|  |  |  |
| --- | --- | --- |
|  | Unit Planner: Global citizenship LEX@R 7 & 8  Tuesday, February 9, 2016, 9:37PM |  |

|  |  |
| --- | --- |
| Secondary School > 2016 > Year 7 & 8 > LEX@R > LEX@R 7 & 8 > Week 27 - Week 35 | Last Updated: Today by Rachel Dalais |

Dalais, Rachel

|  |  |
| --- | --- |
|  | |
| |  | | --- | | Outcomes and Standards Framework | | |  | | --- | | AU Content Descriptors | |
| Choose Outcomes   |  |  |  | | --- | --- | --- | | Science (2015) | | | | **Level 8** | | | | Achievement Standard: Science | | | | **By the end of Year 8,** | | | |  |  |  | |  | Students consider safety and ethics when planning investigations, including designing field or experimental methods. |  | |  |
| |  | | --- | | AU Achievement Standards | | |  | | --- | | Christian Application / Perspectives | |
| Choose Outcomes   |  |  |  | | --- | --- | --- | | F-10: The Arts | | | | **Years 7 - Years 8** | | | | Achievement Standards: Media Arts | | | | **Achievement Standard** | | | |  | Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. |  | |  | Students evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. |  | |  | Students identify and analyse the social and ethical responsibility of the makers and users of media artworks. |  | |  | Students produce representations of social values and points of view in media artworks for particular audiences and contexts. |  | |  | Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions. |  | | Achievement Standards: Visual Arts | | | | **Achievement Standard** | | | |  | Students demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks. |  | | F-10: Humanities and Social Sciences | | | | **Year 8** | | | | Achievement Standard - Civics & Citizenship | | | | **Achievement Standard** | | | |  | Students explain different points of view on civics and citizenship issues. |  | |  | When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. |  | |  | Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. |  | |  | Students identify ways they can be active and informed citizens in different contexts. |  | | God made mankind in his image and as such, every human being has inherent value and rights. This relates to how we see ourselves and how we interact with others, including near and distant neighbours.  The fall of man has led to inequality, violence, disease and exploitation. Sin has individual effects and community implications. The work of man to earn a living and provide for others has become distorted to exploit resources and others for profit. Corporations as a group of employers and employees often reflect both the value of work and the distortions of the fall. Disease exposes the vulnerabilities of ignorance, fear and lack of scientific care, but also the unequal distribution of knowledge and resources for dealing with disease or natural disaster. Poverty and ignorance often affect our ability to respond to human suffering. Would a just distribution of resources alleviate suffering, or are there other causes of suffering that flow from the fall? (Man's injustice to man, greed and selfishness, failure to practice mercy, corruption and exploitation) Would being informed about others needs create a more just response?  Redeeming the worth and dignity of the human being comes through the sacrifice of Jesus once for all mankind. The cleansing from sin, the healing of disease, infirmity and mental illness, the restoration of the broken hearted and relationships between people, all flow from Christ's work on the cross. How do we as disciples do the work of him who sent us in proclaiming the good news of redemption and reconciliation? How do we as human beings restore the dignity of others around us, both locally and globally? How do we "let justice roll down like rivers and righteousness like an everflowing stream" in a modern context? How do we balance the recognition of value and preservation of care for human beings with the current emphasis on "rights" and happiness? How do we use truth in it's broadest sense (Jesus is Truth, but also information) to work justice and mercy for others? |
| |  | | --- | | General Capabilities/Cross-Curricular Priorities | | |  | | --- | | General Capabilities Elaborations | |
