**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: Rights and Freedoms**  **Program Risk Level: Low to Medium** | | | | | | | | | | | | | **Duration: 11 Weeks**  **By** | | | | | |
| **Syllabus Outcomes**  **Stage 5 History** | *A student:*  The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration **(ACDSEH023)**  Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations **(ACDSEH104)**  The US civil rights movement and its influence on Australia **(ACDSEH105)**  The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology **(ACDSEH106)**  Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle **(ACDSEH134)**  The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) **(ACDSEH143)** | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182) * Use historical terms and concepts (ACHHS183) * Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184) * Evaluate and enhance these questions (ACHHS185) * Identify and locate relevant sources, using ICT and other methods (ACHHS186) * Identify the origin, purpose and context of primary and secondary sources (ACHHS187) * Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188) * Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189) * Identify and analyse the perspectives of people from the past (ACHHS190) * Identify and analyse different historical interpretations (including their own) (ACHHS191) * Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192) * Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193) | | | | | | | | | **Students learn about:**   * How the rights and freedoms that we possess have been gained for us. It also helps us to learn where these struggles for rights still need to be fought. * Human rights and freedoms are essential to social well-being. They are usually won through some form of historical struggle. * The variety of Aboriginal and Torres Strait Islander groups who waged long campaigns for civil, industrial, cultural heritage and land rights, making advances at local, state and federal levels. | | | | | | | | | |
| **Background and Key Ideas** | Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Clusters: (individual or range)  Activities linked to program to increase learning: | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | | Fraction Units | | Length, Area and Volume |
| Elements: (individual or range)  Activities linked to program to increase learning: | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | | **Brainstorming Task**  What are human rights?  **The Universal Declaration of Human Rights**  Origin, development and Significance  **The US Civil Rights Movement**  Origin, The Movement (1955 -68),  <http://www.history.com/topics/black-history/civil-rights-movement>  Discuss the activism of Martin Luther King, Malcolm X and various members of the Black Panther Movement  **Introduction**  **Brainstorming Task**  Test Knowledge and Understanding of Aboriginal people, culture & issues of the day  **Glossary and Words**  Match the words to the correct definitions  **Government Policies towards Aboriginal People**  Match the policies with their definitions and features  Protectionism, Assimilation, Integration, Self-Determination & Reconciliation  Use Mind maps to linking each government policy to source material.  **Using Historical Evidence**  Complete Comprehension task using historical sources.  **Case Studies: The Freedom Rides & Charlie Perkins**  <http://dl.nfsa.gov.au/module/1033/>  <http://indigenousrights.net.au/home>  Watch the video clip and discuss the aims and significance of the The Freedom Rides.  <http://www.skwirk.com/p-c_s-14_u-117_t-319_c-1079/charles-perkins-freedom-rides/nsw/charles-perkins-freedom-rides/power-people-and-politics-in-the-post-war-period/people-and-power>  **Multiple Choice Task**  **Research Task**  Create or Recount a letter of correspondence between the Australian Aboriginal Activist Pearl Gibbs and US African-American Activist Rosa Parks  **1967 Referendum**  Listening Task  **Self-Determination**  Using Historical Evidence – Small Comprehension Task  **Mabo, Wik and the 10 Point Plan**  Linking Words to Definitions  Cloze Passage  Flow Charts  Watch the ABC TV Series Mabo  **Stolen Generation**  Watch the video clip and listen to the son They took the children away by Archie Roach  Source Analysis Task – Flow Chart  Listen to the apology by K Rudd on You Tube  Describe some of its key ideas.  Watch the ABC TV Documentary The Stolen Generation. | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | | **School to Work** | | | | | | | | | | | |
| Extra support given to students in need of it.  The work consists of Visual (or Multimedia) and Oral Learning and Age/Stage Appropriate text.  Work designed to engage learners as it is altered for their interests  Students’ work meets their Personalised Learning Plans goals/outcomes. | | | | | | | | Students will develop their comprehension strategies to allow them to identify and interpret information in texts. | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | |
| Students to complete a workbook – This will provide work samples and evidence of achievement  Discussion and observation – Each lesson will include discussion topics designed to gauge students’ reactions to different situations  Record of comments through a shared board | | | | | | | | | | | | | | | | | | | |

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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 Questions  **What worked well?**  Brainstorming Task worked well.  Matching Definitions and Meaning required support.  Students struggled with the Source Analysis task  **What needed to be changed?**  Unable to assess due to the Year 10 students poor attendance  **What do I think the students gained from this lesson?**  Appreciate the plight and struggles that Aboriginal people went to in order to gain their rights and freedoms  **How well did this unit match the Elements of Learning and Achievement?**  Limited use of Functional and Practical Literacy/Numeracy  **What did I learn?**  Understand each student’s limitation and strengths and utilise them.  **How will I use this experience to extend my practice in the future?**  Hopefully future students can attend more regularly so more of the coursework can be taught and assessments can be completed. | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |