**Uluru as a landform in a landscape**

The Geography unit on Landscapes and Landforms provides the learning context through which individual communication goals are developed.

**Individual communication goals:**

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|  | **Comprehending** | **Composing** |
| **Emma** | Working towards Literacy Level 1b   * using informal behaviours to show consistent anticipation of events (e.g. looking up, making eye contact, following the invitation: “who wants a turn?”) | Working towards Literacy Level 1b   * using consistent informal behaviours to intentionally communicate a message(e.g. reaching out, touching, looking towards familiar adult/object, echolalic speech to request a turn). |
| **Nicholas** | Working towards Literacy Level 1c   * using conventional behaviours with familiar people by responding to a spoken text with a familiar structure: “who wants a turn?” * reinforce intentional communication of reaching and looking, providing an immediate turn in the activity. Over time shape student’s intentional response introducing conventional behaviour – “my turn” Makaton sign, when responding to the question, “who wants a turn?” | Working towards Literacy Level 1b   * using consistent informal behavioursto intentionally express a preference when provided a choice (e.g. making an intentional choice to engage, or refuse to participate, in the activity, such as reaching towards preferred objects such the sand or water to add to the Uluru model) |
| **Shane** | Working towards Literacy level 1b   * using informal behaviours to show consistent anticipation of events (e.g. looking up, making eye contact following the invitation: “who wants a turn?”) | Working towards 1b   * using consistent informal behaviours to intentionally communicate a message (e.g. reaching out, looking towards familiar adult, echolalic speech to request a turn). |
| **Taylah** | Working towards Literacy Level 1b   * using informal behaviours to show consistent anticipation of events (e.g. making eye contact, facial expression –smiling, following the invitation: “who wants a turn?”) | Working towards Literacy Level 1b   * consistent informal behaviours to intentionally communicate a message (e.g. eye contact with smiling at familiar person, vocalisations to request a turn.) |

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| **Australian Curriculum: Geography** | **Teaching and learning focus** |
| **Key inquiry question – Year 8** |  |
| How do environmental and human processes affect the characteristics of places and environments? | What are the characteristics of Uluru?  How does the environment change the characteristics of Uluru? |
| **Geographical Knowledge & Understanding - Year 8** |  |
| **Landforms and Landscapes** |  |
| The different types of landscapes and their distinctive landform features (ACHGK048) | * Uluru is a big rock in the middle of Australia. * Look at pictures and video of Uluru * Look at selected images from “Nyuntu Ninti” by Bob Randall * Listen to Aboriginal music * Developing a sense of curiosity and wonder |
| The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) |
| **Geographical Inquiry and Skills - Foundation** |  |
| **Collecting, recording, evaluating and representing** |  |
| Represent the location of features of a familiar place on pictorial maps and models(ACHGS003) | * Create a multi-sensory model of Uluru using clay, sand, water * What does it look like/feel like? * Would you like to go to Uluru? |
| **General capabilities:** |  |
| **Literacy capability** |  |
| Comprehending texts through listening, reading and viewing – Levels 1a,1b,1c | * Attend to, respond to or show interest in the pictures, video and/or clay model of Uluru * Respond to the question “who wants a turn?” “can you show me Uluru?” |
| Composing texts through listening, reading and viewing - Levels 1a,1b,1c | * Accept or reject engaging with the construction of a clay model * Express a preference to have a turn or to refuse a turn |
| **Personal and social capability** |  |
| Personal management – Level 1a | * Multi-sensory activity with familiar routines to encourage participation in the class activity |
| **Cross Curriculum Priorities:** |  |
| OI.3 Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways | * “Nyuntu Ninti” by Bob Randall, an Anangu man from Uluru, provides the stimulus to develop an interactive story |

**General capabilities:**

Pedagogy

Communication; Social Interaction; Cognitive Development

* Positive expectations
* Individual interests and learning styles
* Prompt hierarchy and targeted cues
* Processing time delays
* Multi-sensory approach
* Positive Behaviour Support
* Age relevant experiences
* Motor-planning problem solving

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| *The learning focus, derived from the General capabilities – Literacy and Personal &social capability - is an expectation and is developed through this class activity.* |

**Personal and social capability:**

*General Capabilities*

**Level 1a – Personal management** - make a choice to participate in a class activity

**Literacy capability**

**Level 1a and 1b - Comprehending texts through listening, reading and viewing**

**Level 1a and 1b - Composing texts through listening, reading and viewing**

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| **Comprehending texts through listening, reading and viewing** | | |
| Level 1a  Students: Emma, Shane, Taylah. | Level 1b  Students: Nicholas | Level 1c  Students |
| use *behaviours that are not intentionally directed at another person* to:  • attend to, respond to or show interest in familiar people, texts, events and activities | use *informal behaviours* that show consistent anticipation of events in regular routines to:  • attend consistently to familiar texts  • respond consistently to social interactions with familiar people  • demonstrate anticipation of predictable events  • respond to questions  • respond to requests | use *conventional behaviours* and/or *concrete symbols* consistently in an increasing range of environments and with familiar and unfamiliar people to:  • respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task  • respond to texts with familiar structures, for example by responding to a question  • respond to requests |
| **Composing texts through listening, reading and viewing** | | |
| Level 1a  Students: Emma, Shane, Taylah | Level 1b  Students Nicholas. | Level 1c  Students |
| use *behaviours that are not intentionally directed at another person* to:  • refuse or reject  • reflect a preference or desire  • reflect state of wellbeing, for example contentment, joy, worry, pain  • reflect a physical state, for example hot, cold, nausea | use *informal behaviours* to intentionally communicate a single message consistently in familiar environments with familiar people, such as to:  • refuse or reject  • express a preference  • request the continuation of an activity  • request something new  • request more  • request attention | use *conventional behaviours* and/or *concrete symbols* to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:  • refuse or reject  • request items, people or events present at the time  • create texts, for example to comment on a recent event, story or shared experience |