| Choose Outcomes   |  |  |  | | --- | --- | --- | | GC: Information and Communication Technology Continuum | | | | **Level 5 (End of Year 8)** | | | | Investigating with ICT | | | | **Define and plan information searches** | | | |  | use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation |  | | **Locate, generate and access data and information** | | | |  | locate, retrieve or generate information using search facilities and organise information in meaningful ways |  | | **Select and evaluate data and information** | | | |  | assess the suitability of data or information using appropriate own criteria |  | | Creating with ICT | | | | **Generate ideas, plans and processes** | | | |  | use appropriate ICT to collaboratively generate ideas and develop plans |  | | **Generate solutions to challenges and learning area tasks** | | | |  | design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions |  | | Communicating with ICT | | | | **Collaborate, share and exchange** | | | |  | select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global audiences |  | | GC: Ethical Understanding Continuum | | | | **Level 5 (End of Year 8)** | | | | Understanding ethical concepts and issues | | | | **Recognise ethical concepts** | | | |  | analyse behaviours that exemplify the dimensions and challenges of ethical concepts |  | | **Explore ethical concepts in context** | | | |  | analyse the ethical dimensions of beliefs and the need for action in a range of settings |  | | Reasoning in decision making and actions | | | | **Reason and make ethical decisions** | | | |  | analyse inconsistencies in personal reasoning and societal ethical decision making |  | | **Consider consequences** | | | |  | investigate scenarios that highlight ways that personal dispositions and actions can affect consequences |  | | **Reflect on ethical action** | | | |  | analyse perceptions of occurrences and possible ethical response in challenging scenarios |  | | Exploring values, rights and responsibilities | | | | **Examine values** | | | |  | assess the relevance of beliefs and the role and application of values in social practices |  | | **Explore rights and responsibilities** | | | |  | analyse rights and responsibilities in relation to the duties of a responsible citizen |  | | **Consider points of view** | | | |  | draw conclusions from a range of points of view associated with challenging ethical dilemmas |  | |  |
| |  | | --- | | Essential Questions | | |  | | --- | | Unit Overview | |
| THREADS from TRANSFORMING BY DESIGN:  What is the origin of Human rights?  Theological response to human rights and the pursuit of happiness?   * What makes a community? * Who is our neighbour? * Can we live without others? * Why should we serve others with our gifts?   How can we resolve conflict?   * What does true prosperity look like? * Why do some people flourish and other don’t? (What does it mean to flourish?) * How is it possible to suffer and be joyful at the same time? * How can we celebrate life? How can we celebrate the giver of all good things?   The American Declaration of Independence says “We hold these truths to be self-evident, that all men….are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Does everyone have the right to happiness? | Enduring understandings:  Students will:  consider Biblical understanding of human rights  appreciate disparity between global communities, economically, socially, philosophically  be inspired to respond to injustice  brainstorm ethical responses to disaster, disease, inequality  critique solutions posed by different organisations and individuals  consider the role of worldwide communities in aid  explore the role and contribution of media and ICT to international crisis and justice. |
| |  | | --- | | Assessments | | |
| Add New Assessment   |  |  | | --- | --- | |  | Summative: Performance: Authentic Task  Students create a digital media presentation (wiki, blog, youtube, app, meme etc) to promote their evidence based perspective on a global issue, demonstrating critical thinking, ethical and intercultural understanding.  12 Standards Assessed  Hide Outcomes   * Students identify and analyse the social and ethical responsibility of the makers and users of media artworks. * Students produce representations of social values and points of view in media artworks for particular audiences and contexts. * Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions. * Students demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks. * When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. * Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. * use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation * design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions * analyse the ethical dimensions of beliefs and the need for action in a range of settings * investigate scenarios that highlight ways that personal dispositions and actions can affect consequences * analyse rights and responsibilities in relation to the duties of a responsible citizen * draw conclusions from a range of points of view associated with challenging ethical dilemmas | |  | Debate on justice  Formative: Oral: Debate  Students participate in a Q & A style debate on the question of biblical justice. They will be recorded and assessed on their ability to express ideas clearly and present a reasonable argument or point of view.  5 Standards Assessed  Hide Outcomes   * Students explain