

2015

Charles Campbell College

Years 3-8 Humanities and
Social Sciences Teachers

HUMANITIES & SOCIAL SCIENCES 3-8 PROJECT

A team of Humanities and Social Sciences (HASS) teachers at Charles Campbell College have put together a package which exhibits samples of work across Years 3-8 in the Humanities Learning Area. It reveals examples of assessment planning; learning task activities and assessment rubrics across Years 3-8 including all General Capabilities and Cross-Curriculum Priorities met.

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ASSESSMENT RUBRICS

History

Geography

Economics and Business

Civics and Citizenship

YEAR 3 HASS Semester One Assessment Plan



YEAR 3 – HASS Semester 1 2015

Learning & Assessment Plan

CHARLES
CAMPBELL
COLLEGE

General Capabilities

Code

Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

Cross-curriculum Priorities

Code

Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)	TIME (No. Weeks)
Civics and Citizenship			
<p>Why people participate within communities and how students can actively participate and contribute</p> <p>How and why people make rules</p> <p>How and why are decisions made democratically?</p>		<p>Portfolio</p> <p>Students collect and provide evidence how they participate in their community as an active citizen</p> <p>Rules</p> <p>Sorting a series of images into the categories of daily rules.</p> <p>Who makes them? And how are they made democratically?</p> <p>Students make connections with themselves, their local community, the place they live in, our country and the world to identify important celebrations and commemorations in/to Australia.</p>	

<p>Geography</p> <p>Representation of Australia as states and major natural and human features</p> <p>Countries/places of Aboriginal and Torres Strait Islander people</p> <p>Location of neighbouring countries and their characteristics</p> <p>History</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Sorry Day) and the importance of symbols and emblems</p> <p>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year,</p>		<p>Examples –</p> <p>Learning journal</p> <p>Circular</p> <p>Students make connections with themselves, their local community, the place they live in, our country and the world to identify important celebrations and commemorations in Australia. How these impact on the present.</p> <p>Australia and it</p> <p>Making Connections</p>	
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<p>Christmas Day, Easter, the Moon Festival and Ramadan</p> <p>The importance of country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area</p>			
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I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature:

Parent Signature: _____

Date: ____/____/____

YEAR 3 HASS Semester One Teaching Plan



YEAR 3 Humanities 2015

Teaching Plan Semester 1

CHARLES
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COLLEGE

General Capabilities

Code

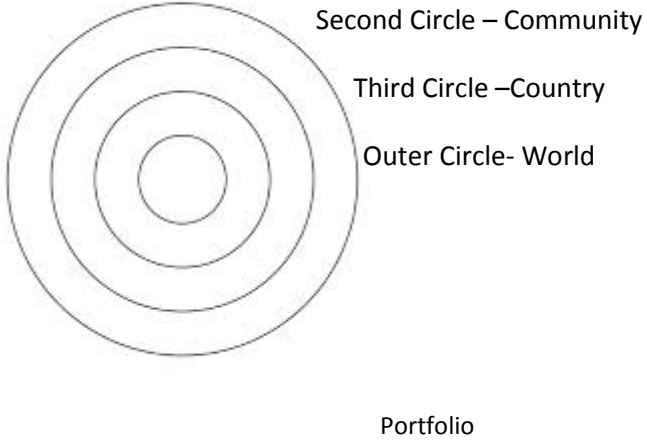
Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
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Cross-curriculum Priorities

Code

Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	TEACHING SEQUENCE (including General Capabilities & Cross-Curriculum Priorities)	RESOURCES
Civics and Citizenship Why people participate within communities and how students can actively participate and contribute	Learning intention – Where am I in relation to my world. Key Inquiry Question/s How can I participate in my community? How and why people we make rules?	
	Students work on an ongoing portfolio that provides evidence of how they participate in their community (school, local, home) This could include – <ul style="list-style-type: none"> • Photos • Graphs • Journal Entries • Diagrams 	Concentric Circles Throughout the whole year’s teaching sequence the concentric circles are used to support the learning plans.

	<ul style="list-style-type: none"> • Certificates • Achievements • Challenges / Reflections • Involvements within the wider community e.g. letters, documented phone calls etc <p>Refer to Portfolio Assessment Task</p> <p>E.g. Community Learning Committees</p> <p>Which is comprised of –</p> <p>Teaching and Learning – Kitchen and Garden</p> <p>Student Support Services – Wellbeing</p> <p>Culture –</p>	 <p>Inner Circle – Me</p> <p>Second Circle – Community</p> <p>Third Circle –Country</p> <p>Outer Circle- World</p> <p>Portfolio</p>
<p>Learning intention – To build an understanding of how and why people make rules.</p> <p>Key Inquiry Question - How and why people make rules</p>		

	<p>Getting Started – Display concentric circles visibly in the classroom and talk about the heading with the students e.g. Me =myself/ family make the rules, community= school, church, scout, sporting etc, country= government, council and world= prime ministers/ world leaders</p> <p>Sorting Activity</p> <p><i>Who makes different rules?</i></p> <p>Students sort a variety of pictures which outline various rules. They need to decide whether the rules are school, home or wider community rules. Using four different sized circles the concentric circles can be recreated. The rules can be placed in concentric according to where the students think they belong. Can students identify who makes these rules?</p> <p>Collaboratively discuss and place images on class display of concentric circles (some images may overlap therefore further investigations may be necessary)</p> <p>Class Agreement</p> <p>What system can we use to gain agreement for our class rules. Discuss with students and select a process that ensures fairness</p> <p>Decide on a class agreement. Were they generated fairly why/ why not? Who made these agreements.</p> <p>Refer to school visions, values and purpose statements.</p> <p>Investigating Current School Policies</p> <p>Students choose a school policy and investigate the following questions –</p> <p>What is the policy?</p> <p>Why was it made and what is the</p>	<p>School Policies – hats, hot/ wet weather, uniform</p> <p>School Guiding statement - School Purpose, Vision and Values</p> <p>Possible visits to the classroom from leadership, governing council or person involved in the policy making process</p>
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<p>Geography</p> <p>Representation of Australia as states and major natural and human features</p> <p>Countries/places of Aboriginal and Torres Strait Islander people</p>	<p>purpose?</p> <p>How was it made democratically?</p>	
<p>Location of neighbouring countries and their</p>	<p>Learning Intention – Making connections between my country and neighbouring countries and where I belong.</p> <p>Key questions - <i>What is the nature of the contribution made by different groups and individuals in the community?</i></p>	

<p>characteristics</p>	<p>Concentric Circles</p> <p>The use of the concentric circles will be used throughout the learning sequences in HASS for the learning sequences over the year.</p> <p>Getting Started</p> <p>Take individual photos of each student and print out.</p> <p>Place all students into theme section on the class display.</p> <p>label concentric circles -</p> <p>Me - Adelaide Have students move their photo out to where they originated from</p> <p>Community - South Australia</p> <p>Country -Other Australian States</p> <p>World -Other countries</p> <p>Place all students in the ME circle on the class display. This is where we all are now...</p> <p>Distribute photographs to students in the class see where they place their peers in terms of where they come from. Students need to justify their decision. For example – being born in another country, state or town. Once all students have been</p>	<p>Teacher to – find out what the backgrounds of each student.</p> <p>Ipad/ camera to film the dialogue generated throughout the getting started activity as this may lead to further inquiry questions/ activities.</p>
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	<p>placed on the display each student has the opportunity to share their story and correctly place themselves on the circles.</p> <p>Teacher Note - Ensure that the wellbeing of students is protected throughout this activity e.g. protective interrupting and cultural diversity.</p> <p>Have a piece of string for each child starting in the ME section going out to their photograph.</p>	
	<p>Student Exploration</p> <p>Provide students with an opportunity to explore the world map, students come up with some questions they would like answered or investigated.</p> <p>Referring to photographs on the concentric circles locate various students' placement on a world map. Can use string to show this.</p>	<p>Question Matrix</p> <p>Tfel strategies</p> <p>Google Map</p> <p>Large World Maps</p> <p>Globes</p> <p>Atlas</p> <p>National Geographic</p> <p>Any other relevant resources which support students looking at the world</p>
	<p>Learning Intention – Identify aspects and events of the past that have significance in the present. Making connections and developing understanding of diversity.</p> <p>Key Inquiry Questions –</p> <p>What are we commemorating?</p> <p>How and why are places similar and different?</p>	

<p>History</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Sorry Day) and the importance of symbols and emblems</p> <p>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Easter, the Moon Festival and Ramadan</p>	<p>Australia Focus</p> <p><i>Have a class photo to show which concentric circle the class will be working in each lesson.</i></p> <p>Getting Started</p> <p>Ask students to draw what they think Australia’s outline is and where they think each state/ territory belongs.</p> <p>Give students a puzzle of Australia and have them put it together then have them reflect on their original outline.</p> <p>Students choose a resource of their choice to locate and mark the states capital cities and major natural resources of Australia.</p> <p>Teaching Points –</p> <p>Reading a map</p> <p>Using an Atlas</p> <p>Reading keys</p> <p>Weekly Focus</p> <p>Focus on a celebration per week - Australia Day, ANZAC Day, Harmony Week and National Sorry Day.</p> <p>Focus on When? Why? and How? And the importance of symbols and emblems.</p>	<p>Map of Australia template</p> <p>Hounston Map – Indigenous Australians</p> <p>http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=5 Online map maker</p> <p>http://www.kidzone.ws/geography/australia/</p> <p>2015 calendar template</p> <p>Multicultural calendar</p> <p>Website with symbols and emblems resources.</p> <p>http://www.nma.gov.au/engage-learn/schools/classroom-resources/activities/symbols</p>
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	<p>Class Calender of Celebrations</p> <p><i>Discussion Questions -</i> <i>How do we remember celebrations/ commemorations and why?</i></p> <p><i>What is the significance of having a calendar?</i></p> <p>As a whole class develop a calendar of important dates to acknowledge and celebrate over the year</p> <p>Neighbouring Countries</p> <p>What are our neighbouring countries and their characteristics? E.g. population, climate, languages</p> <p>Indonesia, Papua New Guinea, Timor- Leste, New Zealand, The Solomon Islands, Fiji and New Caledonia</p> <p>Mapping activities which allow students to locate where these countries are in relation to Australia.</p> <p>Whole class research</p>	
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	<p>Australia and Characteristics</p> <p>Teacher demonstrates research skills and collaborates with students to identify Australia's characteristics e.g population, climate, languages,</p> <p>Individual research of neighbouring country</p> <p>Students choose a neighbouring country to focus their own research on.</p> <p>Making connections between Australia and our neighbouring countries</p> <p>Students make connections between Australia and their neighbouring country by using a Venn Diagram. This can be supported by mapping activities which allow students to locate where these countries are in relation to Australia. E.g. locate on a map</p> <p>World Focus</p> <p>Students choose a country of interest to find out about one celebration/ commemoration that the country celebrates. Students need to research how and why this celebration is</p>	
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	significant and make connections to Australia.	
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YEAR 3 HASS Semester Two Assessment Plan



YEAR 3 – HASS Semester 2 2015

Learning & Assessment Plan

CHARLES
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COLLEGE

General Capabilities

Code

Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

Cross-curriculum Priorities

Code

Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)	TIME (No. Weeks)
Civics and Citizenship			
Why people participate within communities and how students can actively participate and contribute How and why people make rules		Students collect and provide evidence how they participate in their community as an active citizen	
Geography			
Main climates types of the world, their similarities and differences in places		Students demonstrate their understanding how and why places (in relation to the climates) are similar and different.	

