

The World Today Learning Overview Term 3 2020

Weeks	Topics	Content / Activity / Tasks
1-2	<p>Introduction to the Unit - The World Today</p> <p>Unit Outline explained - Tasks outlined with due dates.</p> <p>Ideologies and how they influence world affairs</p>	<p>Forms of News Media past and present. The role of the media in the democratic process.</p> <p>Suggested Activities and Tasks</p> <ol style="list-style-type: none"> 1. Think Pair Share Activity - What makes something news? <p>Class written tasks -</p> <ol style="list-style-type: none"> 2. Complete the reading titled 'What is News?' and answer the questions provided. 3. Class discussion and mind-map. 4. If you had to talk about your values, beliefs and position on a number of issues, what would it be? 5. Can you classify yourself into an ideology? 6. Choose an issue and write about how you would deal with that issue if you were asked to speak on television or at a conference.
3-4	<p>Amazon Deforestation/Climate change</p> <p>Paris Climate Agreement.</p> <p>Climate Action</p> <p>Portfolio Task - Issues review - Oral task</p>	<p>Viewing Activities Documentaries BBC Documentaries - Battle for the Amazon Amazon Rainforest Deforestation</p> <p>While students are studying this topic, I would like them to consider and report on (either verbally or in writing) 3 main goals of the Paris Climate Agreement/Accord 2016.</p> <p>Climate Change Perspective Task: -Analyse alternative strategies to a geographical challenge using environmental, social and economic criteria -Use a range of methods and digital technologies to interpret and analyse maps, data, and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes -Analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives -Present findings, arguments and explanations using relevant geographical terminology, graphic representations and digital technologies in a range of selected and appropriate communication forms.</p> <p>Assessment</p>

		<p>time and identify the possible implications of change for the future</p> <ul style="list-style-type: none"> -Process, analyse and synthesise information from a range of primary and secondary sources to select and collect reliable information to answer inquiry questions -Develop a range of appropriate texts that present findings, arguments and explanations, incorporate evidence-based argument, and use subject specific terminology and concepts -Reference sources <p>Media Analytical Report Template</p> <p>Issue Analysis</p> <p><i>Time allocated to work on assessment tasks.</i></p>
8-9	<p>Forced Migration</p> <p>Refugees and Asylum Seekers</p>	<p>Forced Migration Slideshow 1</p> <p>A New Generation of Forced Migration</p> <p>Forced migration in the Middle East</p> <p>Forced migration slideshow 2 - Impacts</p> <p>https://www.bing.com/videos/search?q=forced+migration&&view=detail&mid=A8C6D8AD84710028CF50A8C6D8AD84710028CF50&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dforced%2Bmigration%26FORM%3DHDRSC3</p> <p>Refugees and Beyond: Rethinking Forced Migration</p> <p>MEXICO Forced Migration</p> <p>Class Discussion of Issues</p> <ul style="list-style-type: none"> -Kevin McCloud documentary <i>Slumming It</i> (Youtube or Clickview) - Slum Upgrade reading and research activity
10	<p>Portfolio Task - Issues review</p> <p>- Oral task - Global Issues Oral Presentation Task</p>	<p>Students allowed an opportunity to complete their issues analysis oral presentation task.</p>