different points of view on civics and citizenship issues. * analyse behaviours that exemplify the dimensions and challenges of ethical concepts * analyse inconsistencies in personal reasoning and societal ethical decision making * analyse rights and responsibilities in relation to the duties of a responsible citizen * draw conclusions from a range of points of view associated with challenging ethical dilemmas | |  | Man vs machine  Formative: Written: Persuasive  Students write a paragraph expressing reasons why mankind and machines are different. What defines our humanity, in contrast to the artificial intelligence of a machine? They analyse several poems and texts as a preliminary prompt and participate in a lab trying to make a robot draw. Does our ability to appreciate and create art differentiate us from other creatures and from machines?  2 Standards Assessed  Hide Outcomes   * analyse the ethical dimensions of beliefs and the need for action in a range of settings * assess the relevance of beliefs and the role and application of values in social practices | |  | Firestone simulation  Formative: Performance: Dramatisation  Students participate in a simulation game based on Firestone company in Liberia during the Ebola crisis. This will include adopting a role and making decisions on a number of scenarios. Students need to consider how best to honour human rights issues in a crisis and a corporate situation. See attached plan  9 Standards Assessed  Hide Outcomes   * Students consider safety and ethics when planning investigations, including designing field or experimental methods. * locate, retrieve or generate information using search facilities and organise information in meaningful ways * analyse behaviours that exemplify the dimensions and challenges of ethical concepts * analyse inconsistencies in personal reasoning and societal ethical decision making * investigate scenarios that highlight ways that personal dispositions and actions can affect consequences * analyse perceptions of occurrences and possible ethical response in challenging scenarios * assess the relevance of beliefs and the role and application of values in social practices * analyse rights and responsibilities in relation to the duties of a responsible citizen * draw conclusions from a range of points of view associated with challenging ethical dilemmas |   4 record(s) found. | |
| |  | | --- | | Learning Activities | | |
| Week 9: CSIRO lab visit - check if SCITECH has stuff about disease. Planning for the timing of this unit is interrupted by the lab visit and also the availability of the guest speaker/s. Below reflects the ideal sequence of events! Also see separate planning document, subject to growth and change, as part of the AISWA Taking action curriculum development working group.  **Week 7** :  Objectives: Students reflect and assess their own performance especially with respect to time management and group dynamics  Define human rights and identify why they have arisen.  Debrief from Tournament - celebratory morning tea!!! Good Bad and Ugly features of tournament - need to ensure they review their use of time and technology as part of the debrief.  Introduction to this unit  1. View documentary video - Story of Human rights. http://www.humanrights.com/what-are-human-rights/brief-history/cyrus-cylinder.html  Bhutan's Gross National Happiness index (19 minutes happiness formula also)  History of human rights philisophically.  https://www.behance.net/gallery/2908829/Universal-Declaration-Of-Human-Rights-posters  http://www.humanityinaction.org/pages/239-humanity-in-action-presents-just-people - 58 min movie of social response post holocaust. Collective implies some loss of indepedence/individuality, discusses role of "advertising" propaganda at persuading people to do something inhumane - looking at holocausts (references to other holocausts - Rwanda, Serbia, Kurds, dehumanisation of people - individuals don't massacre individuals, groups do - groups by definition include some and exclude others. conversation with primary students about exclusion dynamics. (approx 12 minutes)  POST NOTE: students discussed issues around rights and politics, including marriage equality debate - one student mentioned the War Room and the students voluntarily stayed back in their lunch time to pray for Tony Abbott, Australia, and the issues at hand. Their passion was impressive.  **Week 8:**  Objectives: Students critically examine the philosophical and theological basis (or not) for human rights. What view of mankind lies behind human rights? What view of God lies behind it?  Students examine a variety of texts and articles to define an applied view of justice from a biblical perspective.  