SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES
YEAR 9
Copyright

© School Curriculum and Standards Authority, 2017

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons Attribution 4.0 International (CC BY) licence.

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Lesson content</th>
<th>Suggested activities/resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Our democratic rights</strong> The role of political parties, and independent representatives in Australia’s system of government, including the formation of governments</td>
<td>How and why groups form inside and outside parliament Brainstorm: political parties that exist in Australia Major and minor/micro parties Independents Explore (web search) the party platform of a particular party; discuss the similarities and differences between parties in Australia Why be an Independent? Take a particular example, e.g. Sen. Nick Xenophon What is the role of political parties Who becomes the government in Australia/Western Australia?</td>
<td>The PEO website has lesson plans for this topic <a href="http://www.peo.gov.au/teaching/units-of-work/year-9.html">http://www.peo.gov.au/teaching/units-of-work/year-9.html</a> Review a recent election result and relate to formation of government and who is the opposition</td>
</tr>
<tr>
<td><strong>2-4</strong></td>
<td>How citizens’ choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns) How social media is used to influence people’s understanding of issues</td>
<td>Use a particular/current election campaign to examine each of these aspects Use various articles or an example of the use of social media by a particular politician, party on an issue Does social media have an impact?</td>
<td>Article drawing comparisons between 2013 and its potential in 2016 <a href="http://theconversation.com/ausvotes-revisited-social-media-in-the-2013-australian-federal-election-59086">http://theconversation.com/ausvotes-revisited-social-media-in-the-2013-australian-federal-election-59086</a></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>The key features of Australia’s court system and the role of a particular court (e.g. a supreme court, a magistrates’ court, the Family Court of Australia) and the types of cases different courts hear</td>
<td>Use the website to construct a diagram reflecting the court hierarchy and each court’s jurisdiction</td>
<td>Francis Burt Law Education Programme with links to the PEO and the Supreme Court of WA <a href="https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/">https://www.lawsocietywa.asn.au/community/francis-burt-law-education-programme/</a></td>
</tr>
<tr>
<td>Week</td>
<td>Syllabus content</td>
<td>Lesson content</td>
<td>Suggested activities/resources</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>----------------</td>
<td>-------------------------------</td>
</tr>
</tbody>
</table>
| 6–8  | How courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents) The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal. | Role play of particular trials to understand how courts:  
- apply and interpret the law  
- resolve disputes  
Collect reports of particular trials that emphasise certain key principles of Australia’s justice system  
Making law through judgements/the role of precedent. Revise the work from last year on precedent and mention some cases.  
Skills:  
- analysing  
- evaluating  
Concepts:  
- justice  | Francis Burt court trial scenarios:  
Magistrates Court Trial  
Supreme Court or District Court Trial  
Various role plays Victoria Law Foundation  
Top 10 Most Influential Court Cases of the Last 40 Years  
| 9    | The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays) | Mandatory sentencing in WA  
- What does it mean?  
- How does it undermine principles of justice?  
Rayney case, Chamberlain case; social media and justice  
- Trial by media  
How long does it take for a case to come to trial in Western Australia?  
Is justice compromised by delays?  
Chief Justice Martin comments on trial delays in WA  
Skills:  
- analysing  
- evaluating  
- communicating and reflecting  
Concepts:  
- justice  
- rights and responsibilities | Juror intimidation in WA/article  
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Lesson content</th>
<th>Suggested activities/resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Economics and Business</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1    | **Australia and the global economy**  
The role of the key participants in the Australian economy, such as consumers, producers, workers and the government | Brainstorm based on questioning and student knowledge  
Skills:  
• questioning and research  
Skills:  
• allocation and markets | The circular flow simulation  
or  
|      | Australia’s interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded  
Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy | Use the Austrade and DFAT websites to explore Australia’s interdependence with other economies:  
• why trade?  
• with whom?  
• commodities traded?  
• imports compared to exports?  
