

STAGE THREE UNIT OF WORK

AIM/RATIONALE

This unit provides opportunities for students to explore issues of social justice, intercultural understanding and the democratic process that have influenced multicultural Australia.

FOCUS QUESTION/AREA OF INQUIRY

How does cultural diversity affect us?

CONTRIBUTING QUESTIONS/LEARNING SEQUENCES

- 1 What symbols, identities, images and traditions do Australians share?
- 2 How have we become multicultural?
- 3 What evidence is there that we are multicultural?
- 4 What is expected of me as a citizen in a multicultural society?

AREAS OF INTEGRATION

HSIE	Change and Continuity, Culture, Social Systems and Structures
ENGLISH	Factual Recount (biography, timeline, flowchart) Discussion Narrative text (appreciation) – Walking the Boundaries
PDHPE	Interpersonal Relationships
CREATIVE ARTS	Visual Arts

ESTIMATED TIME: 10 Weeks

CONTENT

KNOWLEDGE

- Aboriginal people have a culture that is well established and complex.
- All individuals are multifaceted in their identity.
- As our society grows increasingly complex, so we develop multiple identities.
- Australians share @ a **sense of place, a unique environment**, laws, system of government, Australian English, aspects of heritage and national symbols.
- Australian multiculturalism began in Aboriginal society.
- Non-Aboriginal Australians can trace their heritage to places outside Australia.
- People seeking religious and political freedom and a better way of life have migrated to Australia.
- Multiculturalism is evident in the freedom Australians have under the law and the diverse backgrounds represented in the community.
- Citizens in a multicultural society need to respect the rights and dignity of others and actively reject racism and prejudice.

GENERIC SKILLS

- Develop an awareness of personal, local, national and global responsibilities.
- Locate, select and evaluate information from a variety of sources.
- Present and communicate information according to purpose, situation and audience.
- Respond emotionally and imaginatively through creative and expressive activities.
- Make personal judgments and informed choices.
- Work cooperatively with others.

VALUES AND ATTITUDES

Intercultural Understanding

- Identifying and appreciating the cultural, linguistic and spiritual heritages of oneself and others.
- Respecting different viewpoints, ways of living, belief systems and languages.
- Empathising with people of different cultures and societies.
- Recognising that cultural and religious groups may differ in their views on moral issues.
- Supporting cultural diversity within a cohesive society.

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.

CUS3.3

Describes different cultural influences and their contribution to Australian identities.

CUS3.4

Examines how cultures change through interactions with other cultures and the environment.

SSS3.8

Gathers information about the rights and responsibilities of being an Australian citizen.

ENGLISH

TS3.1

Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.

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.

RS3.7

Critically analyses techniques used by writers to create certain effects, to use language creatively to position the reader in various ways and to construct different interpretations of experience.

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.

WS3.13

Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.

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.

CREATIVE ARTS

VAMS3.1

Investigates subject matter in an attempt to represent likenesses of things in the world.

VAMS3.2

Makes artworks for other people assembling materials in a variety of ways.

VAAS3.3

Communicates about the ways in which subject matter is represented in artworks, eg through the artist's intention, the use of styles, techniques.

PDHPE

IRS3.11

Describes roles and responsibilities in developing and maintaining positive relationships.

INTEGRATED CURRICULUM

Generic Skills	Key Learning Areas			
	HSIE	ENGLISH	CREATIVE ARTS	PDHPE
RESEARCH Locate, select and evaluate information from a variety of sources.	CUS3.3 CUS3.4	TS3.4 RS3.6		
EXPRESSION Respond emotionally and imaginatively through creative and expressive activities.			VAMS3.1 VAAS3.4	
COMMUNICATION Present and communicate information according to purpose, situation and audience.	CUS3.3	TS3.1 TS4.4 RS3.6 WS3.13 WS3.14		
CRITICAL THINKING Make personal judgements and informed choices.	CUS3.3 CUS3.4 CCS3.1	TS3.4 RS3.7 RS3.8 WS3.13 WS3.14		
CITIZENSHIP Develop an awareness of personal, local, national and global responsibilities.	CUS3.3 CUS3.4			IRS3.11
COOPERATION Work cooperatively with others.		TS3.1		