Biblical response to human rights - exploring the underlying view of mankind, God and justice that this represents and then comparing it to the Biblical texts and idea of justice. Students to read different texts and sources in pairs and share this in a Socratic circle style session. Resource texts are: You were made to make a difference pg 16-20 (follow on from previous week content) Can we be good without God? by David Anderson, Biblical Justice by Tim Keller, Bakers Dictionary of Biblical Theology - look up texts and summarise - break this into sections for students to explore.  1. Revise human rights as a concept – what is it to be human, to have rights? What did you think of the videos- do children have the same rights or more/less? Do they need special protection? What other groups might need special protection or consideration?  2. In pairs – read through given text and make some notes for presentation back to group. Questions: What is justice? What view of mankind is behind human rights? What view of God is behind human rights? Are these accurate? If not, why not? What are some of the benefits/problems with human rights? How does God’s character affect our view of justice? WWJD?  3. In a Socratic circle, one partner presents the view of the article/text they read to the whole group. The group may question the speaker and ask for elaboration/extension. They may also ask to think further down the line…does this mean that….? The other partner can add information/discussion when necessary. Give some background natural law to legal positivism to human rights. (HR without religion article summary) as a starting point.  4. Can we answer the question of what is justice? And the questions from the beginning of class? Write a short response in your journal for yourself to these questions. Complete the quotes “test” and see if you can identify the different views.  End with reading Deut 10.  POST NOTE: The Socratic circle was very full on and remained unfinished - discussion around death penalty being just (eye for an eye) or not, need to finish this next time - articles on good without God and biblical justice  **Week 9**: Excursion to CSIRO lab - drawing bots. and Trainspotting quiz.  Objectives: Students engage with technology and explore the practical applications and limitations of electronic devices  Students define some of the qualities of being a human being created in God's image.  Post excursion paragraph about what it means to be human and not a machine. What defines our humanity? The Creation of Man's best Friend poem by Steve Turner up on Google classroom along with the question to be answered and submitted before next week. See assessment note above.  **Week 10**:  Resources: articles for discussion, 4 different text collections (Deut 10.12-20), (Matthew 5.38-42) (Acts 4.32-37) (Luke 11.42) (Jeremiah 32.26-35) (see links for attached doc), debate rubric, recording device, copy of Crazy change pg 16  Objectives: Students attempt to define an applied view of biblical justice.  Distinguish between OT and NT applications of God's justice.  Explore situations where justice should and can be applied in the real world.  Express ideas clearly and in a logical sequence verbally  Address and predict counter arguments and formulate responses.  Identify some complications to applying justice in given situations.  Intro: prize for trainspotting quiz and best machine vs man article. (10 min)  1. Finish sharing summary of two articles - can man be good without God and biblical justice. (10 min)  2. Students take time with their journals to write thoughts down about the discussions we have had and write their own definition of biblical justice. Can use article on google classroom as a framework - venn diagram. (15 min)  3. In teams of three, students form an opinion and reasoned argument to the question "What does it mean to "let justice roll down like rivers and righteousness like an ever flowing stream" (Amos 5.24)? (15 min)  Each group must incorporate different texts (supplied) in answering the question. Students will have 2 minutes to speak each (timed). (40 min)  4. Debrief /discussion - do you want to go back to your journal and revise your definition of biblical justice? Any questions for each other?  5. Crazy change book pg 16  Term 4:  Week 1:  REsources: World Vision Get Connected Issue 6, Persuading the world.  Research Phase  Using the learning phases - questioning, research, analyse, evaluate, communicate. Explain the steps - we have spent a long time at the questioning phase - trying to explore what rights, justice, humanity mean. Now it is time to explore other phases. Can't communicate anything until we have done some research.  