<p>Individuals and groups feelings and perceptions about places and views about their protection</p> <p>Similarities and differences between places in terms of settlement demographics and people's lives</p>	<p>Charles Campbell Library, Ab ED Morialta Falls Trail, Charles Campbell Name</p>		
<p>History</p>			
<p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment</p> <p>The role that people of diverse backgrounds have played in development and character of the local community</p>	<p>How has our community changed?</p> <p>What is the nature of the contribution made by different groups and individuals in the community?</p> <p>How have different cultural backgrounds influenced our local area?</p>	<p>Describe the way diverse backgrounds have shaped the development of our local community</p> <p>Students create a timeline that highlights how diverse backgrounds have shaped the development of our local community.</p>	

I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Date: ____/____/____

YEAR 4 HASS Semester One Assessment Plan



YEAR 4 HASS 2014

Learning & Assessment Plan Semester 1

CHARLES
CAMPBELL
COLLEGE

General Capabilities

Code

Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

Cross-curriculum Priorities

Code

Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)
Civics and Citizenship		
<p>The purpose of government and some familiar services provided at the local level</p> <p>The difference between rules and laws</p> <p>Why laws are important</p> <p>How a person's identity can be shaped by the different cultural, religious and/ or social groups to which they may belong</p>	<p>Inquiry Questions</p> <p>How can local government contribute to community life?</p> <p>What is the difference between rules and laws and why are they important?</p> <p>(BTN – Clip on Laws and the importance of then</p> <p>How has my identity been shaped by the groups to which I belong?</p>	<p>Sorting a series of images into the categories of daily rules.</p> <p>Students distinguish the difference between rules and laws. Who makes them? Who obeys them?</p> <p>Students make connections with how their identity has been shaped using the</p>

		concentric circles.
Geography		
<p>Custodial responsibility of Aboriginal and Torres Strait Islander people for country/ place and how this influences use of resources</p> <p>History</p> <p>The Journey (s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts</p> <p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives</p> <p>The nature of contact between Aboriginal people and/ or Torres Strait Islanders and others, for example, The Macassans and the Europeans, and the effects of these interactions on, for example families and the environment</p>	<p>Inquiry Questions</p> <ul style="list-style-type: none"> • Why did the great journeys of exploration occur? • What was life like for Aboriginal and/ or Torres Strait Islander Peoples before the arrival of Europeans? • Why did the Europeans settle in Australia? • What was the nature and consequence of contact between Aboriginal and/ or Torres Strait Islander Peoples and early traders, explorers and settlers? <p>Migration museum visit – Who's History different perspectives</p> <p>Australian dictionary of Biography website to support students to find explorers.</p> <p>Emily Caroline Creghe/ Barnett – First women to explorer the Australian Outback.</p>	<p>Create a journey showing 2 perspectives</p> <p>Students choose an explorer and recreate their Journey and the path travelled, the contact with Aboriginal people and how they lived and their connections to the land. Recognise and reflect on the different points of views.</p> <p>Footprints of explorers journey, string attached To a map outlining the journey. Journal entries.</p>

I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature:

Parent Signature: _____

Date: ____/____/____

YEAR 4 HASS Semester One Teaching Plan



Year 4 Semester 1 – HASS 2015

Teaching Plan

CHARLES
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<u>General Capabilities</u>	<u>Code</u>		
Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

<u>Cross-curriculum Priorities</u>	<u>Code</u>
Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	Sequence	Resources
Civics and Citizenship	<p>Learning intention – To build an understanding of how and why people make rules.</p> <p>Students share how their identity has been shaped by the groups to which they belong.</p> <p>Key Inquiry Question - How and why people make rules</p>	
The purpose of government and some familiar	Sorting Activity	

<p>services provided at the local level</p> <p>The difference between rules and laws</p> <p>Why laws are important</p>	<p>Who makes different rules?</p> <p>Students sort a variety of pictures which outline various rules. They need to decide whether the rules are school, home or wider community rules. Using four different sized circles the concentric circles can be recreated. The rules can be placed in concentric according to where the students think they belong. Can students identify who makes these rules?</p> <p>Collaboratively discuss and place images on class display of concentric circles (some images may overlap therefore further investigations may be necessary)</p> <p>Class Agreement</p> <p>What system can we use to gain agreement for our class rules. Discuss with students and select a process that ensures fairness</p> <p>Decide on a class agreement. Were they generated fairly why/ why not? Who made these agreements.</p> <p>Refer to school visions, values and purpose statements.</p> <p>Investigating Current School Policies</p> <p>Students choose a school policy and investigate the following questions</p> <p>–</p> <p>What is the policy?</p> <p>Why was it made and what is the purpose?</p>	
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<p>How a person's identity can be shaped by the different cultural, religious and/ or social groups to which they may belong</p>	<p>How was it made democratically?</p> <p><i>Pose this to students – How has my identity been shaped by the groups to which I belong?</i></p> <p>Our Identity</p> <p>Have images of different cultural, religious, social groups that people may belong to. Exploring the symbols and their significance to the groups. Students make connections within their own lives.</p> <p>Exploration of symbols of significance e.g. Religious, Church groups, Social groups – scouts/ sporting clubs</p> <p>Students can find images online which represent a variety of the above groups. Students use these images/ symbols to talk about their importance and how they have shaped their own identity.</p> <p>Classroom Bunting</p> <p>Students choose a symbol with the most significance from their identity group and place this on bunting which will be displayed on each flag of a class bunting display. Students then do a gallery walk where they talk to each other about the symbols.</p>	
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Geography		

<p>Custodial responsibility of Aboriginal and Torres Strait Islander people for country/ place and how this influences use of resources</p> <p>History</p> <p>The Journey (s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts</p> <p>The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives</p> <p>The nature of contact between Aboriginal people and/ or Torres Strait Islanders and others, for example, The Macassans and the Europeans, and the effects of these interactions on, for example families and the environment</p>	<p>Getting Started</p> <p>Watch a You tube clip which exposes the students to explorers/ exploring. E.g. Horrible History clips</p> <p>Who am I</p> <p>Teacher makes Who am I cards for different explorers. Distribute these cards to students who then have to use the clues to find out who the explorer is. Once the student has identified the explorer they need to find an image of the explorer to attach to the Who am I card.</p> <p>Choosing an Explorer</p> <p>Students choose an explorer of the late 18th Century. E.g. Emily Caroline Creghe/ Barnett (Female explorer of the Australian outback). Students may choose the explorer from the who am I activity.</p> <p>Teaching prompt questions -</p> <p>What was the purpose of the Journey?</p>	<p>Useful website with information about exploration</p> <p>Many website links, interactive links books etc</p> <p>http://teacherlibrarianhelp.com/research-guides/explorers/</p> <p>Choose a book from any of these links to use as an getting started activity</p> <p>http://www.nickjr.com/explorers/explorer-books/world-explorer-books.html</p> <p>http://soupblog.wordpress.com/tag/picture-book-about-explorers/</p>
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	<p>What path was travelled?</p> <p>Why did the journey of exploration occur?</p> <p>Timeline</p> <p>Create a timeline including dates and places visiting. This activity will support the students with the string/footprint activity.</p> <p>Using string or footprints on a map – students plot the journey taken by the explorer using a map of Australia or the world if necessary</p> <p><i>Possible visit to a museum to view the Aboriginal perspectives of exploration in Australia.</i></p> <p>Connections with the Indigenous Australians through journal entries</p> <p>Teaching prompt – What was life like before the arrival of Europeans?</p> <p>What was the nature and consequence between the Aboriginal and Torres Strait Islander peoples and the Settlers?</p> <p>Students create their own journal entries of the contact made with the Aboriginal people/ how they live and their connections with the land.</p> <p>Journal entries include –</p> <p>What was Aboriginal life like before the arrival of Europeans?</p>	<p>http://www.cantonpl.org/kids/bklist/explorer.html</p> <p>Refer to this site which has a variety of Explorers</p> <p>http://www.enchantedlearning.com/explorers/</p> <p>Example of Burke and Wills Explorations including links with the Aboriginal people</p> <p>http://victoria.slv.vic.gov.au/burkeandwills/expedition/</p>
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	<p>What was the contact like during exploration?</p> <p>What was life like for the Aboriginal people after exploration?</p> <p>Students could include maps, photographs, explorer journal entries</p> <p>Teaching note – this may take multiple lessons for students to locate the relevant information and may require teachers to redirect, modify and support the students to successfully source information online.</p> <p>Making Connections showing two perspectives learning and assessment task</p>	
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YEAR 4 HASS Semester Two Assessment Plan



YEAR 4 HASS 2014

Learning & Assessment Plan Semester 2

CHARLES
CAMPBELL
COLLEGE

General Capabilities

Code

Literacy	L	Personal & Social Capability	PSC
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Critical/Creative Thinking	CCT		

Cross-curriculum Priorities

Code

Sustainability	SUST
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LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)
Geography		
<p>Sustainable management of waste from production and consumption</p> <p>Types of natural vegetation and its significance to environment and people</p> <p>The importance of environments to animals and people and views on how they can be protected</p>	<p>The Geosix and the Swamp Monster (story links in with Waste Management)</p>	<p>Establishing and maintain waste management in the Junior school. Ongoing over the 2 terms (class can be responsible for this)</p> <p>Geography Inquiry Questions</p> <ul style="list-style-type: none"> • How does the environment support the lives of people and other living things? • How can people use places and environments more sustainably?
History		
<p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia and their experiences following arrival</p>	<p>Links to the Stephanie Alexander Kitchen Garden Program</p>	<p>What did explorers eat? How did this help or hinder them? What could they have learnt</p>

	<p>Australian History: Burke and Wills</p> <p>www.burkeandwills.net.au</p> <p>What did Captain Cook eat?</p> <p>http://maefood.blogspot.com.au/2008/01/what-did-captain-cook-eat.html</p>	<p>the local indigenous population.</p> <p>What can records/maps/ journeys or diaries tell us?</p> <p>How long would it take for settlement to reach self-sufficiency? What information and resources did they have on their arrival.</p> <p>Assessment Task</p> <p>Students create a diary of the First Fleet's journey to Australia. Beginning with the life lived in London to the voyage and Settlement in Australia. The diary entries need to include –</p> <ul style="list-style-type: none"> • Food of prisoner convicts • Rations – children, females, males and Indigenous Australians <p>Inquiry Questions</p> <ul style="list-style-type: none"> • Why did the Europeans settle in Australia? • What was the nature and consequence of contact between Aboriginal and/ or Torres Strait Islander Peoples and early traders, explorers and settlers?
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I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature:

