

# STAGE ONE UNIT OF WORK

## AIM/RATIONALE

We believe people join groups because of common beliefs, interest and purposes. It also highlights the need for children to understand that members of groups have roles and responsibilities.

## FOCUS QUESTION/AREA OF INQUIRY

***Why do people belong to groups?***

## CONTRIBUTING QUESTIONS/LEARNING SEQUENCES

- 1 How do we recognise groups?
- 2 What do people do in groups?
- 3 Which groups are important to me and others?

## AREAS OF INTEGRATION

HSIE	Culture, social systems and Structures
ENGLISH	Information Report, Recount
CREATIVE ARTS	Visual Art
PDHPE	Interpersonal Relationships

**ESTIMATED TIME: 10 Weeks**

# CONTENT

## KNOWLEDGE

- We can recognise group members by symbols and clothing
- People join groups because of a shared interest in specific things.
- We belong to many groups.
- Groups have rules
- Most groups have leaders.
- The groups to which we belong affect our behaviour.

## GENERIC SKILLS

- Locate, select and evaluate information from a variety of sources.
- Present and communicate information according to purpose, audience and situation.
- Make personal judgments and informed choices.
- Work cooperatively with others.

## VALUES AND ATTITUDES

### **Intercultural Understanding**

- Respecting different viewpoints, ways of living, belief systems and languages.

### **Democratic Purposes**

- Participating actively and responsibly in society as individual and members of groups.

### **A Sense of Belonging**

- Appreciating the need to belong to various groups
- Valuing the need to work cooperatively

# OUTCOMES

## **HUMAN SOCIETY AND ITS ENVIRONMENT**

CS1.3

Identifies customs, practices, symbols, language and traditions of their family and other families.

SSS1.8

Identifies roles and responsibilities within families, schools and local community, and determines ways in which they should interact with others.

## **ENGLISH**

TS1.1

Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

TS1.2

Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

WS1.9

Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

WS1.10

Produces texts using the basic grammatical features and punctuation conventions of the text type.

## **CREATIVE ARTS**

VAMS1.3

Uses the forms to make artworks according to varying requirements.

## **PDHPE**

I1.3

Develops positive relationships with peers and other people.

IR1.11

Identifies ways in which they communicate, cooperate and care for others.

# INTEGRATED CURRICULUM

<b>Generic Skills</b>	<b>Key Learning Areas</b>			
	<b>HSIE</b>	<b>ENGLISH</b>	<b>CREATIVE ARTS</b>	<b>PDHPE</b>
<b>RESEARCH</b>  Locate, select and evaluate information from a variety of sources.	SSS1.8	TS1.1		
<b>COMMUNICATION</b>  Present and communicate information according to purpose, situation and audience.	SSS1.8	TS1.1  WS1.9  WS1.10	VAMS1.2	
<b>PROBLEM SOLVING</b>  Apply a range of problem solving strategies to achieve an accepted solution.	SSS1.8			
<b>COOPERATION</b>  Work cooperatively with others.	SSS1.8			I1.3
<b>CITIZENSHIP</b>  Develop an awareness of personal, local, national and global responsibilities.	SSS1.8			IR1.11

# PACING GUIDE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	19/4 ←	20/4	21/4 INITIATE THE UNIT CQ 1	22/4	23/4 →
	26/4 ←	27/4	28/4 VISITING SPEAKERS	29/4 →	30/4 ORGANISE
	3/5 ←	4/5	6/5 ASSEMBLY	7/5	8/5 →
	10/4 GAME: WHO AM I	11/5 GENERALISATION S	12/5 LITERATURE	13/5 RESPONSE	14/5 REFLECTION
	17/5 INITIATE CQ 2 PREPARE CHILDREN FOR INTERVIEW	18/5	19/5 INTERVIEWS with year 6 students	20/5	21/5 DISPLAY CATEGORISE - place interviews under correct categories
	24/5 RECOUNTS OF	26/5 INTERVIEW	27/5 Organisers/leader s Matching exercises Labelling activities	28/5 ← INFORMATION REPORTS →	29/5
	31/5 ←	1/6 INFORMATION	2/6 REPORTS	3/6	4/6 →
	7/6 INTRODUCE CQ 3 Sing and read national anthem	8/6	9/6 Talk about our school community - its motto and emblem. Make a display of school emblem, uniform Display: We are all Australians	10/6	11/6 STAFF DEVELOPME NT DAY
	14/6 PUBLIC HOLIDAY	15/6 ← DISCUSS FAMILY GROUPS →	17/6	18/6 ← DISCUSS OUTSIDE GROUPS →	19/6
	21/6 ←	22/6 RULES FOR GROUPS	23/6 BEING A GOOD MEMBER	24/6 →	25/6 CULMINATION AND REFLECTION
	28/6 OPEN DAY	29/6	30/6	1/7	2/7 WALKATHON