

Year 8 Human Technologies: Unit 2: Developmental Technologies

Achievement Standard:
 In Year 8, students further develop their sense of self awareness and begin to focus on technologies for wellbeing such as paying attention to the values and beliefs that shape their world view, demonstrating empathy, and improving self-perception. With a strong focus on self-awareness, students explore the physical, social-emotional, intellectual and moral developmental changes that occurs during the period of adolescence. They work to develop strategies to move through challenges. They begin to develop effective methods of communication by delving into theoretical concepts relevant to psychosocial development, managing relationships and transitioning into young adulthood.

Unit Specific Information

We are learning to improve our understanding of developmental technologies and the changes that occur during adolescence.
We are learning to respond effectively/appropriately to the physical, social- emotional, intellectual and moral developmental changes that occur during adolescence.

This unit intends to develop students' ability to recognise how physical changes that occur through adolescence impact their emotions, their interactions and relationships. Students will learn to propose and evaluate strategies to manage these changes in order to form positive and supportive relationships. Students will learn to use effective coping strategies and communication, decision making and problem solving strategies when physical changes occur and increasing responsibilities arise during adolescence. In doing this, students will analyse factors that influence emotions by examining values and beliefs about social and cultural issues such as gender, race, violence, sexuality and ability. Students will consider how resisting stereotypes can help them to develop a unique and strong identity despite physical and emotional changes. Also, students will engage in physical activities that help them to engage meaningfully with the environment.

Guiding Questions:

How can I use physical technologies to develop confident and responsible behaviours and actions?

What coping, problem solving, decision making and communication strategies can I use to manage changes in order to form positive and supportive relationships?

Why is it important to examine my beliefs and values during developmental changes?

How can I resist stereotypes in order to develop a strong sense of identity? How do our personal beliefs act as a technology?

Assessment Details:

Advice for Adolescents

Students devise a campaign to influence their peers.

Conditions:

- 4 weeks' notice of task
- Individual task
- Length – minimum 200 words fact sheet

READING / VIEWING/ LISTENING:
 Core Text 1: About Puberty... And the Physical Changes
 Core Text 2: Malala

COMPREHENSION SKILL FOCUS:
 Synthesising:
 Knowledge/Question/Response Charts [Beuhl, p.131]

Formative Assessment:
 Summary Guide: visual & text summary

THINKING:
 [cognitive verbs]

- Make Decisions
- Design
- Synthesise

WRITTEN TEXT

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
 Evaluative language

Priority Standards		Thinking Routines – Comprehension, Creative	Communication
3	I can use thinking routines to organise information and create a response to a problem solving task.		I can create and present a campaign strategy that can influence my peers.
2	<p><i>Recognise or recall key vocabulary and concepts:</i> developmental, reproduction, sanitation, perspectives, stereotypes, identity, coping, problem solving, decision making, modes, campaign, adolescence</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 and organise information ➤ Create <ul style="list-style-type: none"> ☐ Transform facts and information into other modes to meet a purpose ☐ Make creative decisions purposefully in order to engage and impact my peers 	<p><i>Recognise or recall key vocabulary and concepts:</i> developmental, reproduction, sanitation, perspectives, stereotypes, identity, coping, problem solving, decision making, modes, campaign, adolescence</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> ☐ Complete a graphic organiser to show your thinking and decision making in the Design Phase ☐ Research and record key facts about the issue ☐ Use evaluative language for effect ☐ Create a campaign fact sheet using: <ul style="list-style-type: none"> - accurate punctuation, - a variety of sentence structures, - effective word choice. ☐ Create a campaign using two modes of presentation 	

Learning Goals:

Key Questions	Strand and Sub-Strands	Kirwan High Goals – Students will know and/or be able to do:	
<i>How can I use physical technologies to develop confident and responsible behaviours and actions?</i>	<ul style="list-style-type: none"> • Knowledge: Current and Future Technologies • Thinking Routines: Cognitive Strategies 	<ul style="list-style-type: none"> • How physical changes that occur during adolescence impact other areas of development [social - emotional, cognitive, moral and intellectual] • Highly visible physical changes during adolescence can often result in feelings of discomfort • Understand that physical activity and maintaining a healthy diet can have significant positive impacts and can aide development 	<ul style="list-style-type: none"> • Assess current behaviours and engage in healthy and productive habits that improve developmental wellbeing • Acknowledge that physical changes and levels of maturity occur at disparate rates during adolescence
<i>What coping, problem solving and communication strategies can I use to manage changes in order to form positive and supportive relationships?</i>	<ul style="list-style-type: none"> • Knowledge: Current and Future Technologies • Thinking Routines: Cognitive Strategies • Thinking Routines: Comprehension 	<ul style="list-style-type: none"> • We experience many positive and negative stressors • The strategies we can employ to solve problems and make decisions vary dependent on the stressors and the extent of the experiences 	<ul style="list-style-type: none"> • Identify the stressors an adolescent may experience and the recognise the impacts of stress • Use coping, problem solving and decision making strategies when responding to issues • Identify support networks [social support, school involvement, family cohesion etc.]
<i>Why is it important to examine my beliefs and values during developmental changes?</i>	<ul style="list-style-type: none"> • Knowledge: Current and Future Technologies • Thinking Routines: Cognitive Strategies • Thinking Routines: Critical Thinking 	<ul style="list-style-type: none"> • Development during adolescence can impact our values and beliefs • Our values and beliefs influence our responses to social and cultural issues 	<ul style="list-style-type: none"> • Examine beliefs and values when exploring social and cultural issues such as gender, race, violence, sexuality and ability
<i>How can I resist stereotypes in order to develop myself?</i>	<ul style="list-style-type: none"> • Knowledge: Historical, Current and Future Technologies • Thinking Routines: Comprehension • Thinking Routines: Cognitive Strategies • Thinking Routine: Critical Thinking 	<ul style="list-style-type: none"> • Identity is influenced by environment, our relationships and our attitudes and beliefs • Stereotypes exist and can impact social development during adolescence 	<ul style="list-style-type: none"> • Resist stereotypes in order to develop a strong sense of identity as an individual and as part of group

Possible Habit of Mind: Taking Responsible Risks

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p>	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p>	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p>	<p>Extending Values of the HOM By the end of this unit students will be able to:</p>	<p>Building Commitment towards the HOM By the end of this unit students will be able to:</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

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

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

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