Parent Signature: _____

Date: ____/____/____

YEAR 4 HASS Semester Two Teaching Plan



Year 4 Semester 2 – HASS 2015

Teaching Plan

CHARLES
CAMPBELL
COLLEGE

<u>General Capabilities</u>	<u>Code</u>		
Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

<u>Cross-curriculum Priorities</u>	<u>Code</u>
Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	Sequence	Resources
Geography	Learning Intention – To establish and maintain waste management in the school. Key Inquiry Questions – How does the environment support the lives of people and other things?	
	Throughout this semester the students will contribute to a class	Don't Waste your Waste You Tube Clip

<p>Sustainable management of waste from production and consumption</p> <p>Types of natural vegetation and its significance to environment and people</p> <p>The importance of environments to animals and people and views on how they can be protected</p>	<p>journal which will include aspects of the whole journey.</p> <ul style="list-style-type: none"> • Photographs of brainstorm • Students journals • Images from home 3 R's • Excursion anything relating to this • Timetable • Photos of work in action • Interviews with family, students, teachers e.g. Students can interview staff members about how they are following the 3 R's and could give them strategies of how they could follow these better <p>Getting Started – You Tube clips which talk about waste management</p> <p>You Tube clip Don't Waste Your Waste demonstrates Reduce, Reuse and Recycle</p> <p>Activating Prior Knowledge Brainstorm – Using the key words Reduce/ Reuse/ Recycle students come up with words and images about what they already know about these key words make a class display which incorporates the Reduce, Recycle and Reuse symbols. This display can be used throughout the teaching sequence as photos of this in action can be added to the display.</p> <p>Reduce/ Reuse/Recycle - This clip outlines ways to Reduce Reuse, Recycle and reduce everyday waste and items.</p>	<p>http://www.youtube.com/watch?v=Ptp6JGAF3o0</p> <p>www.waste-2energy.eu</p> <p>How to Reduce, Reuse and recycle in your everyday life You Tube</p> <p>3 R's image for classroom display</p> <p>Catalogues</p>
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<http://www.youtube.com/watch?v=BaAnfy9ueeQ>

Discuss the clip and allow students to generate discussion about how they use the 3 R's at home and school. What goals can be made to do this better?

Come up with a class goal around waste management. As a class come up with ideas/ strategies which will support this goal to be achieved.

e.g. WE WILL...

(recycle drink packages from lunches, compost scraps, reuse/ recycle paper/ cardboard)

How can waste management be managed at our school?

Students will put into action a waste management plan and organise a timetable which will support this.

Students will need to establish a timetable so that this can be maintained throughout the semester. The students may come up with a variety of waste management solutions for their school.

An example of a timetable – Composting Timetable - Who is responsible

	<p>for it? How often is the compost collected and from whom? Where does the compost go? What materials are needed in the collect compost?</p> <p>Students will need to revisit the timetable overtime to ensure that it is being utilised effectively.</p> <p>Catalogue Activity – Students use catalogues to group items under the 3 R headings and discuss better purchasing options when buying goods.</p> <p>Possible Excursion – Students visit a supermarket/ market to see the importance of making better choices when purchasing items. Students take pictures of the options that are available.</p> <p>QR codes</p>	
History	Getting Started	http://achistoryunits.edu.au/year-4/unit-program/y4-

<p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia and their experiences following arrival</p>	<p>Inquiry Question to provoke thinking -</p> <p>What was life like in England 250 years ago?</p> <p>Show a clip from Oliver Twist which gives the students an insight into the living conditions of the poor living in England.</p> <p>Other possible questions –</p> <p>Why might many people have resorted to crime?</p> <p>How did authorities deal with mis behaviours?</p> <p>Students come up with a series of questions to explore throughout the unit – start a question wall.</p> <p>Crime and Punishment</p> <p>Look at the case study of John Walker (link in resources)</p> <p>This website has links to crimes and punishments which occur in 1700's – 1800's</p> <p>Using DeBono's 6 Thinking Hats - "Discussion guide, students explore and evaluate the sentence of transportation as a solution to the prison</p>	<p>overview-v3.html</p> <p>Olivers Twist- You tube clip</p> <p>http://vcp.e2bn.org/case_studies/casestudy11254-john-walker-convicted-for-stealing-onions.html</p> <p>Possible resource to the Migration Museum</p> <p>Two Perspectives tour which outlines both the British</p>
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	<p>situation”</p> <p>http://achistoryunits.edu.au/year-4/learning-sequence-1-4/tabs/y4-first-fleet-ls-3.html Thinking hat activity link.</p> <p>First Fleet</p> <p>Behind the News story – First Fleet</p> <p>Shows the journey of the First Fleet and their journey.</p> <p>Mapping the First Fleet’s Journey</p> <p>Tracing a route of the first fleet starting point- marking every stopping point. At each point students find information out about the climate and propose a list of foods that might be available. Where possible add information about the Aboriginal Perspectives e.g. what did they eat and what Indigenous groups did the First Fleet come across.</p> <p>Menu of the First Fleet’s Journey</p> <p>Students use their findings from the journey to come up with a menu which relates to the areas they visit.</p>	<p>migrants experiences and the Indigenous Experiences in South Australia.</p> <p>Menu of the Journey – Idea from The Stephanie Alexander Tools for Teachers book 3</p>
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	<p>Food and Rations for Convicts</p> <p>Dilemmas faced by explorers</p> <p>What did they eat?</p> <p>Where did they source food?</p> <p>Who helped the explorer's source food?</p>	
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YEAR 5 HASS Semester One Assessment Plan



YEAR 5 Humanities 2015 Learning & Assessment Plan Semester 1

<u>General Capabilities</u>	<u>Code</u>		
Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

<u>Cross-curriculum Priorities</u>	<u>Code</u>
Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

Term 1		
Key Inquiry Question/s What do we know about the lives of people in Australia’s colonial past and how do we know?		
LEARNING OUTCOMES (including AC codes)	TEACHING SEQUENCE (including General Capabilities & Cross-Curriculum Priorities)	RESOURCES
History Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought .	<i>Learning intention –to build an understanding of democracy through looking back in time.</i>	
	Getting Started Looking back to school days in the 1800’s Questions: What happened to drive us forward? What were the technological changes? How were the environmental changes managed of places, patterns, for	MacMillan Dictionary definitions of different types of governments: http://www.macmillandictionary.com/thesaurus-category/british/Systems-of-government-and-types-of-government (23 October 2014) Anarchy - No one tells you what to do and there is no voting. There is no police to keep the peace. Democracy – Allows everyone votes on who they want to represent them and form a government.

<p>Geography The influence of the environment on the human characteristics of a place. The influence of people on the human characteristics of a place and management of spaces within them.</p> <p>Civics & Citizenship The key values that underpin Australia's democratic system of government.</p> <p>Economics & Business Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices.</p>	<p>example droughts?</p>	<p>Dictatorship - In a dictatorship the ruler usually lives in luxury while the rest of the people live in fear of the ruler's power Monarchy - Monarch's usually rule for a life time and by hereditary right, eg born into royalty. Socialism - Socialist government operates to seeks a more just and equal distribution of property and labor.</p> <p>Discovering Democracy http://www1.curriculum.edu.au/ddunits/downloads/downloads.htm http://www1.curriculum.edu.au/ddunits</p> <p>Democratic Rights and Freedom http://www.dfat.gov.au/facts/democratic_rights_freedoms.html</p>
	<p>Formative Assessment Students should complete <i>a time line exploring chronology to sequence event tracking climate from 1800's to now.</i> <i>Survey past and present</i> <i>Observing artefacts and objects of memory</i></p>	<p>Object of Memory – Tools for Teachers 3 – Stephanie Alexander Kitchen Garden Foundation page 506 http://museumvictoria.com.au/collection www.pictureaustralia.org</p>
	<p>Learning intention –</p>	
	<p>Building knowledge and understanding Students watch one or more of the videos and discuss what they have found out from watching the video/s.</p>	<p>Embedding formative assessment Year 1. Siobhan Leahy and Dylan William. Hawker Brownlow Education, 2013. page 91 – Question strips in groups.</p>

	<p>Working with a partner students should select a country and find out about:</p> <ul style="list-style-type: none"> • How the type of a countries government effects people and their environment. 	
<p>SUMMATIVE ASSESSMENT</p> <p>The assessment should include a teacher, peer and self-assessment process.</p>		
<p>LINKS WITH OTHER CURRICULUM AREAS</p>		



CHARLES
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YEAR 5 Humanities 2015 Learning & Assessment Plan Semester 1

<u>General Capabilities</u>	<u>Code</u>		
Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

<u>Cross-curriculum Priorities</u>	<u>Code</u>
Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

Term 2
<p>Key Inquiry Question/s</p> <p>What are the roles and responsibilities of the different levels of government in Australia?</p>

LEARNING OUTCOMES (including AC codes)	TEACHING SEQUENCE (including General Capabilities & Cross-Curriculum Priorities)	RESOURCES
<p>Civics + Citizenship The roles and responsibilities of the three levels of government including shared roles and responsibilities within Australia's federal system. <i>Explain the purpose of key institutions and levels of government in Australia's democracy.</i></p> <p>History Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and or Torres Strait Islanders, migrants, women and children. <i>Identify change and continuity and describe the causes and effects of change on society. Compare the different experiences of people in the past. Explain the significance of an individual and group.</i></p> <p>Economics + Business How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs. <i>Recognise why choices about the allocation of resources involve trade-offs.</i></p> <p>Geography World cultural diversity including indigenous peoples. The connections Australia has with other countries and the effects on people.</p>	<p>Learning intention – to build an understanding of different forms of government and how those government structures affect decision making.</p> <p>Students should watch the 3 video clips:</p> <ul style="list-style-type: none"> • Australia's 3 tier system • Experiences of democracy and citizenship in Australia • 3 levels of government in Canada. <p>In small groups students discuss the videos they have watched. As a group they then develop a statement to the question: <i>What is Australia's 3 tier system of government?</i></p> <p>Groups should then meet as a whole class and share the statements they have come up with.</p> <p>Formative Assessment <i>Using the My triangle of learning</i> students should reflect on the information they have understood by watching the videos about the 3 tiers of government.</p> <p>With a partner or in small groups students</p>	<p>ABC – Investigate and analyse Australia's 3 tier system of government. http://www.abc.net.au/civics/democracy/curric/gpe2.htm</p> <p>Development of Australian government – experiences of democracy and citizenship in Australia – from federation until voting for Aboriginal people and women in Australia https://www.youtube.com/watch?v=06mBeIBJ0CU</p> <p>Who does what – 3 levels of government in Canada – how does this relate to Australia. https://www.youtube.com/watch?v=AVE3OsR5W-0</p> <p>Discovering Democracy Units http://www1.curriculum.edu.au/ddunits/downloads/downloads.htm</p> <p>http://www1.curriculum.edu.au/ddunits</p> <p>A Guide to Government and Law in Australia http://www1.curriculum.edu.au/ddunits/guide/guide.htm</p> <p>Embedding formative assessment Year 1. Siobhan Leahy and Dylan Wiliam. Hawker Brownlow Education, 2013. page 70</p>

