

STAGE THREE UNIT OF WORK

AIM/RATIONALE

This unit provides opportunities for students to explore issues and decision-making involved in human interaction with a significant world environment, the Antarctic. The unit focuses on how beliefs about human interaction have changed over time and differ from person to person, depending on each one's perspective and interest in the area.

FOCUS QUESTION/AREA OF INQUIRY

Why is Antarctica important and how are people trying to protect it?

CONTRIBUTING QUESTIONS/LEARNING SEQUENCES

- 1 What is Antarctica like?
- 2 How have we discovered information about Antarctica?
- 3 What problems have been caused by people's actions in Antarctica and what is being done to overcome these problems?

AREAS OF INTEGRATION

HSIE	Environment, Change and Continuity, Social Systems and Structures
ENGLISH	Factual Description/Information Report, Exposition, Historical Recount
MATHS	Space
SCIENCE & TECHNOLOGY	Designing and Making, Living Things

ESTIMATED TIME: 10 Weeks

CONTENT

KNOWLEDGE

- Antarctica is an island continent at the South Pole covered by a thick layer of ice and snow.
- More than 70% of the world's fresh water is frozen as ice in the Antarctic.
- The Antarctic plays a crucial part in the formation of the earth's climate and weather conditions.
- The earth's climate affects the agriculture and the production of the world's food supplies.
- There is little life on land in the Antarctic.
- The ocean surrounding the Antarctic is the home of many plants and animals.
- The food web of the Southern Ocean is very fragile because it relies on krill.
- Antarctica has great value as a vast unspoiled laboratory for scientific research.
- Many nations maintain research stations in the Antarctic.
- Treaties have been signed to ensure international cooperation and banning nuclear waste disposal and atomic testing in the Antarctic.

GENERIC SKILLS

- Locate, select and evaluate information from a variety of sources.
- Present and communicate information according to purpose, situation and audience.
- Make personal judgements and informed choices.
- Use time and resources effectively.
- Develop an awareness of personal, local, national and global responsibilities.

VALUES AND ATTITUDES

Ecological Sustainability

- Appreciating the environment, one's personal relationship with it and one's responsibility for its future.
- Recognising the interdependence of people and the environment.
- Showing commitment to ecologically sustainable development and lifestyles.
- Being environmentally responsible.

OUTCOMES

HUMAN SOCIETY AND ITS ENVIRONMENT

CCS3.1

Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.

ENS3.5

Demonstrates an understanding of the interconnectedness between Australia and the global environment and the ways in which individuals and groups can act in an ecologically responsible manner.

ENS3.6

Explains how various beliefs and practices influence the ways in which people interact with change and value their environment.

SSS3.7

Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

ENGLISH

TS3.3

Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.

TS3.4

Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

RS3.6

Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

RS3.8

Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

WS3.14

Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

MATHEMATICS

SS3.4

Uses simple coordinates or compass points to describe position, and marks out points on a grid.

SCIENCE AND TECHNOLOGY

DMS3.8

Develops and resolves a design task by planning, implementing, managing and evaluating design processes.

LTS3.3

Identifies, describes and evaluates the effects that people have interacting with other living things and their environment.

INTEGRATED CURRICULUM

Generic Skills	Key Learning Areas			
	HSIE	ENGLISH	SCIENCE & TECHNOLOGY	MATHS
RESEARCH Locate, select and evaluate information from a variety of sources	CC3.1 ENS3.5 ENS3.6 SSS3.7	RS3.6 WS3.14	LTS3.3 DM3.8	SS3.4
COMMUNICATION Present and communicate information according to purpose, situation and audience	CCS3.1 ENS3.5 ENS3.6 SSS3.7	TS3.4 RS3.6 WS3.14	LTS3.3 DMS3.8	
CRITICAL THINKING Make personal judgements and informed choices		TS3.4 WS3.14		
TASK MANAGEMENT Use time and resources effectively	CCS3.1 ENS3.5 ENS3.6 SSS3.7	TS3.4 RS3.6 WS3.14	DMS3.8	
CITIZENSHIP Develop an awareness of personal, local, national and global responsibility	ENS3.5 ENS3.6 SSS3.7	TS3.4 RS3.6 WS3.14		
COOPERATION Work cooperatively with others	ENS 3.5 ENS 3.6 SSS3.7	RS3.6		

PACING GUIDE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	19/4 INITIATING Focus question Game Keywords	20/4 Differences between the Arctic and Antarctic chart	21/4 CQ 1 Begin facts chart Refer atlases/globes (Arctic Circle)	22/4 Antarctic Circle Add to facts	23/4 WALL DISPLAY Add and tie together
2	26/4 ANZAC DAY	27/4 In groups to share information -Establish keywords/facts -Viewing video -Groups take notes to add to retrieval chart	28/4 Children gather information in preparation for writing an Information Report using resource based learning scaffolds	29/4	30/4
3	3/5 FOOD WEB -review -chart	4/5 MAKING FOOD WEB	5/5 FOOD WEB GAME	6/5 COMPLETING Information Report	7/5 Review wall display
4	10/5 INTRODUCE -video -children in groups to take notes for technology	11/5 VIDEO JOURNEYS (take note of purposes/outcomes)	12/5 -Children label/draw technology used in polar exploration -add keywords/ideas to retrieval charts	13/5 Mark and label map Complete explorers	14/5 Review wall display
5	17/5 Additional information/resources to research explorers. Choose an explorer. Scaffold to original information	18/5 Compare and contrast	19/5 Introduce/explain historical recount	20/5 Children write generalisations 'Explorers of the Antarctic'	21/5 Collect recount
6	24/5 Teacher models Internet/e-mail applications. Children follow -up in computer groups.	25/5 Complete activities	26/5 Introduce science/technology design task criteria. Children use retrieval charts from Weeks 1&2. Children begin design task.	27/5 Children design a model vehicle to transport goods and people across Antarctica.	28/5 Mind map discoveries about Antarctica (assessment)
7	31/5 Introduce questions Video & guest speakers	1/6	2/6 Guided Reading	3/6 Guided Reading	4/6 Add to chart

8	7/6 Add to chart	8/6 Discussion text from resources (video, books) Construct retrieval chart showing activities of organisations	9/6	10/6 Children in groups discuss human activities Share with others	11/6 STAFF DEVELOPME NT DAY
9	14/6 PUBLIC HOLIDAY	15/6	16/6 DISCUSSION Children choose own write	17/6 TEXT organisation to text	18/6
10	21/6	22/6 CONTINUE	23/6 DISCUSSION Share	24/6 TEXT	25/6
	28/6 LINKAGES OPEN DAY	29/6 POLARISED	30/6 DEBATE/TEAM	1/7 DEBATE	2/7 WALKATHON