

PLANNING & PROGRAMMING PROFORMA USING SACSA FRAMEWORK

LEARNING AREA: SOSE **YEAR LEVEL:** 10 **UNIT TITLE:** Globalisation **DURATION:** Approx. 10 weeks

NAME: Mr. James Richardson

UNIT OVERVIEW

Globalisation is an all-encompassing phenomenon of the 21st century. This unit will provide students with the opportunity to be able to critically analyse globalisation from a number of perspectives by encouraging them to consider its economic, political, sociological and cultural effects within Australia and the world. As this unit will cover a wide range of topical issues, students will be able to develop a comprehensive understanding of the fundamental arguments pertaining to globalisation and will be able to use this information to help them to become active participants within the global/local economy and conscientious citizens within Australia's multicultural society.

STRANDS

- Time, continuity and change
- Place, space and environment
- Societies and cultures
- Social systems

ESSENTIAL LEARNINGS

Futures ✓	Identity ✓
Interdependence ✓	Thinking ✓
Communication ✓	Literacy ✓

SKILLS/METHODOLOGIES

- Students will develop a comprehensive understanding of the phenomenon of globalisation
- Students will be able to identify how globalisation has impacted upon Australia's culture, economy, sociology and politics
- Students will develop an awareness of global issues and will learn the importance of trying to empathise/understand other cultures' viewpoints
- An understanding of global governance will also be developed
- Teacher will guide students through these concepts/issues by using didactic instruction and textbook resources
- Learning techniques such as class brainstorming, mind maps, discovery learning (independent research), class discussions/debates and group work will also be used.

TEACHING and LEARNING ACTIVITIES	T/ Line	RESOURCES	ASS ACTIVITIES (F=formative S=summative)	OUTCOMES
<ul style="list-style-type: none"> Teacher to engage students in class discussion: what is globalisation? How has it impacted on our lives at school/home/the community? Students to brainstorm and note down their ideas. Students to design a title page for this topic in their workbooks. Students to do all questions on p.245 from handout Students to complete a major research report by analysing a transnational corporation, and the positive and negative effects of globalisation. <i>For each of the following learning activities, the teacher will engage students in class discussion as well as providing didactic guided instruction. Each activity will encourage students to engage in group work, brain storming and independent research:</i> Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 171.</i> Undertake a range of activities that examine population growth and how to draw/interpret population pyramids from the assessment activities on p. 175 from <i>Jacaranda SOSE Alive 3.</i> Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 177.</i> Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 181.</i> 	<p>Weeks 1-3</p> <p>4</p> <p>5</p> <p>6 and 7</p>	<p>Student workbooks and stationery, class handout (pp. 242-245 from <i>Jacaranda SOSE Alive 4</i>)</p> <p>For the rest of this unit: Student workbooks and stationery, <i>Jacaranda SOSE Alive 3</i> textbook, and access to computers/internet /library in order to do research.</p>	<p>F – class discussion/brainstorming/note taking/reading handout S – Title page S – Questions on p.245 (handout), including major research report</p> <p>F - class discussion/brainstorming/note taking/reading pp.170-171 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 171.</i></p> <p>F - class discussion/brainstorming/note taking/reading p.172-175 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 175.</i></p> <p>F - class discussion/brainstorming/note taking/reading pp.176 - p.181 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 177 and 181.</i></p>	<ul style="list-style-type: none"> What globalisation means and how it can be perceived from economic, political, cultural and geographic perspectives. How transnational corporations develop and help to facilitate the process of globalisation. That we now live within a ‘global village’ where there is multiculturalism, inequity, starvation and injustice. The points of view of both developed nations and the large amounts of people in poverty. The great growth in world population throughout the twentieth and its environmental implications. The effects of population growth in developing countries. The inequities of distribution of food between developed and developing nations. How aid agencies are attempting to alleviate these problems. The hardships faced by those without shelter in developing countries. The lack of educational opportunities within developing nations and the link

<ul style="list-style-type: none"> • Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 185.</i> 	8		<p>F - class discussion/brainstorming/note taking/reading pp.184-185 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 185.</i></p>	<p>between education and the opportunity it affords to break the cycle of poverty.</p> <ul style="list-style-type: none"> • The role of the United Nations as an organisation dedicated to providing humanitarian assistance to developing nations. • The importance and meaning of the Universal Declaration of Human Rights.
<ul style="list-style-type: none"> • Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 186.</i> 	9		<p>F - class discussion/brainstorming/note taking/reading pp.186-187 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 186.</i></p>	<ul style="list-style-type: none"> • Australia’s relative prosperity within the ‘global village’
<ul style="list-style-type: none"> • Test on whole topic. 	10		<p>F - class discussion/brainstorming/note taking/reading p.186-187 from <i>Jacaranda SOSE Alive 3 PLUS</i> preparation for whole of unit test S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 185.</i> S – Whole of unit test</p>	<p>SACSA 5.1, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 5.12</p>