**Teaching and Learning Program for the Elements**

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| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** |
| **Title/Type of Unit: Australia in its Regional and Global Context** **Program Risk Level: Low** | **Duration: 10 weeks****By**  |
| **Syllabus Outcomes****Stage 5** | *A student:*5.2 analyses, organises and synthesises geographical information5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information* 1. selects and applies appropriate geographical tools
	2. analyses the impacts of different perspectives on geographical issues at local, national and global scales
	3. accounts for differences within and between Australian communities
	4. explains Australia’s links with other countries and its role in the global community
	5. applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.
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| **Connectedness****Why does this learning matter?** | **Students learn to:*** locate Australia on a map, globe or atlas
* recognise and locate Australia’s near neighbours
* recognise and locate countries with which Australia has important connections and friendships
* explore ways in which Australia establishes links with other countries, e.g. humanitarian aid, sporting links, tourism links
 | **Students learn about:*** Australia’s location in relation to the world
* the types of links Australia has with its near neighbours and with other countries:
* trade
* defence
* aid
* sport
* migration
* environment
* tourism
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| **Background and Key Ideas** | The Unit of Work is to improve Geographical key concepts and ideas by using literacy and numeracy techniques in the classroom.* Teach and demonstrate to students in how to interpret Geographical data
* Increase students literacy levels in regards to different data and texts
* To increase skills comprehending and evaluating data
* Cross-curricular topics and outcomes
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| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
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| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
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| **Quality Teaching** |
| **Intellectual Quality** | **Quality Learning Environment** | **Significance** |
| * IQ1 Deep Knowledge
* IQ2 Deep Understanding
* IQ3 Problematic Knowledge
* IQ4 Higher-order Thinking
* IQ5 Metalanguage
* IQ6 Substantive Communication
 | * QLE1 Explicit Quality Criteria
* QE2 Engagement
* QE3 High Expectations
* QE4 Social Support
* QE5 Students’ Self-regulation
* QE6 Student Direction
 | * S1 Background Knowledge
* S2 Cultural Knowledge
* S3 Knowledge Integration
* S4 Inclusively
* S5 Connectedness
* S6 Narrative
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| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**F:\Mock ups\Square elements\Numeracy.jpgE:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1/2***The place of Australia in the word* In pairs and using an atlas, complete the questions and label Australia’s neighbours and boundaries. Present your finding and reasons to the class. Teacher is then to discuss the eight interactions between Australia and other nations: * Aid
* Communication
* Culture
* Defence
* Migration
* Tourism
* Trade
* Sport

Using a computer or textbook research one of these interactions and develop a poster illustrating the main points and brief description (1 page) of the information of Australia’s links with its neighbours in a regional and global context.  Points to be covered in the research include* Locating the nations with which Australia interacts for the allocated regional and global links
* Describe the nature of the link
* Explanation of the roles and actions of different levels of government in relation to the link
* Analyse the importance of the link
* Discuss the advantages and disadvantages
* Look at social justice and equity issues in Australia and other countries involved