<p>Describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena.</p>	<p>should develop a questions and answers for a quiz show about the 3 tiers of government.</p> <p>The <i>Triangle of learning</i> and the quiz show will provide data to assist with adjusting/changing teaching practice and identify questions.</p>	
	<p>Planning an excursion to the State and Local government.</p> <p>Facilitating a debate</p>	<p>Preparing for a Parliamentary Style Debate – www.parliament.sa.gov.au/education/teachers</p>
<p>SUMMATIVE ASSESSMENT</p> <p>With a partner or in small groups students should develop the questions and answers for a quiz show about the 3 tiers of government.</p> <p>As a whole class they should design an information video to assist other students understand the 3 tier of governments in Australia and how it works.</p>		

YEAR 5 HASS Semester Two Assessment Plan



CHARLES
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YEAR 5 Humanities 2015

Learning & Assessment Plan Term 3

<u>General Capabilities</u>		<u>Code</u>		<u>Cross-curriculum Priorities</u>		<u>Code</u>	
Literacy	L	Personal & Social Capability	PSC	Sustainability	SUST		
Numeracy	N	Ethical Behaviour	EB	ATSI histories and cultures	ATSI		
Info/Comm. Technology	ICT	Intercultural Understanding	ICU	Asia & Aust.'s engagement with Asia	ASIA		
Critical/Creative Thinking	CCT						

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)	TIME (No. Weeks)
Civics &	Year 5: Civics & Citizenship By Lindsay Marsh	CIVICS & CITIZENSHIP TASKS: Students can list as many different groups in the community as they can. Research to find out what their	

<p>Citizenship</p> <p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values to exercise influence.</p> <p>Achievement Standards</p> <p>Identify various ways people can participate effectively in groups to achieve shared goals.</p> <p>Geography</p> <p>The location of the major countries of Europe and North America in relation to Australia and influence of the people on the environments of at least 2 from each continent.</p> <p>Achievement Standards</p> <p>Describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments.</p> <p>History</p> <p>The reasons people migrated to</p>	<p>Parliament Of South Australia By Mr G D Combe</p> <p>Law Courts – Adelaide Magistrates Court</p> <p>peter.cavouras@courts.sa.gov.au</p> <p>www.courts.sa.gov.au/schools/index.html</p> <p>Parliament House</p> <p>penny.cavanagh@parliament.sa.gov.au</p> <p>www.parliament.sa.gov.au/Education</p> <p>https://itunes.apple.com/us/book/new.geography/</p>	<p>aims and beliefs are.</p> <p>GEOGRAPHY TASK:</p> <p>TASK: Students to be able to locate and mark correctly the names of the countries in Europe & Asia.</p> <p>TASK: Students to research the characteristics of climate types in Europe and Asia and consider the impact of climate on human decisions. Students</p> <p>Research the characteristics of dry, temperate and tropical climates.</p> <p>Present their findings in a table.</p> <p>Visually illustrate the different characteristics of each climate type.</p> <p>HISTORY TASK:</p> <p>Research “How did European and Asian settlement in Australia impact land, life, and environment?” Their primary sources will be maps and treaties, and their goal is to find examples of effects on physical and political</p>	
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<p>Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony</p> <p>Achievement Standards.</p> <p>Describe the significance of people and events in bringing about change.</p> <p>Economics & Business</p> <p>Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations.</p> <p>Achievement Standards</p> <p>Distinguish between needs and wants.</p>		<p>geography.</p> <p>Each group will compile their ideas and “evidence” on a large piece of paper where they can organize the information in any way.</p> <p>Each group will share their research with the entire class.</p> <p>Peer Assessment for group presentations.</p> <p>Economics & Business task:</p>	
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I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Date: ____/____/____

YEAR 6 HASS Semester One Assessment Plan



CHARLES
CAMPBELL
COLLEGE

YEAR 6 Humanities 2015

Teaching, Learning & Assessment Plan Semester 1

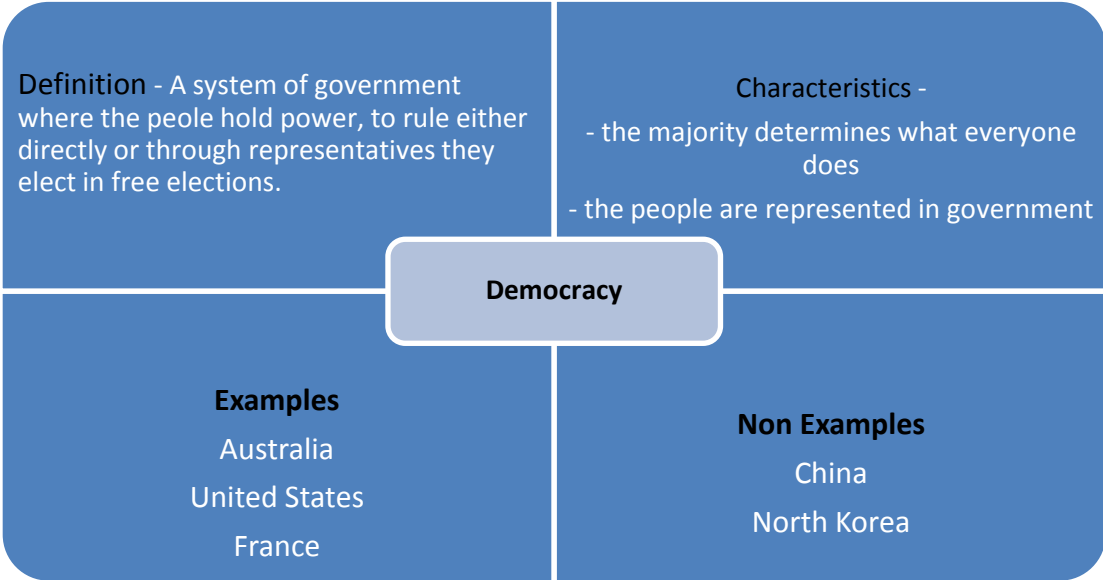
<u>General Capabilities</u>		<u>Code</u>	<u>Cross-curriculum Priorities</u>		<u>Code</u>
Literacy	L	Personal & Social Capability	PSC	Sustainability	SUST
Numeracy	N	Ethical Behaviour	EB	ATSI histories and cultures	ATSI
Info/Comm. Technology	ICT	Intercultural Understanding	ICU	Asia & Aust.'s engagement with Asia	ASIA
Critical/Creative Thinking	CCT				

Term 1		
Key Inquiry Question/s What is democracy in Australia and why is voting in a democracy important?		
LEARNING OUTCOMES (including AC codes)	TEACHING SEQUENCE (including General Capabilities & Cross-Curriculum Priorities)	RESOURCES
<i>Learning intention – to start to build an understanding of different forms of government and how those government structures affect decision making.</i>		

<p>Civics + Citizenship The key institutions of Australia’s democratic system of government based on the Westminster system including the monarchy, parliament and the courts.</p> <p>Economics + Business The reasons businesses exist and the different ways they provide goods and services.</p> <p>Geography Effect of connections to places throughout the world on shaping awareness and opinions of places.</p> <p>History The contribution of individual and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</p>	<p>Getting Started Inform the class they are going to plan class pizzas using an understanding of the different types of government to decide on the making of the pizza.</p> <p>Introduce the challenge:</p> <p>The first pizza should be made to include all of the preferences and needs of the students in the class. They should consider:</p> <ul style="list-style-type: none"> • What process they are going to use to choose what is going to go on the pizza • What are they going to do if they can’t decide • Who is going to decide • What happens when you don’t like the decision • Are there any issues they need to include at the beginning, eg dietary needs? <p>The second pizza will use the knowledge and understanding of 5 different modes of governance to inform the making of the second pizzas: Anarchy – everyone can put whatever they want on the pizza, all at once. Democracy - everyone votes on what they want on the pizza. Dictatorship – one person, eg the teacher decides what is going to be one the pizza. Monarchy – the king and queen of the class decide what is going to be on the pizza. Socialism – a central group plan, produce and generate the idea for the way the pizza will be made.</p> <p>Students should read and research about the different types</p>	<p>Adapted from - Tools for Teachers 2 – <i>Stephanie Alexander Kitchen Garden Foundation</i>. Years 5 & 6. Stephanie Alexander Kitchen Garden Foundation 2011. page 51 MacMillan Dictionary definitions of different types of governments: http://www.macmillandictionary.com/thesaurus-category/british/Systems-of-government-and-types-of-government (23 October 2014)</p> <p>American teenage girl describes some different types of government – global perspective - https://www.youtube.com/watch?v=WEEuwmMIPas</p> <p>Basic types of governments – the spectrum explained (American) https://www.youtube.com/watch?v=ODJfwa9XKZQ</p> <p>An inquisitive alien visits earth to understand more about what "government" is, what it does, and why it exists. https://www.youtube.com/watch?v=EUS1m5MSt9k</p> <p>Anarchy - No one tells you what to do and there is no voting. There is no police to keep the peace. Democracy – Allows everyone votes on who they want to represent them and form a government. Dictatorship - In a dictatorship the ruler usually lives in luxury while the rest of the people live in fear of the ruler’s power Monarchy - Monarch’s usually rule for a life time and by hereditary right, eg born into royalty. Socialism - Socialist government operates to seeks a more just and equal distribution of property and labor.</p>
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	<p>of government structures.</p> <p>Make the different pizzas and have students try each of the pizzas. In small groups discuss the following questions:</p> <ul style="list-style-type: none"> • How did they feel about the decision making processes • Reflect on the different ways of decision making. Did it alter what the pizzas were like? • What problems arose from making them in different ways? <p>As a whole class:</p> <ul style="list-style-type: none"> • each group shares the keys ideas from their discussion • discuss and map the similarities and differences of the different governance systems. 	
	<p>Formative Assessment</p> <p>Students should complete a learning log using written words and graphical and physical representation to illustrate their thinking and learning. The learning log will show what students have taken from these activities.</p>	<p>An example of a learning log can be found in: Embedding formative assessment Year 1. Siobhan Leahy and Dylan Wiliam. Hawker Brownlow Education, 2013. page 68</p>
	<p>Learning intention – to develop a deeper understanding of Australia’s democratic system and how this:</p> <ul style="list-style-type: none"> • compares and contrasts with other countries and our connections • influences business. 	
	<p>Working in groups students use their Learning log responses to:</p> <ul style="list-style-type: none"> • check their understanding with others • develop a group question they want to explore. 	

	<p>Questions – should address areas students don't understand or those they want to learn more about.</p> <p>The whole class construct a wall poster of each groups questions for exploration.</p>	
	<p>Explicit teaching about Australia's democratic system</p> <p>A democracy From the Greek: <i>demos</i> (people) and <i>cracy</i> (rule of government). A system of government of a country whose leaders have been elected by the people.</p> <p>Building knowledge and understanding Students watch one or more of the videos and discuss what they have found out from watching the video/s.</p> <p>Exploring what democracy means for students.</p> <p>You aren't old enough to vote, so does democracy mean anything to you, or do you have to wait until your 18 to care.</p> <p>In groups:</p> <ul style="list-style-type: none"> • students discuss and record on sticky note paper <ul style="list-style-type: none"> - how democracy affects them - ways they benefit from living in a democracy. <p>Groups should combine sticky notes on a big piece of paper.</p>	<p>Discovering Democracy http://www1.curriculum.edu.au/ddunits/downloads/downlo ads.htm</p> <p>http://www1.curriculum.edu.au/ddunits</p> <p>Democratic Rights and Freedom http://www.dfat.gov.au/facts/democratic_rights_freedoms.html</p> <p>Videos Australian Democracy Part 1 - https://www.youtube.com/watch?v=V7flr-4BDNs</p> <p>What is democracy - https://www.youtube.com/watch?v=OuY-DVsU4BY</p> <p>Origins of Democracy https://www.youtube.com/watch?v=IOwh_JM3UZk</p> <p>Australian History timeline https://www.youtube.com/watch?v=7y6pDwmoD0E</p>

	<p>Formative Assessment Students develop a Frayer model example of democracy.</p> <p>Use the template - http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html</p> <p>The Frayer Model develops an understanding of complex concepts. Students identify not just what something is, but what something is not. The center of the diagram shows the concept being defined, while the quadrants around the concept are used for providing the details. The word democracy works well with the Frayer Model.</p>  <p>Definition - A system of government where the people hold power, to rule either directly or through representatives they elect in free elections.</p> <p>Characteristics - - the majority determines what everyone does - the people are represented in government</p> <p>Examples Australia United States France</p> <p>Non Examples China North Korea</p>	
	<p>Working with a partner students should select a country and find out about:</p> <ul style="list-style-type: none"> How the type of a countries government affects people and their environment. <p>http://australia.gov.au/about-australia/our-country/our-natural-environment</p>	<p>Compare countries on just about anything - http://www.nationmaster.com/</p> <p>World Atlas - http://www.worldatlas.com/aatlas/world.htm</p> <p>Interactive visual tool for viewing world trends</p>

<http://www.gapminder.org/>

Information about countries around the world including: Geography, maps, flag, history, area, population, capital, largest cities, languages, literacy rate, economy and government. <http://www.infoplease.com/countries.html>

Compare countries on just about anything
<http://www.nationmaster.com/>

Economic and social statistics on the countries and territories of the world, with particular reference to children's well-being
http://www.unicef.org/statistics/index_countrystats.html

SUMMATIVE ASSESSMENT

Students should develop a presentation for other students about what is democracy.

Presentations could include:

- Powerpoint
- Prezi presentation
- Poster
- Booklet
- Video.

The audience for the video should be students their own age.

The content of the presentation should contrast and compare:

- democracy in Australia with democracy in another country
- democracy in Australia and another country with a different form of governance.

The assessment should include a teacher, peer and self-assessment process.

LINKS WITH OTHER CURRICULUM AREAS



YEAR 6 Humanities 2015

Learning & Assessment Plan Semester 1

CHARLES
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<u>General Capabilities</u>	<u>Code</u>		
Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

<u>Cross-curriculum Priorities</u>	<u>Code</u>
Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

Term 2		
Key Inquiry Question/s What are the roles and responsibilities of the different levels of government in Australia?		
LEARNING OUTCOMES (including AC codes)	TEACHING SEQUENCE (including General Capabilities & Cross-Curriculum Priorities)	RESOURCES
Civics + Citizenship The roles and responsibilities of the three levels of government including shared roles and responsibilities within Australia's federal system. <i>Explain the purpose of key institutions and levels of government in Australia's democracy.</i>	Learning intention – to build an understanding of different forms of government and how those government structures affect decision making.	
	Students should watch the 3 video clips: <ul style="list-style-type: none"> • Australia's 3 tier system • Experiences of democracy and citizenship in Australia • 3 levels of government in Canada. 	ABC – Investigate and analyse Australia's 3 tier system of government. http://www.abc.net.au/civics/democracy/curric/gpe2.htm Development of Australian government – experiences of

<p>History Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and or Torres Strait Islanders, migrants, women and children. Identify change and continuity and describe the causes and effects of change on society. Compare the different experiences of people in the past. Explain the significance of an individual and group.</p>	<p>In small groups students discuss the videos they have watched. As a group they then develop a statement to the question: <i>What is Australia's 3 tier system of government?</i></p> <p>Groups should then meet as a whole class and share the statements they have come up with.</p>	<p>democracy and citizenship in Australia – from federation until voting for Aboriginal people and women in Australia https://www.youtube.com/watch?v=06mBeIBJ0CU</p> <p>Who does what – 3 levels of government in Canada – how does this relate to Australia. https://www.youtube.com/watch?v=AVE3OsR5W-0</p> <p>Discovering Democracy Units http://www1.curriculum.edu.au/ddunits/downloads/downloads.htm</p> <p>http://www1.curriculum.edu.au/ddunits</p> <p>A Guide to Government and Law in Australia http://www1.curriculum.edu.au/ddunits/guide/guide.htm</p>
<p>Economics + Business How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs. Recognise why choices about the allocation of resources involve trade-offs.</p> <p>Geography World cultural diversity including indigenous peoples. The connections Australia has with other countries and the effects on people. Describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena.</p>	<p>Formative Assessment <i>Using the My triangle of learning</i> students should reflect on the information they have understood by watching the videos about the 3 tiers of government.</p> <p>With a partner or in small groups students should develop a questions and answers for a quiz show about the 3 tiers of government.</p> <p>The <i>Triangle of learning</i> and the quiz show will provide data to assist with adjusting/changing teaching practice and identify questions.</p>	<p>Embedding formative assessment Year 1. Siobhan Leahy and Dylan Wiliam. Hawker Brownlow Education, 2013. page 70</p>
	<p>Planning an excursion to the State and Local government.</p> <p>Facilitating a debate</p>	<p>Preparing for a Parliamentary Style Debate – www.parliament.sa.gov.au/education/teachers</p>

SUMMATIVE ASSESSMENT		

With a partner or in small groups students should develop the questions and answers for a quiz show about the 3 tiers of government.

As a whole class they should design an information video to assist other students understand the 3 tier of governments in Australia and how it works.

Why Australian states have different laws - https://www.youtube.com/watch?v=ecB-Lpm_AZ0

Australia's History Part 1 of 4 – Geographical birth of the country - <https://www.youtube.com/watch?v=JoccT1oYoJU>

YEAR 6 HASS Semester Two Assessment Plan



CHARLES
CAMPBELL
COLLEGE

YEAR 6 Humanities 2015

Learning & Assessment Plan Term 3

<u>General Capabilities</u>	<u>Code</u>		
Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

<u>Cross-curriculum Priorities</u>	<u>Code</u>
Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)
Civics and Citizenship	Declaration of the Rights of Man and Citizen	Develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and

<p>Who can be an Australian citizen; the formal rights, responsibilities and shared values of Australian citizenship.</p> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens.</p> <p>Explain what it means to be an Australian citizen and how people can participate as global citizens.</p>	<p>http://www1.curriculum.edu.au/ddunits/sources/man_citizen_rights.htm</p> <p>Becoming an Australian Citizen</p> <p>I am an Australian – Exploring Australian Citizenship - http://www.immi.gov.au/event/AusCitzDay/Pages/schools.aspx</p> <p>Students explore what it means to be a global citizen online.</p>	<p>concepts to:</p> <p>Explain what it means to be an Australian citizen</p> <p>Explore and build online</p>
<p>Economics and Business</p> <p>The effect that consumer and financial decisions can have on the individual, the broader community and the environment.</p> <p><i>Describe the effects of consumer and financial decisions on themselves, others and the environment.</i></p>	<p>Investigate a familiar community or regional economics or business issue that may affect the individual or the local community – for example:</p> <ul style="list-style-type: none"> • Buying a Mobile phone • Where to hold a school event • How to make a decision about buying goods for the school • Building a structure on a vacant lot. 	<p>Making decisions to benefit my community</p> <p>Identify the advantages and disadvantages of a proposed response to an issue and apply economics and business knowledge and skills to everyday problems.</p> <p>Students practise contesting ideas, debating and using evidence to form and express opinions on economic issues that interest and/or have an impact on themselves</p>

	<p>They expand their economic vocabulary to include such terms as <i>consumption</i>, <i>production</i>, <i>distribution</i>, <i>enterprise</i> and <i>identify</i>, and learn to collect and process data from a range of sources, including electronic media.</p> <p>AusVELS – The Humanities - http://ausvels.vcaa.vic.edu.au/The-Humanities-Economics/Curriculum</p>	<p>and on society, particularly their local community.</p>
<p>Geography</p> <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region.</p> <p>Significant events that connect people and places through the world.</p> <p>History</p>	<p>Studies of Asia</p>	

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.		
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YEAR 6 Humanities 2015

Learning & Assessment Plan Term 4

CHARLES
CAMPBELL
COLLEGE

General Capabilities

Code

Literacy	L	Personal & Social Capability	PSC
Numeracy	N	Ethical Behaviour	EB
Info/Comm. Technology	ICT	Intercultural Understanding	ICU
Critical/Creative Thinking	CCT		

Cross-curriculum Priorities

Code

Sustainability	SUST
ATSI histories and cultures	ATSI
Asia & Aust.'s engagement with Asia	ASIA

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)
<p><i>Civics and Citizenship</i></p> <p>How state/territory and federal laws are initiated and passed through parliament.</p>	<p>A Guide to Government and Law in Australia</p> <p>http://www1.curriculum.edu.au/ddunits/guide/guide.htm</p>	

Describe the role of parliaments in creating law.

What is a law?
How are laws made?
Who changes laws?
How are our laws enforced?

The law is different in each state – find out about one law and if it is different in another state -
<http://www.lawstuff.org.au/>

Idea starters for a visit to the courts -
<http://www.courts.sa.gov.au/Community/ForSchools/Resources/Pages/Idea-starters-for-a-visit-to-the-courts.aspx>

Role play – conduct a court room scene -
<http://www.courts.sa.gov.au/Community/ForSchools/Resources/RolePlay/Pages/default.aspx>

Mock courts -
<http://www.courts.sa.gov.au/Community/ForSchools/Resources/Pages/Mock-Courts.aspx>

	<p>Who Killed Eddie Echidna - http://www.courts.sa.gov.au/Community/ForSchools/Resources/WhoKilledEddieEchidna/Pages/default.aspx</p> <p>Making Laws – Primary Education - http://www.peo.gov.au/learning/closer-look/governing-australia/making-laws.html</p> <p>Info about 3 different levels of law making. http://www.peo.gov.au/learning/closer-look/governing-australia/making-laws.html</p> <p>Visit to the Adelaide Law Courts -</p> <p>Protocol for School Visits - http://www.courts.sa.gov.au/Community/ForSchools/Pages/Protocol-for-school-visits.aspx</p>	
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<p>Geography</p> <p>Differences in economic, demographic, and social characteristics between countries across the world.</p> <p><i>Describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people.</i></p>		
<p>History</p> <p>The contribution of individual and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</p> <p><i>Identify change and continuity and describe the causes and effects of change on society.</i></p> <p><i>Compare the different experiences of people in the past.</i></p>		

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YEAR 7 HASS Semester One Assessment Plan



Year 7 (Humanities and Social Sciences)

Semester 1 Assessment Plan

In semester 1, Humanities and Social Sciences (HASS) includes

History (The Ancient World) – Key Inquiry Questions

1. How do we know about the ancient past?
2. Why and where did the earliest societies develop?
3. What emerged as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

Water in the World – Key Inquiry Questions

1. How do people’s reliance on places and environments influence their perception of them?
2. What effect does the uneven distribution of resources and services have on the lives of people?
3. What approaches can be used to improve the availability of resources and access to services?


