

Year 10 Human Technologies: Unit 1: Investigating Human Technologies

Achievement Standard:

In Year 10 Global Leaders Academy, students begin by review human technologies and their role in moving humanity from cultures to civilisations. There is a focus on students independently engaging in the selection/creation of thinking routines in order to examine a wide range of technologies, and how these can be utilised in order to move an individual forward as a learner, as a leader, and as a Global Citizen.

Unit Specific Information:

We are learning to use human technologies to improve our individual selves as learners and global leaders.

This unit intends to enhance students' understanding and use of human technologies. Students will focus on human technologies as a set of cognitive, social, material and spiritual tools that are acquired through communication and learning, and examine how they have been used in the past to enable and accelerate human development. In particular, students will identify a particular aspect of their own learning and leadership, and investigate human technologies to support their growth in this area.

Guiding Questions:

- What are human technologies?
- How have human technologies enabled and accelerated human development?
- How do I embrace technologies to improve myself as a learner and global leader?
- How do I use thinking routines to support my learning?

Assessment Details:

Interactive Workshop

Students collaboratively create an interactive workshop to deliver to their peers. This workshop should enhance understanding of a specific technology and how it can enrich a student's capacity to be a learner and a leader.

Conditions:

- 4 weeks' notice, Group work, In class time, Teacher feedback throughout the process

FORMATIVE ASSESSMENT: Concept Map

- Students will be required to create a detailed concept map demonstrating their understanding of human technologies and their role in an individual's life.
- Students will develop an index of thinking routines

READING / VIEWING/ LISTENING:
Core Text 1: Evolution of Humanity
Core Text 2: Moving from Culture to Civilisation

COMPREHENSION SKILL FOCUS:
Synthesising: Concept Map, Structured Notetaking



THINKING:
[cognitive verbs]

- Communicate
- Examine
- Determine



WRITTEN TEXT

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Elaborating Clauses

Priority Standards

	Knowledge	Thinking Routines - Comprehension, Cognitive, Creative	Collaboration	Communication
3	I can understand human technologies and how they can be used to support growth as a learner and leader	I can use thinking routines to organise, analyse, interpret and transform information.	I can make behaviour and attitudinal choices that support collaborative interactions to create an interactive workshop	I can create an interactive workshop that clearly explains a technology and thinking routine/s to support an individual's growth as a learner and leader
2	<p><i>Recognise or recall key vocabulary and concepts:</i> Human Technologies, Cognitive, Social, Material Spiritual, Global Leader, Thinking Routines</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> ➢ Define human technologies ➢ Identify and explain the different categories of human technologies ➢ Identify examples of human technologies ➢ Make connections between how human technologies can be used to accelerate human development ➢ Understand the different types of thinking routines 	<p><i>Recognise or recall key vocabulary and concepts:</i> Human Technologies, Cognitive, Social, Material, Spiritual, Global Leader, Thinking Routines</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> ➢ Organise <ul style="list-style-type: none"> ☐ Complete graphic organisers to comprehend, interpret and organise information ➢ Analyse <ul style="list-style-type: none"> ☐ Use graphic organisers to synthesise information and make decisions ➢ Interpret <ul style="list-style-type: none"> ☐ Make connections between my interpretation, and my own values and beliefs about leadership and learning ➢ Transform <ul style="list-style-type: none"> ☐ Use creativity and imagination to create ideas for explaining technologies 	<p><i>Recognise or recall key vocabulary and concepts:</i> Human Technologies, Cognitive, Social, Material Spiritual, Global Leader, Thinking Routines</p> <p><i>Perform basic processes such as</i></p> <ul style="list-style-type: none"> ➢ Exhibiting self-control ➢ Accepting and building on others' perspectives ➢ Being Responsible and respectful when interacting with peers ➢ Resolving conflict and differences of opinions 	<p><i>Recognise or recall key vocabulary and concepts:</i> Human Technologies, Cognitive, Social, Material Spiritual, Global Leader, Thinking Routines</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> ➢ Explain the meaning of a key technology ➢ Develop a logically sequenced workshop with an introduction, explanation, activity, conclusion ➢ Use elaborating clauses for effect ➢ Create a multimodal text to engage peers: <ul style="list-style-type: none"> - Written script - Verbal and non-verbal presentation features - Complementary features