**Week 3***Treaties and agreements*Complete What is a Treaty?**Week 4** *Australia’s changing place in a global world*show clip [Australian’ s as global citizen](http://splash.abc.net.au/home#!/media/526677/australians-as-global-citizens)define globalizationDiscuss the following questions based on the clip: The presenter describes three ways Asian nations are connected with Australia. What are they?How many refugees have come to Australia since 1945? What percentage of the immigration program is made up of refugees?Students are to then do a survey on items they own to discover where they are made, group them into continents. Create a chloropleth map ([how to draw a chloropleth map](http://www.teachingideas.co.uk/maps-and-atlases/how-to-make-a-choropleth-map)) to represent your findings. Discuss how the items we build connections within the globalized world. **Week 5***Australia’s links to the asia-pacific area and ASEAN connections* Define the following: Aid, Trade ,Education , tourism, defence, migration, future Discuss how all of these can benefit from links with the Asia-Pacific areasComplete Worksheet 3 **Week 6***Australias tourism links and the future of tourism* *Excursion to Sydney Tower Eye* Show students the current advertisements for Australia tourism and discuss the importance for tourism in Australia[*tourism advertisment 2016*](https://www.youtube.com/watch?v=vUF7ja9ehIs)[*tourism advertisment 2014*](https://www.youtube.com/watch?v=rn0lwGk4u9o&list=PL77685EA8D7CC0FFE)**Week 7***Australia’s defence links and agreements* Identify the Tri-service defence ( The Royal Australian Navy, The Australian Army and the Royal Australian air force) Watch [The Australian Army ‘ This Is Us”](https://www.youtube.com/watch?v=rXnpZ4A0Vfs) and [Australian Army Recruit Ad](https://www.youtube.com/watch?v=6BxAtoNxun8) and brainstorm roles and responsibilities the Australian Army does to help other countries around the world. Create a mind map for each discussing what the role may be for each of the tri-services. Read through Australian Defence Force worksheet complete the skill question. **week 8** *peace building*Develop a mind map on How the Australian army can help other countires develop peace. Students to study and read through [East Timor](http://www.army.gov.au/Our-stories/Operations/East-Timor_Timor-Leste) Peacekeeping mission to conclude [Timor-lest: crises and peace](http://www.army.gov.au/Our-work/News-and-media/News-and-media-2012/News-and-media-December-2012/East-Timor-peacekeeping-mission-to-conclude) Develop a short report as a class on the current situation in Timor-less. Include a map, progress made and problems that still remain.**week9** *The war on terrorism* Watch: [War on Terror explained](https://www.youtube.com/watch?v=YrEXibbXqUs)Discuss the meaning of terrorism and write the meaning on the board: ***Terrorism*** is the international use, or threat of the use, of violence against civilians or civilian targets in order to achieve political end. Research the following questions: 1. Explain the role of Australian Government and organisations in response to terrorism
2. Explain why terrorism is a global defence link
3. Terrorisms generally involved violence, often by individuals or groups using a disguise, and the effect of the attack communicates fear to the affected country and its people. Explain this using recent terrorist attacks.
4. Explain counter-terrorism and research Australia’s Anti-terrorism act ( 2005)

**Week 10 Optional Modify Scope and Sequence** **(Due to poor attendance)***regional defence: helping a friend*IntroductionLabel the map of Australia.States and Territories plus the capital citiesClimate GraphAnalyse and present Geographical DataLabel all the seven continents of the world.World Geography - 5 Multiple Choice Questions South East Asia – 5 Short AnswersAustralia’s treaties and trade in Asia. Assess the importance of Asia to Australia.Give reasons. | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*2_maps.jpgLearning Maps6_non-linear.jpgNon-LinearLand LinksNon-Verbal8_community[1]Community Links |
| **Special Needs Adjustments** | **School to Work** |
| Extra support given to studentsDiscussion and Observation |  |
| **Assessments** |
| Informal Assessment TasksStudents complete comprehension tasks via WorksheetsICT Based Research Tasks completed.Informal Class Discussions and small quizzes.  |

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| Roles and Responsibilities |
| Teacher | SLSO | Student |
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| **Risk Assessment – Dorchester ETU only** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
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| **Teacher Evaluation****Comments / Variations** |
| Guiding QuestionsWhat worked well?Maps provided visual aid for the students.What needed to be changed?Utilise more technology based lessonsWhat do I think the students gained from this lesson?Revision was encouraged and worked with all the students who overall had poor attendance this School Term.Test their knowledge of basic Australian and World Facts worked well.Eg. Label all the seven continents of the world. World Geography - 5 Multiple Choice Questions  South East Asia – 5 Short AnswersHow well did this unit match the Elements of Learning and Achievement?Poor Attendance did not match the Elements of Learning and Achievement.What did I learn?Continue with Visual Aids and more Quiz’s like multiple choices and short answers.How will I use this experience to extend my practice in the future?  |
| **Date Commenced**:  | **Date Finished**:  |
| **Teachers Signature**: | **Assistant Principals Signature**: |