitude and structure of Earth, convection currents, tectonic plates and tectonic boundaries and earthquakes and volcanoes.

Context and cohort considerations

This class has 26 students in a mid-sized school in a regional city in Australia. In this class there are:

- three EAL/D students
- three students with literacy levels between one and three years below expectation
- two students working more than one year above expectation
- one student with autism
- two students with ADHD.

Students have a range of strengths and needs and levels of motivation and engagement.

Unit outcomes/Achievement standard

Students will:

- Apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere.
- Explain how the properties of rocks relate to their formation and influence their use.
- Explain the impact of tectonic events on nations within the Pacific region.

Assessment

This will be populated in Module 4.

Lesson plan

Lesson focus: Tectonic plate theory (first lesson in the sequence).

Learning objective

Students will:

- Understand tectonic plate theory by exploring the seven major tectonic plates and their boundaries.
- Explain the similarities and differences between the seven major tectonic plates.

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Learning intentions and success criteria	Sequence of teaching and learning	Ongoing monitoring of learning
Learning intentions Today we are learning about tectonic plate theory. We will explore the seven major tectonic plates and their boundaries and identify the similarities and differences between them. Success criteria I can: ▪ identify the seven different major tectonic plates on earth ▪ outline the similarities and differences between the tectonic plates ▪ describe tectonic plate theory.	Share the learning intentions and success criteria of the lesson with the students.	
	 **Review prior learning**	
	▪ Show images of volcanoes, earthquakes and mountains. ▪ Quick think-pair-share – What causes an earthquake? Why are there mountains? What causes volcanoes? Record ideas on the board. Check for accuracy of responses with students. ▪ Show students a visual image of the world with the tectonic fault lines outlined. Ask the question – What are these lines and what might they have to do with volcanoes, earthquakes and mountains? What do you know about tectonic fault lines? Short class discussion – Note student responses on the board (providing corrective feedback as needed). ▪ Ask students to complete an entry ticket by noting at least two things they know about tectonic fault lines.	Check understanding of tectonic fault lines through the lesson entry ticket. These can be used to inform planning of future lessons in this unit of work.
	 **Present new learning**	
	 **Guided practice**	
	 **Purposeful practice**	
	 **Ongoing review of learning**	

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Adjustments:	This will be populated in Module 2
Resources:	Relevant images, entry ticket, mini whiteboards, graphic organisers (included organisers with additional), handouts explaining seven major tectonic plates and their features, butcher's paper and felt tip pens, iPads, relevant vocabulary lists, sentence starters, exit tickets.
Notes:	This will be populated in Module 3