• education as a service traded | Austrade  
http://www.austrade.gov.au/about/about  
Trade and economic fact sheets for countries and regions  
Trading around the World (game)  
http://www.imf.org/external/np/eXRcenter/students/trade/index.htm  
Thinking Globally: Effective lessons for teaching about the Interdependent World Economy  
http://www.imf.org/external/np/eXRcenter/econed/index.htm#think  
A game which can be adapted to the classroom which will highlight the interdependence of the global economy, production and trade  
https://www.economicsnetwork.ac.uk/showcase/sloman_game |
| 2–4  | **Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as**  
‘Too many eggs in one basket – the consequences’ | ‘Too many eggs in one basket – the consequences’  
Skills:  
• questioning and research | ESSI Money is an online financial literacy game for Australian secondary school students  
(Earning, Saving, Spending, |
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Lesson content</th>
<th>Suggested activities/resources</th>
</tr>
</thead>
</table>
|      | the use of differing investment types | • analysing  
• evaluating  
Concepts:  
• making choices  
• allocation and markets | Investing)  
The MoneySmart website has a range of resources for teaching all aspects of this topic  
Deals specifically with scams, including true stories of investment scams and how to avoid scams  
| 7    | The ways consumers can protect themselves from risks, such as debt, scams and identity theft | The changing world in the digital age  
Case studies could include:  
• the rise and fall of Nokia  
• Blackberry vs iPhone  
• Kodak  
Skills:  
• questioning and research  
• analysing  
• evaluating  
• communicating and reflecting  
Concepts:  
• specialisation and trade  
• interdependence  
• economic performance and living standards | |
| 8–9  | The nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market | A discussion on the future of work—Brisbane 2016  
https://www.youtube.com/watch?v=Q2sDUJL2PKE  
Skills:  
• questioning and research  
• analysing  
• evaluating  
• communicating and reflecting  
Concepts:  
• interdependence  
• economic performance and living standards | A series of articles on the future of work  
https://theconversation.com/au/topics/future-of-work  
Robots and automation to replace 40% of today’s jobs  
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Lesson content</th>
<th>Suggested activities/resources</th>
</tr>
</thead>
</table>
| 1    | **Biomes and food security**  
The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity  
The ways that humans in the production of food and fibre have altered some biomes (e.g. through vegetation clearance, drainage, terracing, irrigation) | Examine the distinctive climates, soils, vegetation and productivity  
Map the spatial distribution of the world’s biomes  
Fieldwork opportunities include:  
- a local area that has undergone significant human alteration, such as vegetation clearance, drainage, terracing or irrigation, for the purposes of food or fibre production (e.g. land clearing for beef cattle production or cotton farming)  
- a farm that is implementing land restoration  
View a large range of images that show many varied biomes that produce food and fibre, and have students write five key statements based on what they see in the images  
Skills:  
- analysing  
- evaluating  
Concepts:  
- place  
- environment  
- interconnection  
- scale  
- change | World Biomes  
[http://www.blueplanetbiomes.org/world_biomes.htm](http://www.blueplanetbiomes.org/world_biomes.htm)  
Biomes and ecosystems  
Human planet explorer: Environments  
[http://www.bbc.co.uk/nature/humanplanetexplorer/environments](http://www.bbc.co.uk/nature/humanplanetexplorer/environments)  
Biomes that produce our food, industrial materials and fibre  
| 2    | The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies) | The environmental, economic and technological factors that influence crop yields in Australia and across the world (e.g. climate, soils, landforms, water resources, irrigation, accessibility, labour supply, agricultural technologies)  
The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world | Agricultural innovation in Australia  
Australia and food security in a changing world  
|      | The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change for Australia and the world | Skills:  
- questioning and research  
- analysing  
- evaluating  
- communicating  
Concepts: | Webquest:  
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Lesson content</th>
<th>Suggested activities/resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6–7</td>
<td>Geographies of interconnections The perceptions people have of place, and how this influences their connections to different places The way transportation, and information and communication technologies are used to connect people to services, information and people in other places</td>
<td>Explore students’ own, and other people’s perceptions of places, and why people may have these views Analyse a range of sources on the ways transportation, and information and communication technologies are shrinking the world Skills: • questioning and research • analysing • evaluating • communicating Concepts: • place • environment • interconnection • sustainability • scale • change</td>
<td>Use websites, such as TripAdvisor and Lonely Planet, that allow people to review the places they have visited Superpower: Visualising the internet <a href="http://news.bbc.co.uk/2/hi/8552410.stm">http://news.bbc.co.uk/2/hi/8552410.stm</a> Transport and globalisation in 1946 – ‘Our Shrinking World’ <a href="https://www.youtube.com/watch?v=51qhJAHiZN8">https://www.youtube.com/watch?v=51qhJAHiZN8</a> Shrinking the world <a href="http://www.connected-earth.com/journeys/Transformingsociety/Shrinkingtheworld/index.htm">http://www.connected-earth.com/journeys/Transformingsociety/Shrinkingtheworld/index.htm</a></td>
</tr>
<tr>
<td>Week</td>
<td>Syllabus content</td>
<td>Lesson content</td>
<td>Suggested activities/resources</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>----------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>8–9</td>
<td>The ways that places and people are interconnected with other places through trade in goods and services, at all scales The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places</td>
<td>Investigate Globalisation and how it connects people Choose one destination and look at the positive and negative impact of tourism, including the sustainability of tourism in the area Fieldwork could include: • a tourist location/resort or recreation venue</td>
<td>Skills: • questioning and research • analysing • evaluating • communicating Concepts: • place • environment • interconnection • sustainability • scale • change</td>
</tr>
<tr>
<td>Week</td>
<td>Syllabus content</td>
<td>Lesson content</td>
<td>Suggested activities/resources</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>The making of the modern world</strong>&lt;br&gt;Overview: The important features of the modern period (1750–1918), including European imperialism and nationalism</td>
<td>The main imperial powers in the world&lt;br&gt;Motivations for imperialism? How useful was and is now the phrase ‘God, Gold and Glory’&lt;br&gt;Which powers controlled particular areas of the globe?&lt;br&gt;Nationalism: American revolution, Greece, Ireland, creation of Germany and Italy&lt;br&gt;Skills: • analysing • evaluating</td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td><strong>Depth study 1: Investigating the Industrial Revolution (1750–1914)</strong>&lt;br&gt;The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia</td>
<td>What was the industrial revolution?&lt;br&gt;What technology, methods of work are apparent from the images/how is it different from the middle ages?&lt;br&gt;Explore the various innovations and understand their impact in terms of industrialisation&lt;br&gt;The connection between growth of factories/coal and improvements in transportation: roads; canals and trains&lt;br&gt;Industrial revolution and empire, including colonial settlement in Australia: • the colonies as a supplier of raw materials • the colonies as a place for British settlers • railway building in Australia • manufacturing in Australia</td>
<td>Use various drawings, pictures, paintings to elicit what the industrial revolution was about&lt;br&gt;In groups, explore a particular innovation/individual and make a short presentation</td>
</tr>
<tr>
<td>5</td>
<td><strong>The population movements and changing settlement patterns during the Industrial Revolution</strong>&lt;br&gt;The experiences of men, women and children during the Industrial Revolution, and their changing way of life&lt;br&gt;The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and</td>
<td>Within Britain – rise of cities centered on particular industries: Manchester, Bradford, Birmingham&lt;br&gt;Migration to North America (USA/Canada) and Australia: • slave trade and the cotton industry • convicts and settlement of NSW and van Diemen’s Land • assisted and unassisted migrants to the Australian colonies&lt;br&gt;Relate the above to developments in Britain as a result of the</td>
<td>An initiative in web learning based on the Science Museum’s gallery Making the Modern World <a href="http://www.makingthemodernworld.org.uk/learning_modules/history/01.TU.01/?section=1">http://www.makingthemodernworld.org.uk/learning_modules/history/01.TU.01/?section=1</a>&lt;br&gt;Iron and Industry including the Darby family <a href="http://timelines.tv/index.php?t=0&amp;e=10">http://timelines.tv/index.php?t=0&amp;e=10</a>&lt;br&gt;Factories and Machines 1785 <a href="http://timelines.tv/index.php?t=0&amp;e=11">http://timelines.tv/index.php?t=0&amp;e=11</a>&lt;br&gt;Urban slums 1800–1830</td>
</tr>
<tr>
<td>Week</td>
<td>Syllabus content</td>
<td>Lesson content</td>
<td>Suggested activities/resources</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>----------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
|      | communication   | Industrial Revolution  
The diverse experiences of men, women and children:  
- rise of a new entrepreneurial class  
- child labour  
- the movement from the country to the city  
- the factories  
The significance and impact of a particular person:  
- Richard Arkwright  
- Isambard Kingdom Brunel  
- James Watt  
- Thomas Telford  
The above could be covered within the study of innovations and impact  
Summary exercise of the long-term impacts of the Industrial Revolution  
Skills:  
- questioning and research  
- analysing  
- evaluating  
- communicating and reflecting  
Concepts:  
- source  
- evidence  
- continuity and change  
- cause and effect  
- perspective  
- empathy  
- significance  
- contestability  
| http://timelines.tv/index.php?t=0&e=12  
Cities transformed – the story of Manchester  
http://timelines.tv/index.php?t=0&e=15 |
| 6–8  | Depth study 2: Investigating World War I (1914–1918)  
The causes of World War I and the reasons that men enlisted to fight in the war  
The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign  | Introduce topic by showing film dealing with the assassination of Archduke Franz Ferdinand  
Explore the various causes of World War 1  
Use primary sources to elicit the reasons that men enlisted to fight  
Key battles on the Western Front, such as Verdun, Somme, Messines, Passchendale (Ypres), Fromelles  
Gallipoli campaign  
Skills:  
- analysing  
- evaluating  
- communicating and reflecting  
Concepts:  
| Case study: Understanding Gallipoli  
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Lesson content</th>
<th>Suggested activities/resources</th>
</tr>
</thead>
</table>
| 9    | The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate | Propaganda  
- Norman Lindsay  
- newspaper accounts of Allied actions  
- Gallipoli as an example of propaganda  
- posters throughout the war and what was emphasised, such as the Lieut Jacka posters  
- internment camps  
Changing role of women  
- employment  
- Australian Army Nursing Service  
- Australian Women’s Service Corps  
- Red Cross  
- recruitment, and those who opposed Vida Goldstein  
The conscription debate  
- why conscription was proposed  
- how it divided Australia  
- role of Archbishop Mannix  
- the two referendums/outcome/Hughes  
Skills:  
- analysing  
- evaluating  
- communicating and reflecting  
Concepts:  
- source  
- evidence  
- perspective  
- empathy  
- significance  
- contestability | Home front/World War 1, including propaganda, the home front, conscription debate  
Narratives of 16 Australians who spent the war on the home front  
http://www.nma.gov.au/engage-learn/schools/classroom-resources/units_of_work/the_home_front_australia_during_the_first_world_war  
Various aspects of the home front  
https://anzacday.org.au/the-australian-home-front-during-world-war1  
Role of women in World War 1  
http://womensroleinthefirstworldwar.weebly.com/ |
| 9    | The commemoration of World War I, including debates about the nature and significance of the ANZAC legend | 2015 Anzac Centenary Special – Behind the News (origins of symbols and traditions associated with Anzac Day)  
https://www.youtube.com/watch?v=YZUU3_cX0fE  
100 years of Anzac War Legend  
https://www.youtube.com/watch?v=AxmDQi5Vt50 | Fact or fiction: Five Anzac myths put to the test  
<table>
<thead>
<tr>
<th>Week</th>
<th>Syllabus content</th>
<th>Lesson content</th>
<th>Suggested activities/resources</th>
</tr>
</thead>
</table>
|      | ANZACS In the Face of War video | ** ANZACS In the Face of War video  
https://www.youtube.com/watch?v=T02jCA4Zxgc  |
Skills:  
- questioning and research  
- analysing  
- evaluating  
- communicating and reflecting  
Concepts:  
- source  
- evidence  
- continuity and change  
- cause and effect  
- perspective  
- empathy  
- significance  
- contestability  |