Intro: Lolly game  1. Minature world World Vision Get Connected issue 6 pg 4-5, also use if the world were a village book.  2. Globalisation (being part of the world) brings good and bad things - sort the newspaper headlines into categories on white board. (copy, enlarge and magnetize these from pg 8)  3. remember we talked about human rights being an attempt to care for one another without God. UN Millennium Goals - read info from World Vision handout. What are the goals - write them and match them to the stats and outcomes so far. How many goals have we kicked? As a global community? As a country?  4. Teenage affluenza clip. What can we do? Remember the chocolate tasting we did at the beginning? Fair trade choc game OR PNG game - world vision website.  5. Research time  Week 2 Alternative timeline! (post programming)  Visit by Jan Clarke from AISWA on mulitmedia techniques  1. Students preview 5 clips on Google classroom - Don't read this, Letter to ISIS, literacy shed video of Yr 5 class doing animal welfare, asap science clips, bad day song clip.  2. See handout on mulitmedia presentation Creating an interesting and effective digital "persuasive text" by Jan Clarke.  3. Using the animal welfare clip as a base, Jan used iMovie to edit the clip, greenscreen the background out of the frame and add in photos of sad animals, Ken burns effect. Discussed adding of text, ways of animating the NO etc.  4. Students then attempted the same exercise with Mac's and iMovie, webcams  Week 2:  Persuasive techniques  Objectives: students revise elements of a persuasive text  students critique several persuasive texts for the elements and techniques used.  students research global issue of injustice using a range of sources, and collecting a range of information and formats (graphic as well as text for example, or audio -interview or song)  students analyse information to construct a persuasive text and plan their own perusasive text.  students consider an ethical response to a particular injustice.  Resources: webcams, Macs, storyboard handout from Jan, persuasive text analysis chart (post on Google classroom as google doc) .  Intro: Water simulation - 15 mins discuss empathy and ways to explore other people's worlds without travelling - isn't this part of what we want to do with our persuasive texts.  1. Begin with poster analysis from Get connected:Persuading the world pg 1. Review different persuasive techniques from IB resources/handout  2. Persuasive techniques can be used in media, not just written work. Watch clips - Dont read this by Room to read, worldvision.come.au/school resources, Whats behind the label?, Child labour in India, Teenage Affluenza, Girl rising cameo, First 1000 days.  Analyse the techniques being used. Use attached doc Examining persuasive techniques posted on google classroom (see links) 35 mins  3. Students work on their own research - exit visa is a topic, set of facts/info/anecdotes about their topic and some notes about ideas for persuasive digital production (or beginning of storyboard sheet). Meet with each student to refine topic and make sure it fits the criteria.  Week 4:  Digital production  Week 5:  Digital production  Week 6"  Debrief from production - viewing of each others clips and marking rubrics returned.  Week 7:  Ebola simulation game  Week 1 Simulation - board of Firestone Rubber Company - set up the roles/characters and give students time to read their briefs and think about how their role would respond to a set of questions with regard to setting up business in Liberia. Break at point where informed of ebola patient in the compound. What research do you need to do?  Use Chistianity in Action simulation - Free trade choc and others as a base. making tyres and needing resources and workers  Continue simulation - response to ebola outbreak, including corruption, media interest, Role of media - examining media texts, looking at types of persuasive writing, examples (Sea Shepherd quote)  Week 8:  1. Debrief the ebola simulation game  2. Structured debate - first speaker, second speaker third speaker etc.  Prepare solar cooker with tyre for next week.  Week 9:  Solar cooking popcorn in tyre and pizza box cooker to make pizza  an end of year celebration.  <http://www.humanrights.com/what-are-human-rights/brief-history/cyrus-cylinder.html> [Brief history of human rights.docx](https://rehoboth.rubiconatlas.org/Atlas/View/File?AttachmentID=9369&) [Global Citizens Digital Programme draft 23715.docx](https://rehoboth.rubiconatlas.org/Atlas/View/File?AttachmentID=9370&) [justice debate.docx](https://rehoboth.rubiconatlas.org/Atlas/View/File?AttachmentID=9398&) [Global Citizens Project.docx](https://rehoboth.rubiconatlas.org/Atlas/View/File?AttachmentID=9597&) [project rubric.docx](https://rehoboth.rubiconatlas.org/Atlas/View/File?AttachmentID=9598&) [examining persuasive techniques.docx](https://rehoboth.rubiconatlas.org/Atlas/View/File?AttachmentID=9599&) | |
|  | |

<< Previous Year

Atlas Version 8.1.1

© [Rubicon International](http://www.rubicon.com/) 2016. All rights reserved