Civics and Citizenship – Key Inquiry Questions

1. How is Australia’s system of democratic government shaped by the Constitution?
2. What principles of justice help to protect the individual’s rights to justice in Australia’s system of law?
3. How is Australia a diverse society and what factors contribute to a cohesive society?

Economics and Business – Key Inquiry Questions

1. Why is there a strong relationship between consumers and producers in the market?
2. Why is financial planning important for both consumers and businesses?
3. How do the capabilities of entrepreneurs contribute to business performance and what are the characteristics of a successful business?
4. Why types of work exist and in what other ways can people drive an income?

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)	TIME (No. Weeks)
<p>TOPIC NAME:</p> <p>OVERVIEW:</p> <p>Introducing History: Primary Sources/ Secondary Sources/ Evidence/ Bias/</p>	<ul style="list-style-type: none"> • Historical Objects • BC/AD Worksheet • GeogSpace.com • TfEL – • Australian coins • British museum website 	<p>1. <u>Understanding year 7 HASS</u></p> <p>Looking at Learning and assessment plan with class,</p>	<p>2</p> <p>(Week 1-2)</p>

<p>Reliability</p>	<ul style="list-style-type: none"> • Photos • http://www.nma.gov.au/engage-learn/schools/classroom-resources/by_year/year_seven 	<p>Discuss,</p> <ul style="list-style-type: none"> • What are the learning intentions • What could the Intended Learning Look like? • How do we challenge Student learning? • What do student’s bring to the course • What evidence do we use to assess – look at and discuss assessment rubric and explain what students need to do to achieve (1 lesson) <p>How do we know about the Ancient Past? <u>Task</u> Looking at sources, what can <u>things (objects)</u> tell us? Students are given a coin, they will be asked to complete an etching of the coin. Students will be asked to look at date, Monarch and place as well as the picture and in a sentence explain what they believe the picture signifies.</p> <ul style="list-style-type: none"> - Question, What can we learn from studying objects such as coins? What information can be obtained and why would a historian use objects to uncover the secrets of the past. <p>Students are then given a picture of an ancient coin they will be asked to carefully examine every element of the picture, students will be assisted to create questions based on the source in front of them. Who is on the coin? What does it symbolise?</p> <p>Students, in groups will compose a series of questions based on what they see. As well as developing questions around what they wish to discover.</p> <p>2. Timeline: Students create their own personal pictorial timeline. Using Primary and Secondary Sources. This may be presented in a variety of ways, negotiated with teacher and must demonstrate an understanding of the difference between primary and secondary sources.</p> 	
<p><u>Economics and Business</u></p>	<ul style="list-style-type: none"> • 3 Scenarios - utilising Spreadsheets • Worksheets (Available on J://Drive) 	<p>1. <u>Terminology</u>- consumers, producers, markets, entrepreneurs, work, income, businesses</p>	<p>2 (Week 3-4)</p>

<ul style="list-style-type: none"> Describe the interdependence of consumers and producers in the market. Explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used 	<ul style="list-style-type: none"> Computer Room booking Catalogues/ brochures Cambridge text book Jacaranda text 	<p>2. <u>Financial Planning – Budgets</u> Students will create a budget to purchase an electronic item of choice. Students will need to research prices from various stores and online and provide evidence of research (i.e. catalogue cut-outs etc). Students will be given a scenario with a set amount of money issued each week. From this money they will have to purchase certain things e.g. Birthday presents for friends, and treats for themselves, while saving for their device. Using Excel, students will create a spreadsheet document of their budget.</p>	
<p style="text-align: center;"><u>History:</u></p> <p style="text-align: center;"><u>Depth Study 1:</u></p> <p style="text-align: center;"><u>Investigating the Ancient Past</u></p> <p style="text-align: center;"><u>(Australia)</u></p> <ul style="list-style-type: none"> suggest reasons for change and continuity over time describe the effects of change on societies, individuals and groups describe events and developments from the perspective of different people who lived at the time explain the role of groups and the significance of particular individuals in society identify past events and developments that have been interpreted in different ways 	<ul style="list-style-type: none"> Source analysis sheets and assessment rubrics on usb. History Mysteries R/C 	<p><u>Part #1- Source Analysis: Ancient Australia</u></p> <p><u>Introduction to source analysis</u></p> <p>Using the appropriate source analysis sheet provided by the teacher to record findings, students will be asked to pose and answer questions related to various sources.</p> <p><i>Short answer questions- requiring some research.</i></p> <p><u>Part 2- Source Analysis: History Mystery</u></p> <p>Looking at sources, investigate a mystery from Ancient Australia that has challenged historians or archaeologists. For example: An analysis of unidentified human remains. (subscription to History Mysteries – National Museum of Australia</p> <p><i>With particular focus on the use of primary and secondary sources.</i></p> <p><i>minimum 200 words</i></p>	<p style="text-align: center;">5 (Week 5 – 9)</p>



<p><u>Civics and Citizenship</u></p> <ul style="list-style-type: none"> Identify the importance of shared values. Explain the diverse nature of Australian society. 	<ul style="list-style-type: none"> Neighbourhood Liveability survey (geospace) Central Market Work Booklet (O://Drive) Migration Museum GIS Evaluation/ Reflection sheet (O://Drive) 	<p><u>Australia's ethnic diversity –</u></p> <p><u>International cuisine :</u></p> <p>Trip to Central Market/ Migration Museum</p> <p>Students to complete a booklet while on Excursion (Food and Cultural Diversity)</p> <p>Students to fill out an evaluation/reflection sheet after the excursion.</p>	<p>3</p> <p>(Week 10- [Term 2] Week 1)</p>
<p><u>History:</u></p> <p><u>Depth Study 3:</u></p> <p><u>The Asian World</u></p> <ul style="list-style-type: none"> suggest reasons for change and continuity over time describe the effects of change on societies, individuals and groups describe events and developments from the perspective of different people who lived at the time explain the role of groups and the significance of particular individuals in society identify past events and developments that have been interpreted in different ways 	<ul style="list-style-type: none"> Research Paper assessment sheet Books ClickView Internet 	<p><u>Museum Display:</u></p> <p>Students will create an annotated visual display on either China or India highlighting change and continuity over time, effects of change on society and individuals. They will also describe events and developments of different perspectives. <i>For example:-</i></p> <p><i>Archaeologists have discovered the five dynasties of ancient China: the Xia, the Shang, the Zhou, the Qin and the Han.</i></p> <p><i>Students will design their annotated display as follows:</i></p> <ol style="list-style-type: none"> Separate their display into five sections and allocate one of the dynasties to each section. Find a minimum of two or three pieces of evidence for each dynasty. For each piece of evidence, write a brief description of it that explains why it is significant (20-30 words). Find an image of each piece of evidence and stick it on the piece of evidence. Choose an Ancient Chinese 	<p>5</p> <p>([Term 2] Week 2- 6)</p>

		<p>Philosophy or religion and write 30-40 words explaining it.</p> <p>f) Choose one invention from Ancient China and write 20-30 words on its significance / impact. (Refer to pp. 416-417 in Oxford Big Ideas)</p>	
<p>History:</p> <p>Depth Study 2:</p> <p><u>The Mediterranean World</u></p> <p>{CHOICE OF ONE OF THE FOLLOWING}</p> <p>1. EGYPT</p> <p>OR</p> <p>2. ROME</p> <p>OR</p> <p>3. GREECE</p> <p>• suggest reasons for change and continuity over time</p> <p>• describe the effects of change on societies, individuals and groups</p> <p>• describe events and developments from the perspective of different people who lived at the time</p> <p>• explain the role of groups and the significance of particular individuals in society</p> <p>• identify past events and developments that have been interpreted in different ways</p>	<ul style="list-style-type: none"> • Museums • Oxford Big ideas Textbook- History • Documentaries and films available on Clickview online: e.g. "Life in Ancient Egypt" • <u>Websites:</u> www.teachingideas.co.uk/history/contents_romans.htm • CCC Resource Centre • Multimedia • informative brochures from a variety of sources • Printing Press (online): http://www.readwritethink.org/files/resources/interactives/Printing_Press/ • Writing a Brochure information sheet. • Scaffolded brochure assessment task sheet. • Jacaranda History Atlas • British Museum Website • Other Links found on SA Museum Website • Horrible Histories DVDs 	<p><u>Mediterranean World Brochure</u></p> <p>Students will create a brochure or information report using Printing Press or another program negotiated with the teacher (students on a modified program may complete a hardcopy version using the scaffolded brochure template or may be assisted to complete an electronic version)</p> <p>Students must address the following:</p> <p>-What are the physical features of the country and how are they relevant to the society?</p> <p>-Identify the roles that people play in key groups.</p> <p>-Research the significant beliefs, values and practices.</p> <p>-What contacts and conflicts occurred within/ with other societies?</p> <p>-Investigate the role of a significant individual.</p> <p>Eg. Cleopatra / Julius Caesar/ Tutankhamon</p> <p>-Bibliography in Harvard Referencing</p> <p>Min 250 words with maps and pictures.</p>	<p>5</p> <p>(Week 7- [Term 3] Week 1)</p>

I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature:

Parent Signature: _____

Date: ____/____/____

Cross Curriculum Priorities

Sustainability



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



General Capabilities

Literacy



Numeracy



ICT capability



Critical and creative thinking



Personal and social capability



Ethical behaviour



Intercultural understanding



YEAR 7 HASS Semester One Task Sheets

YEAR 7 History: Depth Study 1:- Investigating the Ancient Past (Australia) Task: Part #1



YEAR 7 HASS 2015

History

ASSESSMENT TASK 1

Historical Skills-Forming and responding to *Inquiry Questions*

TASK

The aim is to develop and refine our initial work on forming *Inquiry Question* and then to respond to the question. For this task, you will be given a picture of an ancient coin. You will need to carefully examine every element of the picture. You will be assisted to create questions based on the source in front of you (the coin). You will then be asked to write or deliver an answer to your question.

Criteria:

- Initial brainstorming – looking at the coin what type of questions can be asked regarding historical context and validity?
(Think about: Who/what is on the coin? What does it symbolise?)
- From the brainstorming compose a question relating to the coin that challenges you to “dig deeper” – look at the date and person on the coin and compose a question of historical inquiry
- Response to question – this may be in the form of
 1. A report (150 -200 words)
 2. An oral presentation with supporting evidence (2-3 min)
 3. A form negotiated with the teacher

Due date for completed task: _____

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 7:

Sophistication of skills

A	B	C	D	E
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develop questions to frame an historical inquiry when researching					
develop texts, particularly descriptions and explanations					
examine sources to explain points of view					
identify their origin and purpose when interpreting sources					

Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 7 History: Depth Study 2:- The Mediterranean World Task:

FOCUS: ANCIENT EGYPT



Name: _____

TASK

During your time at the SA Museum, your task is to answer the following questions in your booklet and submit the completed booklet on **Monday week 4**.

Your booklet will be marked using the following Australian Curriculum Achievement Standard for year 7:

Knowledge and Understanding

	A	B	C	D	E
suggest reasons for change and continuity over time					

explain the role of groups and the significance of particular individuals in society					
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Sophistication of skills

	A	B	C	D	E
develop questions to frame an historical inquiry when researching					
identify and select a range of sources and locate, compare and use information to answer inquiry questions					
identify their origin and purpose when interpreting sources					
develop texts, particularly descriptions and explanations					

Final Grade:

Teacher Comment:

Ancient *Egypt*

Before your *museum visit*

Using the museum as a research tool

Research

Before you come to the Museum

Research and write five notes on each of these three topics.

1. Death and burial in Ancient Egypt.

2. Ancient Egyptian Art (including sculpture).

3. The Gods of Ancient Egypt.

At the Museum

1. Can you find any evidence to support each of the facts you found in your research?
Note what you found on the back of this page.

Evidence from *Archaeology*

Lifestyles

Look at the exhibits.

Find things that show that personal decoration played a part in daily life in Ancient Egypt.

Does this differ from your life today?

Hunting was a very popular sport for wealthy people in ancient Egypt.

Evidence for this is in the “wooden objects” case.

What is the evidence and how was it used?

What else can you discover about how people lived in Egypt when you look at the objects in the gallery? (For example, what can you tell about clothing, art, food, etc.?)

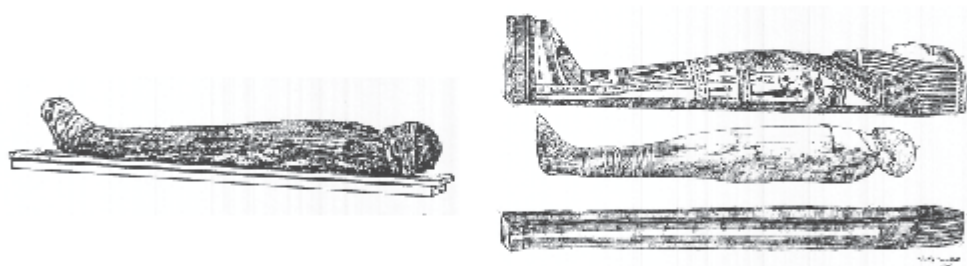
Object	What does it tell us?

Evidence from *Archaeology*

A person's place in society

The ancient Egyptian culture had many symbols and rules.

Three pictures of a man (on the wall near the black Rosetta stone) are from the Tomb of the scribe Hesy-Ra. Use the pictures and their labels to find evidence of his importance.



Burial

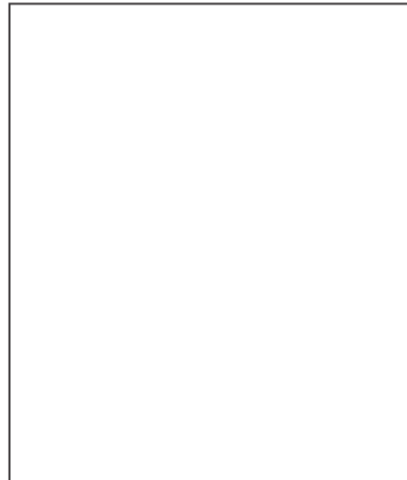
Compare the Nubian mummy (red) with that of Renpit Nefert (white).
What shows that the woman was richer than the man?

What else in this room might have belonged to a rich person?

Find *out*

Bronze

Copper and tin are used for making bronze. Copper came from Sinai, Eastern Desert and Cyprus. Tin also came from the Eastern Desert. List objects made of bronze. *(These often have a green tarnished colour)*. Draw an example in the box.



Timeline

List the objects in the 'Time Line' display which show evidence of Greek and Roman occupation.

Find *out*

Religion

Some Egyptian gods can be seen in paintings, statues and objects in the room.
Note some of the the names and different forms of the gods.

God	Form

Mummified animals were often found in religious buildings.
Which mummified animal is associated with a god who is shown in the gallery?

Look in the amulet case. These objects were believed to have sacred or magical powers.
List two types of amulets and say what they may have been used for.

YEAR 7 History: Depth Study 3:- The Asian World Task:



YEAR 7 HASS 2015 History

ASSESSMENT TASK 1

Depth Study 3: The Asian World

Museum Display

TASK

The aim is to create an annotated visual display on China, highlighting **change and continuity** over time and the effects of change on society and individuals. You will also be required to describe events and developments from different **perspectives**.

*Archaeologists have discovered the five dynasties of ancient China: **the Xia, the Shang, the Zhou, the Qin and the Han.***

You will design an annotated display as follows:

- a) *Separate your display into five sections and allocate one of the dynasties above to each section.*

- b) Find a minimum of 2 or 3 pieces of evidence for each dynasty.
- c) For each piece of evidence, write a brief description of it that explains why it is significant (20-30 words).
- d) Find an image of each piece of evidence and stick it on/ add it to, the piece of evidence.
- e) Choose an Ancient Chinese Philosophy or religion and write 30-40 words explaining it.
- f) Choose one invention from Ancient China and write 20-30 words on its significance / impact.

Due date for completed task:

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 7:

Knowledge and Understanding

	A	B	C	D	E
describe events and developments from the perspective of different people who lived at the time					
describe the effects of change on societies, individuals and groups					
explain the role of groups and the significance of particular religion/philosophy in society					

Sophistication of skills

	A	B	C	D	E
sequence events and developments within a chronological framework, using dating conventions to represent and measure time					
develop texts, particularly descriptions and explanations					
in developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information					

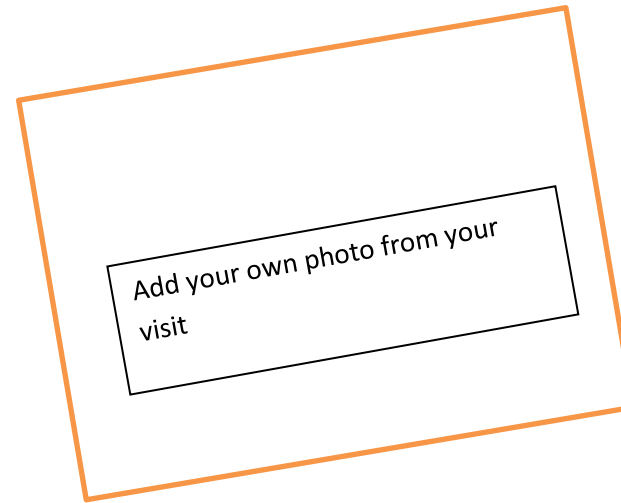
Final Grade:

Teacher comment:

In your next assignment, focus on:



Adelaide
**CENTRAL
MARKET**



Student Name: _____



Australia's ethnic diversity – International cuisine

The Adelaide Central Market is one of Australia's finest fresh produce markets providing a wide range of fresh and multi-cultural products and is also a popular tourist attraction in the heart of Adelaide and is often referred to as the Central Market. The Central Market sells a wide variety of goods, including [fruit & vegetables](#), [meat & seafood](#), [cafes](#), [breads](#) and much more. It has a vibrant atmosphere and is one of Adelaide's best-known landmarks.

TASK

You will be required to observe and record information during your trip to the Adelaide Central Market based on the questions set out in this booklet.

After the excursion, you will need to complete the ***Creativity! Market Vibe!*** in your booklet.

Due date for completed booklet: **First Monday, one week after the excursion.**

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 7:

Knowledge and Understanding

	A	B	C	D	E
identify the importance of shared values, and explain the diverse nature of Australian society					

Sophistication of skills

	A	B	C	D	E
consider different points of view on civics and citizenship issues					
develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts					
identify ways they can be active and informed citizens					

Final Grade:

Teacher comment:

In your next assignment, focus on:

*Worksheets for this task have been adapted from the Adelaide Central Market ***Creativity! Market Vibe!*** education pack (<http://www.adelaidecentralmarket.com.au/visiting/schools>)

7. MAPS

Map 1. North Adelaide



Suggestions, changes and corrections to improve this publication are welcome. Please contact Adelaide City Council on (08) 8203 7203 or city@adelaidecitycouncil.com. Adelaide City Council makes every effort to ensure the accuracy of the information shown on this map. However, we make no warranty or representation, express or implied, as to the use, accuracy, or interpretation of this data.

HISTORY OF THE MARKET

1869 On Saturday, 23 January at 3.15am a group of market gardeners made their way to a site between Gouger and Grote Street and started to sell their produce. Over 500 people attended the first market day and some 500 purchases made with all stock sold out by 6.00am.

1870 The official opening of the Adelaide Central Market was on the 22 January 1870. The Central Market was open on Tuesdays and Saturdays with 50 to 100 produce carts. The market was recorded in history as having sold vegetables, fruit, hay, fish and game meats.

1900 - 1902

On the 8th February 1900 the first stone was laid to build the current Central Market façade, which still stands today. In the same year a 40 meter verandah was added. Gas lighting, which had been sufficient for almost thirty-five years, was replaced by electricity in March, 1902.

1925

Early in the morning of 27 December 1925 the market in the north eastern section suffered fire damage. The fire brigade managed to restrict damage to two shops.

1965 - 1966

The Central Market was officially named in August 1965, prior to this the market was known as the City Market.

The Central Market underwent redevelopment which commenced on the 18th January 1965 and was completed along with a new roof top car park on 17 June 1966. The first day of trading saw a turnover of 3600 cars using the 230 bay car parks.

1977 - 1983

On the night of 27 June 1977, a major portion of the southern stall area of the market was badly damaged by fire causing half a million dollars' worth of damage. Refurbishment work began to repair damage caused by fire. Work completed in 1983. The Central Market that you see today is a mix of new age technology and historical buildings.

TODAY

The Central Market has over 80 stalls and is South Australia most visited tourist attraction. The Adelaide Central Market remains the food Mecca for multicultural cuisine and fresh produce. The Central Market trades largely in fruit, vegetables, small goods, and café food and is divided into a colourful array of lanes and broadways. The Central Market today remains "the Heart of Adelaide".

1 STALL 22 – THE METTWURST SHOP

What is the difference between Mettwurst and salami?

.....

2 STALL 25 – BAKER’S TRAY

Name two flavours of quiches sold. Name the country where quiches originated.

.....

3 STALL 14 – THE GRIND

Name one coffee grown just by women.

.....

4 STALL 60 – BAROSSA FINE FOODS

Name three types of ham sold. What animal does ham come from?

.....

5 STALL 4-5 – PRETTEJOHNS LIVING COLOUR PLANTS

How much does one parsley plant cost?

.....

