

Year 9 Human Technologies: Unit 3: Technologies for Trade

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 the technologies required for efficient and successful trade. We are learning that resilience is an important attribute when approaching complex situations.*

In this unit, students will explore ancient trade networks and investigate how trade has changed. They will explore the notion that trade impacts society in terms of prosperity, security, stability and peace. They will understand that effective trade requires thorough analysis of situations/environment, risk management/problem solving, effective communication and planning. They will grow to understand the influence that trade can have on society by understanding the history and function of money. They will begin to understand common sense approaches to money and recognise how financial inequality impacts social structures. They will develop an increased understanding of how resilience is a key component in responding to complex and difficult situations.

Guiding Questions:

- 1) *What is trade?*
- 2) *How have ancient trade networks influenced the way modern society uses trade?*
- 3) *How has/does trade impact society?*
- 4) *What technologies are required to ensure trade is efficient, successful and that it improves society?*
- 5) *How does inequality develop and how is it maintained?*

Assessment Details:

Summative Assessment:

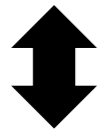
Barter Market and Individual Reflection

Students will be required to develop a proposal for a business that will become part of a trade network. They must ensure their product is desirable, easy to trade and is sustainable. The product will be sold at a competitive barter market and students must write a reflection about:

- *How well they executed their plan*
- *The changes they would make if their product was to be traded in modern society*
- *How they were resilient throughout the process*
- *The collaborative behaviours demonstrated and/or the approaches they would take in future circumstances*
- *The progress made since the formative piece*

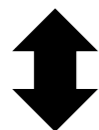
READING / VIEWING / LISTENING:
Core Text 1: WorldBook entry about Trade
Core Text 2: 50 years of Australia's trade

COMPREHENSION SKILL FOCUS:
Question: pose questions as you read



THINKING:
[cognitive verbs]

- Identify
- Evaluate
- Compare



WRITTEN TEXT

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Evaluative language

Priority Standards

	Thinking Routines – Creative, Critical	Collaboration	Communication
3	I can use thinking routines to evaluate potential solutions to find optimal strategies involving trade	I can work collaboratively to evaluate different perspectives using evidence to create and advertise a product for trade	I can evaluate strategies for communicating with and influencing a target audience to maximise trade
2	<p><i>Recognise or recall key vocabulary and concepts</i> Trade, Barter, Exports, Imports, Haggling, Money, Finance, Law, Custom, Infrastructure</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> □ <i>Think in divergent and convergent ways to generate and apply new ideas</i> □ <i>Engage in problem solving, decision making, reflection and evaluation</i> 	<p><i>Recognise or recall key vocabulary and concepts</i> Trade, Barter, Exports, Imports, Haggling, Money, Finance, Law, Custom, Infrastructure</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> □ <i>Perspective taking: show evidence of the ability to see issues from multiple perspectives</i> □ <i>Responsible interaction: Interact with others in positive and productive ways to achieve common goals.</i> □ <i>Evidence of negotiation, ownership and accountability when working with others.</i> 	<p><i>Recognise or recall key vocabulary and concepts:</i> Trade, Barter, Exports, Imports, Haggling, Money, Finance, Law, Custom, Infrastructure</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> □ <i>Communication with purpose and clarity and precision to make meaning, demonstrate thinking and influence audiences.</i>

Learning Goals:

Key Questions	Strand and Sub-Strands	Kirwan High Goals – Students will know and/or be able to do:	
<i>What is trade?</i>	<ul style="list-style-type: none"> • Knowledge: Past, current and future technologies • Thinking Routines: Cognitive Strategies 	<ul style="list-style-type: none"> • Define trade • Understand how exchange works • Recognise how trade exists in different forms 	<i>What is trade?</i>
<i>How has/does trade impact society?</i>	<ul style="list-style-type: none"> • Knowledge: Past, current and future technologies • Knowledge: the development of human intelligence • Thinking Routines: Critical Thinking and Cognitive Strategies 	<ul style="list-style-type: none"> • Understand the impact trade has on society • Recognise that trade is an integral part of how society functions [prosperity, security, stability and peace] • Establish links between material resources and life span [wealth, health] 	<i>How has/does trade impact society?</i>
<i>How have ancient trade networks influenced the way modern society uses trade?</i>	<ul style="list-style-type: none"> • Knowledge: Past, current and future technologies • Thinking Routines: Critical and Creative Thinking and Cognitive Strategies 	<ul style="list-style-type: none"> • Determine how ancient trade networks have influenced modern trade • Distinguish between the positive and negative impacts of trade • Identify the how trade functions to develop • Determine how finance operates in the modern world 	<i>How have ancient trade networks influenced the way modern society uses trade?</i>
<i>What technologies are required to ensure trade is efficient, successful and that it improves society?</i>	<ul style="list-style-type: none"> • Knowledge: The development of human intelligence • Thinking Routines: Comprehension and Cognitive Strategies • Collaboration: Self-control, Perspective Taking 	<ul style="list-style-type: none"> • Recognise money as a human technology • Explore different models of banking to understand the function of banking and credit [piggy bank model, middleman model and money multiplier model] • Develop a common sense view of banking • Recognise the elements and qualities of successful trade • Determine to positive impacts and influences of effective trade • Use technologies effectively: effective communication, analysing, problem solving, planning, creating, reflecting 	<i>What technologies are required to ensure trade is efficient, successful and that it improves society?</i>
<i>How does inequality develop and how is it maintained?</i>	<ul style="list-style-type: none"> • Knowledge: Historical, current and future technologies • Knowledge: The development of human intelligence • Thinking Routines: Comprehension, Cognitive Strategies, Critical Thinking 	<ul style="list-style-type: none"> • Determine how inequality develops • Understand the link between inequality, wealth and health • Understand that a sophisticated approach to money is becoming increasingly important 	<i>How does inequality develop and how is it maintained?</i>

Possible Habit of Mind: Thinking Flexibly

<p>Exploring Meaning of the HOM By the end of this unit students will be able to: <i>Explain the advantages and risks of thinking flexibly when trading</i> <i>Use graphic organisers to develop understanding of the HOM and Trade</i></p>	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to: <i>Change perspectives</i> <i>Generate alternatives</i> <i>Consider options</i></p>	<p>Increasing Alertness for the HOM By the end of this unit students will be able to: <i>Identify when trade is successful or fails in the real world due to flexible thinking</i></p>	<p>Extending Values of the HOM By the end of this unit students will be able to: <i>Apply flexible thinking to succeed in trade in real-world experiences</i></p>	<p>Building Commitment towards the HOM By the end of this unit students will be able to: <i>Reflect and identify instances when they have successfully used flexible thinking to succeed in trade scenarios</i></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 <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 	<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 ✓ 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"> ✓ 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:

✓ Aboriginal and Torres Strait Islander histories and cultures	✓ Asia and Australia's engagement with Asia	✓ Sustainability
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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