Learning Goals:

Key Questions	Strand and Sub-Strands	Kirwan High Goals – Students will know and/or be able to do:	
What are human technologies?	<ul style="list-style-type: none"> • Knowledge: Historical, current and future technologies • Knowledge: The development of human intelligence • Thinking Routines: Comprehension and Critical Thinking 	<ul style="list-style-type: none"> • The range of human technologies that operate • A range of examples of human technologies • Patterns of human technologies across the world [river civilisations] • We exist as products of our context, culture and belief system • The role of human technologies of a 21st Century learner and leader 	<ul style="list-style-type: none"> • Define human technologies [cognitive, social, spiritual and material tools]
How have human technologies enabled and accelerated human development?	<ul style="list-style-type: none"> • Knowledge: Historical, current and future technologies • Knowledge: The development of human intelligence • Thinking Routines: Comprehension and Critical Thinking 	<ul style="list-style-type: none"> • The theory of evolution • Evolution of the tool and the evolution of the human brain [<i>Based on the premise that - Humans find ways to be more effective and innovative in order to survive, progress and improve</i>] • Characteristics of a culture and how this then evolves to a civilisation 	<ul style="list-style-type: none"> • Discuss how human technologies have been utilized to move humans from cultures to civilizations
How do I embrace technologies to improve myself as a learner and global leader?	<ul style="list-style-type: none"> • Knowledge: Historical, current and future technologies • Thinking Routines: all 	<ul style="list-style-type: none"> • Our mindset is an important technology • 	<ul style="list-style-type: none"> • Reflect on themselves as a learner and leader • Identify and apply technologies to improve aspects of self
How do I use thinking routines to support my learning?	<ul style="list-style-type: none"> • Knowledge: Historical, current and future technologies • Knowledge: the range of thinking routines for different purposes • Thinking Routines: all 	<ul style="list-style-type: none"> • Types of thinking routines • That routines are a form of technology that can be selected purposefully to advance us as learners and leaders • A range of routines for each type of thinking 	<ul style="list-style-type: none"> • Select/create thinking routines in order to support the purpose of their thinking • Use thinking routines to improve themselves as leaders and learners

Possible Habit of Mind: Being Open to Continuous Learning

Exploring Meaning of the HOM By the end of this unit students will be able to:	Expanding Capacity for using the HOM By the end of this unit students will be able to:	Increasing Alertness for the HOM By the end of this unit students will be able to: Identify situations which require the use of this habit of mind.	Extending Values of the HOM By the end of this unit students will be able to:	Building Commitment towards the HOM By the end of this unit students will be able to: Respond with wonderment and awe by expressing gratitude and influencing others.
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy ✓ Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge Numeracy <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input type="checkbox"/> Using measurement	ICT <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT <input type="checkbox"/> Investigating with ICT <input type="checkbox"/> Creating with ICT <input type="checkbox"/> Communicating with ICT <input type="checkbox"/> Managing and operating ICT Critical and creative thinking ✓ Inquiring - identifying, exploring and organising information and ideas ✓ Generating ideas, possibilities and actions ✓ Reflecting on thinking and processes <input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures	Personal and social capability ✓ Self-awareness ✓ Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Social management Ethical understanding ✓ Understanding ethical concepts and issues ✓ Reasoning in decision making and actions ✓ Exploring values, rights and responsibilities Intercultural understanding ✓ Recognising culture and developing respect ✓ Interacting and empathising with others ✓ Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/> Asia and Australia's engagement with Asia	<input type="checkbox"/> Sustainability
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Differentiation [for small groups or individuals]: