

PLANNING & PROGRAMMING PROFORMA USING SACSA FRAMEWORK

LEARNING AREA: SOSE **YEAR LEVEL:** 9 **UNIT TITLE:** Consumption and Waste **DURATION:** Approx. 10 weeks
NAME: Mr. James Richardson

UNIT OVERVIEW											
<p>This unit aims to provide opportunities for student investigation and analysis of issues relating to consumption and waste in Australia today. The focus is for students to gain an awareness of consumption and waste issues and how students, as individuals and as part of the wider community can inform and contribute to sustainable consumption and waste practices.</p>											
<p>STRANDS</p> <ul style="list-style-type: none"> • Time, continuity and change • Place, space and environment • Social systems 	<p>ESSENTIAL LEARNINGS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Futures ✓</td> <td style="width: 33%;">Identity</td> <td style="width: 33%;"></td> </tr> <tr> <td>Interdependence ✓</td> <td>Thinking ✓</td> <td></td> </tr> <tr> <td>Communication ✓</td> <td>Literacy</td> <td></td> </tr> </table>	Futures ✓	Identity		Interdependence ✓	Thinking ✓		Communication ✓	Literacy		<p>SKILLS/METHODOLOGIES</p> <ul style="list-style-type: none"> • Students will be able to differentiate between consumption and waste • Students will be able to understand the importance of reducing consumption, reusing consumer goods and recycling products • Students will be able to identify the types and patterns of waste that occur in their home, school and community environments • Students will be able to differentiate between different forms of pollution (e.g. litter, noise and visual) • Students will be able to devise methods to help reduce waste at home, school and the community • Students will be able to identify and explain what can be done about major consumption and waste issues in the 21st century • Students will be able to identify and explain what actions individuals and/or society can take to address consumption and waste issues • Teacher will guide students through these concepts/issues by using didactic instruction and textual resources • Learning techniques such as class brainstorming, mind maps, discovery learning (independent research), class discussions/debates and group work will also be used.
Futures ✓	Identity										
Interdependence ✓	Thinking ✓										
Communication ✓	Literacy										

<ul style="list-style-type: none"> Students to undertake ‘Consumption and Waste – Major Research Assignment’ 	Weeks 5 and 6	Student workbooks and stationery, teacher notes, ‘Consumption and Waste – Major Research Assignment’ sheet	F – Rough draft S - ‘Consumption and Waste – Major Research Assignment’	<ul style="list-style-type: none"> Students will be able to research, investigate and then devise strategies to reduce the amount of waste that both the College and wider community produces
<ul style="list-style-type: none"> After reviewing all the information given in this unit and doing additional research students are to create and information poster or pamphlet on consumption and waste 	Weeks 7 and 8	Student workbooks and stationery, teacher /class notes, access to computers/internet /library in order to do research, ‘Consumption and Waste – Information Poster or Pamphlet’ work sheet	F – Rough draft S - ‘Consumption and Waste – Information Poster or Pamphlet’	<p>SACSA 4.1, 4.4, 4.5, 4.6, 4.11, 4.12</p>
<ul style="list-style-type: none"> <i>School awareness activity:</i> students are to complete the ‘Solutions for Reducing Rubbish’ worksheet and then write a letter to the Principal or for the College newsletter recommending how the College can reduce litter and waste 	Weeks 9 and 10	Student workbooks and stationery, teacher /class notes, access to computers/internet /library in order to do research, ‘Solutions for Reducing Rubbish’ worksheet	F – Rough draft S - Letter to the Principal or for the College newsletter recommending how the College can reduce litter and waste	