

# Year 9 Human Technologies: Unit 1: Technologies for Truth

## Achievement Standard:

In Year 9 Global Leaders Academy, students begin to explore social constructs and concepts that develop norms and expectations. They explore how these influence perceptions and participation in society. First, **they begin to make distinctions between scientific, poetic, cultural and personal truth to investigate how versions of truth are interpreted through cultures, societies and individuals.** Students explore the concept of trust as a social construct and develop a personal definition of trust that can then be developed to build relationships within their community. They investigate the various factors and aspects of trade which are then applied to a real - life scenario. They explore advocacy and examine their own perspectives to develop a meaningful advocacy project that allows them to influence both local and global communities.

**Unit Specific Information:** *We are learning to use technologies for wellbeing to develop a positive sense of self.*

This unit intends to develop students' understanding and use of technologies for wellbeing. Technologies for wellbeing are those that allow students to develop a more positive sense self. This unit will encourage students to pay attention mindfully by controlling what we take seriously, what we desire and what we despise. Throughout the unit, we will evaluate the messages we receive by considering what influences us.

Students will focus on developing a positive sense of self by exploring negative and positive emotions and considering how our personal beliefs act as a technology. We will learn how personal beliefs shape our attitudes and habits. When considering personal beliefs, students will be challenged to consider how their self-perceptions can impact and influence others.

## Guiding Questions:

1. *What is truth?*
2. *What technologies are used to communicate truth?*
3. *How does scientific claim to truth relate to poetic, personal and spiritual claims?*
4. *How does language, our experiences and identity affect our perceptions of truth?*

## Assessment Details:

**Summative Assessment: Multimodal Presentation [of choice]**

Students will select an appropriate mode to present their own truth.

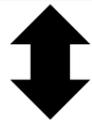
*What influences me? - A Day in the Life*

- *What 'truth' do I want to live?*
- *How will I: create changes, remain balanced and motivated*
- *What are my greatest successes and what would I like to achieve?*

Individual task

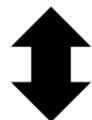
READING / VIEWING/ LISTENING:  
Core Text 1: Zach Sobiech - clouds text (L3)  
Core Text 2: Famous quotes about the nature of truth (L6)

COMPREHENSION SKILL FOCUS:  
Question: pose questions as you read



THINKING:  
[cognitive verbs]

- Identify
- Analyse
- Describe
- Discuss
- Organise



WRITTEN TEXT

HIGHLY VALUED LANGUAGE FEATURE FOCUS:  
Evaluative language

## Priority Standards

	Thinking Routines - Comprehension, Cognitive	Communication
3	I can use thinking routines to independently identify, organise and analyse information.	I can create a personal response to a text, expressing a viewpoint. I can analyse how an issue relates to multiple different people and cultures, and summarise my thoughts.
2	<p><i>Recognise or recall key vocabulary and concepts</i> Truth, Scientific truth, Poetic truth, Hoax, Deception, Perception, Bias, Facts</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> <li>➤ Organise                             <ul style="list-style-type: none"> <li>□ Complete graphic organisers to comprehend and organise information</li> </ul> </li> <li>➤ Describe                             <ul style="list-style-type: none"> <li>□ Identify the message of a text and linked concepts</li> <li>□ Communicate the factors that contribute to a single concept</li> </ul> </li> <li>➤ Analyse                             <ul style="list-style-type: none"> <li>□ Use text coding to determine importance and make connections</li> </ul> </li> <li>➤ Interpret                             <ul style="list-style-type: none"> <li>□ Identify the message of a text</li> <li>□ Develop a deeper interpretation of a text using a scaffolded comprehension and cognitive thinking routine set of questions</li> <li>□ Make connections between my interpretation and my own values and beliefs</li> </ul> </li> </ul>	<p><i>Recognise or recall key vocabulary and concepts:</i> Truth, Scientific truth, Poetic truth, Hoax, Deception, Perception, Bias, Facts</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> <li>□ Comprehend and explain the meaning of a quote/text</li> <li>□ Identity own perspective of a quote/text, making links to values and beliefs</li> <li>□ Use evaluative language for effect</li> <li>□ Create a written or multimodal text using:                             <ul style="list-style-type: none"> <li>- accurate punctuation,</li> <li>- sentence structures,</li> <li>- word choice</li> <li>- paragraphing</li> </ul> </li> </ul>

