

STAGE THREE UNIT OF WORK

AIM/RATIONALE

This unit provides opportunities for students to investigate and appreciate global forest environments. It also highlights our personal and global responsibility in maintaining a balanced ecosystem.

FOCUS QUESTION/AREA OF INQUIRY

Why are forests important and how are people trying to protect them?

CONTRIBUTING QUESTIONS/LEARNING SEQUENCES

- 1 What types of forests are there?
- 2 What makes up a forest ecosystem?
- 3 What do forests produce?
- 4 How are people affecting forests?

AREAS OF INTEGRATION

HSIE	Environments Social Systems and Structures
ENGLISH	Explanations texts Factual description (information)
SCIENCE & TECHNOLOGY	Living Things
CREATIVE ARTS	Dance Drama

ESTIMATED TIME: 10 weeks

CONTENT

KNOWLEDGE

- There are different types of forests in different climatic areas of the world.
- All forests are complex ecosystems.
- Each ecosystem has its own food chains.
- The elements that make up ecosystems are the sun, atmosphere, water, soil, vegetation and animals including humans.
- Forests maintain balance in the atmosphere and climate, are an essential part of the water cycle, hold soil and provide habitats for diverse plants and animals which have adapted to them.
- People use the products from rainforests for timber, food, medicines, scientific studies.
- Clearing trees for timber, farming and grazing destroys forest ecosystems.
- The World Conservation Strategy has three important principles: species and populations must be helped to maintain their capacity for self-renewal; the basic life support systems of the planet including climate, the water cycle and soils must be held intact if life is to continue; genetic diversity is a major key to our future so it must be maintained.
- Community participation is essential to influence governments to make rules and laws consistent with ecological sustainability.

GENERIC SKILLS

- Locate, select and evaluate information from a variety of sources.
- Respond emotionally and imaginatively through creative and expressive activities.
- Present and communicate information according to purpose, situations and audience.
- Work cooperatively with others.
- Demonstrate awareness of personal, local, national and global issues and 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.

Democratic Processes

- Showing commitment to individual freedom and to the rights and responsibilities of participating in a democracy.
- Respecting the law and legitimate and just authority.
- Respecting different viewpoints and choices, and showing commitment to peaceful ways of resolving conflict.
- Showing commitment to ethical behaviour and to equitable participation in decision-making.
- Using democratic means to become agents of change for the improvement of society.
- Participating actively and responsibly in society as individuals and members of groups.

OUTCOMES

HUMAN SOCIETY AND ITS ENVIRONMENT

ENS3.5

Demonstrates an understanding of the interconnectedness between Australia and global environments and how 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

TS3.4

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

WS3.13

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

CREATIVE ARTS

VAMS3.1

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

DCS3.14

Explores, selects, organises and refines movement using the elements of dance to communicate intent

INTEGRATED CURRICULUM

Generic Skills	Key Learning Areas			
	HSIE	ENGLISH	SCIENCE & TECHNOLOGY	CREATIVE ARTS
RESEARCH Locate, select and evaluate information from a variety of sources		RS3.6 RS3.7		
EXPRESSION Respond emotionally and imaginatively through creative and expressive activities				DCS3.14 VAMS3.1
COMMUNICATION Present and communicate information according to purpose, situation and audience				
COOPERATION Work cooperatively with others			INVS3.9	
CITIZENSHIP Demonstrate awareness of personal, local, national and global issues and responsibilities	ENS3.5 ENS3.6 SSS3.7		LTS3.3	