

CCC Kei Yuen College  
Year Plan - Geography

- 1 Aims:
  - 1.1 To help students understand how natural environments influence human activities, and how human activities alter natural environments.
  - 1.2 To provide trainings to help students effectively select, use and analyse appropriate geographical and generic skills for investigating geographical questions and issues.
  - 1.3 To recognise the role of perceptions, values and attitudes in decision-making about through different learning activities.
  
- 2 Present situation:
  - 2.1 Strengths:
    - 2.1.1 Teachers are very hard working and motivated in teaching, and the team has strong co-operation.
    - 2.1.2 Field trips and mobile learning activities organised for students strengthen their interest in Geography learning, and students are actively involved in the activities.
  
  - 2.2 Weaknesses:
    - 2.2.1 Some senior form students are weak in English, which hinders their Geography learning.
    - 2.2.2 Teachers' workload has been increased due to frequent curriculum amendments in recent years.
  
- 3 Major concerns:
  - 3.1 To cater for learner diversity: Mobile learning for the analysis and interpretation of geographical information to gifted students at different levels
  - 3.2 To enhance life planning education: Field studies courses and events to help enriching their academic or career aspirations

4 Implementation Plan and Methods of Evaluation:

4.1 To cater for learner diversity: Mobile learning for the analysis and interpretation of geographical information to gifted students at different levels

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Teacher in Charge	Resources Required
<ul style="list-style-type: none"> <li>Students at different level are expected to use Nearpod, OneNote, Edmodo, Google Form or other mobile learning kits to develop geographical enquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to use mobile learning kits during the lesson or field study course for enriching their data analysis and interpretation in different level.</li> <li>To offering pull-out mobile learning programmes in disciplinary area for the more able students within the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Each teacher attends one training workshop about gifted education.</li> <li>Students are able to complete their tasks including high or low order exercises about data analysis and interpretation.</li> <li>Pull-out mobile learning programmes are provided for the more able students.</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in the lessons or field study course</li> <li>Assignments from pull-out mobile learning programmes</li> </ul>	School Year	KY Ng CW Ng YL Wong	<ul style="list-style-type: none"> <li>Staff for I.T. support</li> </ul>

4.2 To enhance life planning education: Field studies courses and events to help enriching their academic or career aspirations

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Teacher in Charge	Resources Required
<ul style="list-style-type: none"> <li>• Arrange different field study courses or events for students to help enriching their academic or career aspiration and to develop a sense of gratitude to our natural environment and cherishing to our world.</li> </ul>	<ul style="list-style-type: none"> <li>• To enroll student in various field study courses and events.</li> <li>• S.1 (Tourism: Wetland Park visit and project learning)</li> <li>• S.2 (Changing Climate: MOCC, Wetland Park and Hoi Ha Wan)</li> <li>• S.3 (The Trouble of Water: Mai Po Nature Reserve, Wetland Park and Field study course in Cheung Chau)</li> <li>• S.4 (Climate Change: Field study course in Cheung Chau and MOCC)</li> <li>• S.5 (Sustainable Development and Coastal Management : Field study course in Cheung Chau)</li> </ul>	<ul style="list-style-type: none"> <li>• At least one field trip or field study course has to arrange for them.</li> <li>• Reflection writings for expressing gratitude and cherishing are posted on school bulletin after field study courses or events.</li> </ul>	<ul style="list-style-type: none"> <li>• The performance of the students will be evaluated in the Geography Panel meeting.</li> </ul>	School year	Ng K.Y. Ng C.W. Wong Y.L.	<ul style="list-style-type: none"> <li>• Staff for IT support</li> <li>• Grant from the gifted program. It is \$9000.</li> </ul>

5 Budget: :

No.	Category	Particulars	Budget(\$)		
1	Teacher Aids/Materials	22" Monitor (Aspect ratio: 16:10 with HDMI & RGB in) x 2	3,000		
		Multimedia (computer, monitor and visualizer projector) Lecture Desk	2,000		
		All-in-one colour printers	2,500		
		Wireless keyboard (for Mac)	300		
		Wireless mouse (for Mac)	300		
		iPad Cover (for field trip) x 30	2,100		
2	Activities	S4. Gifted Prog(DLG) (\$150 x 30)	4,500		
		S5. Gifted Prog(DLG) (\$150 x 30)	4,500		
		Fieldwork studies / field trip activities (LWL): S.2 Hoi Ha Wan (WWF): \$6,500 S.3 Mai Po (WWF): \$4,000 S.4 Field studies course: \$2,000 S.5 Field studies camp: \$7,000	19,500		
		Board Display	500		
		Exam Materials	800		
		Prizes	500		
		S5 Enhancement Prog(CEG) (\$150 x 15 hrs)	2,250		
		S6 Enhancement Prog(CEG) (\$150 x 30 hrs)	4,500		
		3	Others	Miscellaneous items	800
				<b>Total</b>	<b>48,050</b>

6 Working team :

Ng King Yeung (Panel Head), Ng Chung Wing, Wong Yuk Lin

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