## Learning Goals:

Key Questions	Strand and Sub-Strands	Kirwan High Goals - Students will know and/or be able to do:	
<i>What is truth?</i>	Knowledge: Historical, current and future technologies.	<ul style="list-style-type: none"> <li>• Understand the complexities of truth</li> <li>• Truth is factuality, authenticity, knowing vs. believing, evidence, hearsay</li> <li>• Distinguish between poetic and scientific truth</li> </ul>	<ul style="list-style-type: none"> <li>• Define truth [correspondence, coherence, consensus, pragmatic]</li> <li>• Articulate the complexities of 'truth'</li> </ul>
<i>What technologies are used to communicate truth?</i>	Thinking Routines: Comprehension and Critical Thinking  Knowledge: The development of human intelligence - truth theories	<ul style="list-style-type: none"> <li>• Poetic truth is attached to emotion and human connection</li> <li>• Music and poetry are technologies that communicate truth and human experience</li> <li>• Our connection to poetic technologies influence our perceptions of 'truth'</li> <li>• Scientific truth is attached to observation, fact and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Define poetic truth</li> <li>• Identify how poetic truth is communicated through music and poetry</li> </ul>
<i>How does scientific claim to truth relate to poetic, personal and spiritual claims?</i>	Thinking Routines: Comprehension, Critical Thinking, Cognitive Strategies	<ul style="list-style-type: none"> <li>• Our perception of the 'real world' is interpreted by our own assumptions, prior knowledge and expectations</li> <li>• Human error [intentional, unconscious and mistaken] can impact and influence the efforts of science</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how truth can be compromised</li> <li>• Conduct experiments in order to draw conclusions and understand the value of scientific truth</li> <li>• Explore claims and statements made by a variety of thinkers</li> </ul>
<i>How does language, our experiences and identity affect our perceptions of truth?</i>	Thinking Routines: Comprehension, Critical Thinking, Cognitive Strategies  Communication: Written and Verbal  Collaboration: Perspective Taking	<ul style="list-style-type: none"> <li>• We negotiate culture, social norms and language in order to develop our ideas about truth</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse what they see as true</li> <li>• Describe their perception of truth is influenced by personal history, culture and language</li> <li>• Reflect on how language, thought and experience varies greatly across cultures</li> </ul>
<i>What personal truths impact your success and motivation? What technologies can I use to monitor perceptions and engage in effective and productive ways?</i>	Thinking Routines: Comprehension, Critical Thinking, Cognitive Strategies  Communication: Written and Verbal  Collaboration: Responsible Interaction, Self-Control	<ul style="list-style-type: none"> <li>• Success and motivation are influenced by our perceptions of what we see as true</li> </ul>	<ul style="list-style-type: none"> <li>• Define their own authentic personal truth</li> <li>• Apply technologies that help us to monitor our own vies and conceptions of truth</li> <li>• Self-awareness</li> <li>• Accepting multiple points of view</li> <li>• Empathy</li> <li>• Decision Making</li> </ul>

**Possible Habit of Mind: Taking Responsible Risks**

<p><b>Exploring Meaning of the HOM</b></p> <p>By the end of this unit students will be able to:</p> <p><i>Identify the need for being adventuresome to investigate truth</i></p>	<p><b>Expanding Capacity for using the HOM</b></p> <p>By the end of this unit students will be able to:</p> <p><i>Take responsible risks to investigate truths</i></p>	<p><b>Increasing Alertness for the HOM</b></p> <p>By the end of this unit students will be able to:</p> <p><i>Explain how exploring and detecting truth relies upon examining the edge of one's competence</i></p>	<p><b>Extending Values of the HOM</b></p> <p>By the end of this unit students will be able to:</p> <p><i>Evaluate claims made and the risks needed to investigate them</i></p>	<p><b>Building Commitment towards the HOM</b></p> <p>By the end of this unit students will be able to:</p> <p><i>Feel more empowered to try new things regularly</i></p>
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**General Capabilities:** This unit provides opportunities for students to engage in following capabilities:

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Comprehending texts through listening, reading and viewing</li> <li>✓ Composing texts through speaking, writing and creating</li> <li>✓ Text knowledge</li> <li>✓ Grammar knowledge</li> <li>✓ Word knowledge</li> <li>✓ Visual knowledge</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>✓ Estimating and calculating with whole numbers</li> <li>✓ Recognising and using patterns and relationships</li> <li>✓ Using fractions, decimals, percentages, ratios and rates</li> <li>✓ Using spatial reasoning</li> <li>✓ Interpreting statistical information</li> <li>✓ Using measurement</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>✓ Applying social and ethical protocols and practices when using ICT</li> <li>✓ Investigating with ICT</li> <li>✓ Creating with ICT</li> <li>✓ Communicating with ICT</li> <li>✓ Managing and operating ICT</li> </ul> <p><b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li>✓ Inquiring - identifying, exploring and organising information and ideas</li> <li>✓ Generating ideas, possibilities and actions</li> <li>✓ Reflecting on thinking and processes</li> <li>✓ Analysing, synthesising and evaluating reasoning and procedures</li> </ul>	<p><b>Personal and social capability</b></p> <ul style="list-style-type: none"> <li>✓ Self-awareness</li> <li>✓ Self-management</li> <li>✓ Social awareness</li> <li>✓ Social management</li> </ul> <p><b>Ethical understanding</b></p> <ul style="list-style-type: none"> <li>✓ Understanding ethical concepts and issues</li> <li>✓ Reasoning in decision making and actions</li> <li>✓ Exploring values, rights and responsibilities</li> </ul> <p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>✓ Recognising culture and developing respect</li> <li>✓ Interacting and empathising with others</li> <li>✓ Reflecting on intercultural experiences and taking responsibility</li> </ul>
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**Cross Curriculum Priorities:**

<ul style="list-style-type: none"> <li>✓ <a href="#">Aboriginal and Torres Strait Islander histories and cultures</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">Asia and Australia's engagement with Asia</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">Sustainability</a></li> </ul>
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**Differentiation [for small groups or individuals]:**

- Include increased scaffolding where needed
- Plan open-ended lesson tasks that require higher order thinking skills for more capable students
- Make use of heterogeneous collaborative groups to gain different perspectives
- Attend to any individual work plan requirements
- Collect and analyse student profiles for literacy and numeracy needs