6 STALL 34-35 – HOUSE OF ORGANICS & SUSTAINABLY GROWN PRODUCE

What do the different coloured price tags mean?

.....

7 STALL 68 – THE MUSHROOM MAN’S MUSHROOM SHOP

Name five varieties of mushrooms sold.

.....

8 STALL 32 – THE ADELAIDE NUT

Name five varieties of ‘raw’ nuts available. How do nuts differ from seeds?

.....

9 STALL 42 – GOURMET TO GO

What is a Murtabak? Which country does it originate from?

.....

10 STALL 55 – SOMETHING WILD

If beef, lamb, pork and chicken are common; name three types of unusual meats sold.

.....

1. GO 46 – 48 - SAMTASS SEAFOOD

What is the cost of Blue Swimmer crabs?

.....

2. RI7 - TASTE OF MARRAKECH

Name the terra cotta cooking dish with a lid.

.....

3. STALL 12 - FRED McMAHON FRUIT & VEG

What are Pink Ladies? How much are they per kilo?

.....

4. GR 47 – 49 - O’CONNELL’S MEAT

What is the price of lamb loin chops, chump chops and ‘frenched’ chops per kilo?

.....

5. STALL 44 - THE SMELLY CHEESE SHOP

Name three types of blue vein cheese. Where were they made?

.....

6. STALL 59 - THE OLIVE TREE

Name three brands of South Australian oil sold. Name three other countries that produce a lot of the world’s olive oil.

.....

7. STALL 43 - WILDLOAF

Name three types of bread sold other than white bread. What is sour dough?

.....

8. STALL 71 - THE CORNER DELI

Name two types of olives sold.

.....

9. STALL 41 - ASSAGGIO

Name three products that are Gluten Free. What is the name of the medical condition where people are gluten intolerant?

.....

10. STALL 28 – 29 - LEO’S CHEESE BAR

Name three items that are sold other than cheese.

.....

Below are some survey questions to ask stallholders. Add two more questions of your own.

Were you born in Australia?

.....

If not, which country were you born in?

.....

If not, how long have you lived in Australia?

.....

Where were your parents born?

.....

If you could live anywhere in the world, including Australia, where would you live? Why?

.....

(Your own question)

.....

(Another question)

.....

Back at school:

Repeat the same questions as above in your classroom.

Compile the statistics as a class.

The population of Australia at the 2011 census was 21,507,717. National statistics regarding immigration to Australia show that at 30 June 2011, 27% of the estimated resident population was born overseas (6.0 million people).

20% of people born in Australia have one parent born overseas. Immigrants to Australia come from over 200 countries.

The top six countries are United Kingdom, New Zealand, China, India, Italy and Vietnam.

Do your class statistics fit the national statistics?

.....

.....

.....

.....

.....

.....

What can we infer about the Australian community from these statistics?

.....

.....

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.....

As Australian citizens, how do we need to respond to maintain a cohesive society?

.....

.....

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.....

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.....

As Australian citizens, how do we need to respond to maintain a cohesive society?

.....

.....

.....

.....

1. Look carefully at the stallholders and produce in the Market.
 Make a long list (yes, a very long list) below of all the different countries you think the people, the produce and the shop owners come from.
 Supply evidence for your answers where possible, eg type of restaurant or cafe; type of food being sold, by politely asking people about their background.

Observation

Evidence

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Why are so many different foods represented here?
 Think of at least three different reasons.

.....

.....

.....

.....

.....

3. In *'The People of Australia: Australia's Multicultural Policy'*, it states 'The Australian Government celebrates and values the benefits of cultural diversity for all Australians, within the broader aims of national unity, community, harmony and maintenance of our democratic values.'

A. Describe examples of this acceptance of multiculturalism in action at Adelaide Central Market.

.....

.....

.....

.....

.....

.....

.....

B. What examples can you think of in contemporary Australia that do not reflect a tolerant or harmonious society?

.....

.....

.....

.....

.....

.....

.....

4. Can you find any examples of indigenous products being sold at the Adelaide Central Market?

.....

.....

.....

.....

.....

AFTER THE TRIP TO THE MARKET:

Choose from the following options.

1. Design your own Artwork

- Study the artwork already on the Market walls. Select an area that would be appropriate for you to hang/ install your own artwork.
- Design your artwork. (It can take any form and use any medium you choose.)
Hand up your completed artwork separately.

2. Answer the following questions:

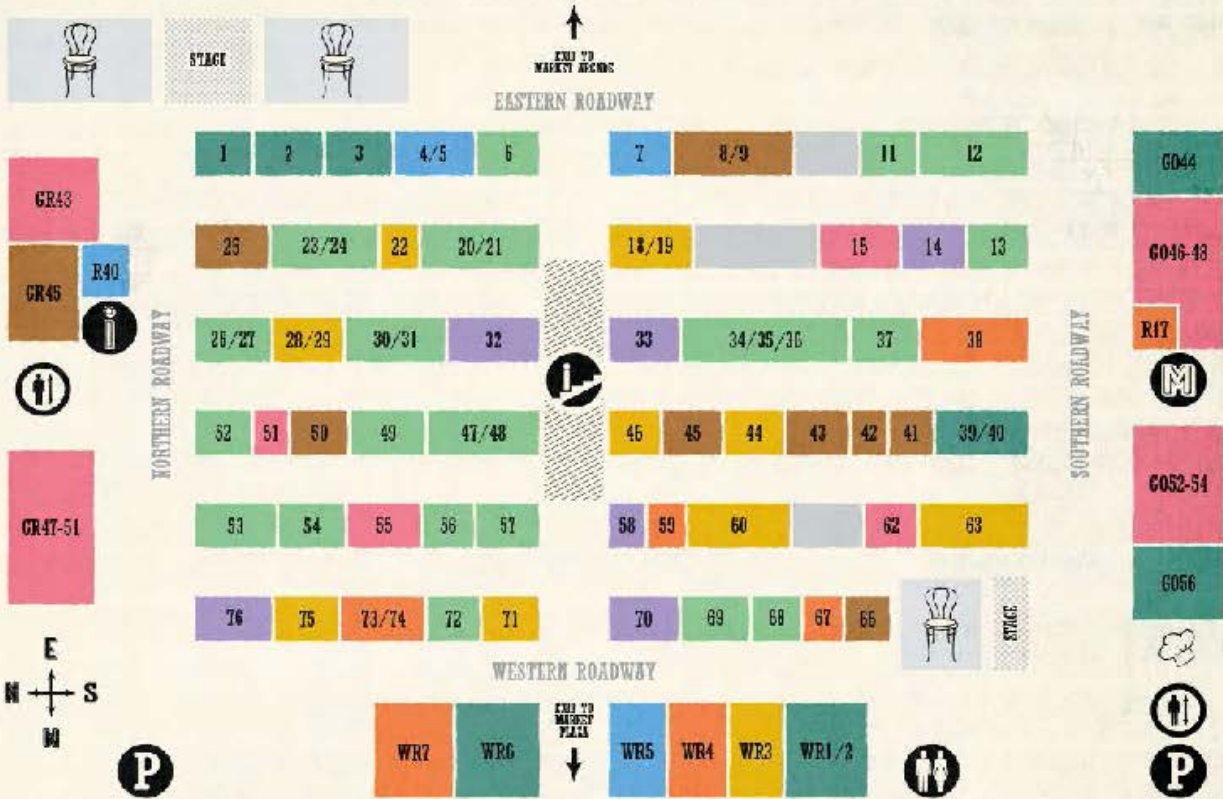
- Explain why you have chosen to do what you have.

- How does your work capture the vibe of the Market or fit the Market environment?



MARKET MAP

TO VICTORIA SQUARE



FRUIT & VEGETABLES

- 6 Carter Fruit & Veg
- 11 Three Ananas Fruit & Veg
- 12 Fred McMahon Fruit & Veg
- 13 M & W's Fruit Mart
- 20/21 Coco's Fruit & Veg
- 23/24 Seven Brothers Fruit & Veg
- 25/27 Thompson Fruit & Veg
- 30/31 Pick Me Fresh
- 34/35/36 House of Organics
- 37 M & B's Fruit & Veg
- 41/48 McMahon's Fruit & Veg
- 49 Central Fresh Fruiters
- 52 Cox's Fruit & Veg
- 53 Mitchell's Fruit & Veg
- 54 Seven Sisters Fruit & Veg

BAKERIES & PATISSERIE

- 25 Bakery Tray
- 43 Luncheon to Go
- 43 Witloof
- 45 Dough
- 50 The Market Bread Box
- 61 The Providence
- GR45 Bakery Delight

NON PRODUCE

- 4/3 Living Colour Plants
- 7 Central Market Flowers
- R40 Central Market Book Exchange
- WR5 Phoenix Camera Home

CONTINENTAL & CHEESE

- 8/9 Standon Smallgoods Butchers
- 18/19 Cox's Fine Foods
- 22 The Motswurst Shop
- 28/29 Leo's Cheese & Gourmet
- 34 Smelly Cheese
- 46 Soy Cheese
- 49 Barossa Fine Foods
- 50 Atlas Continental
- 71 Corner Deli
- 78 Sea Joss at Sevenhill Fine Foods
- WR3 Lucia's Fine Foods

CAFES

- 1 Scammi's South Bar

SPECIALTY FOOD

- 24 Jagger Fine Foods
- 41 Escoglin
- 19 The Olive Tree
- 67 The Yoghurt Shop
- 13/14 House of Health
- R17 Taste of Marrakech
- WR1 Characteristic Truffles
- WR2 The Asian Grocer

NUTS, CONFECTIONARY & COFFEE

- 14 The Grind @ Central
- 32 The Melbae Hut
- 33 Old Lady Sues

KEY

- INFORMATION
- CENTRAL MARKET MANAGEMENT (LEVEL 1)
- CAR PARK RAMP
- LUGGAGE & BABY CHANGING FACILITY
- ESCALATOR

YEAR 7 HASS Semester Two Assessment Plan



CHARLES
CAMPBELL
COLLEGE

Year 7 (Humanities and Social Sciences)

Semester 2 Assessment Plan

In semester 2, Humanities and Social Sciences (HASS) includes

History (The Ancient World) – Key Inquiry Questions

1. How do we know about the ancient past?
2. Why and where did the earliest societies develop?
3. What emerged as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

Water in the World – Key Inquiry Questions

1. How do people's reliance on places and environments influence their perception of them?
2. What effect does the uneven distribution of resources and services have on the lives of people?
3. What approaches can be used to improve the availability of resources and access to services?

Civics and Citizenship – Key Inquiry Questions

1. How is Australia's system of democratic government shaped by the Constitution?
2. What principles of justice help to protect the individual's rights to justice in Australia's system of law?
3. How is Australia a diverse society and what factors contribute to a cohesive society?

Economics and Business – Key Inquiry Questions

1. Why is there a strong relationship between consumers and producers in the market?
2. Why is financial planning important for both consumers and businesses?
3. How do the capabilities of entrepreneurs contribute to business performance and what are the characteristics of a successful business?

4. Why types of work exist and in what other ways can people drive an income?

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)	TIME (No. Weeks)
<p>TOPIC NAME:</p> <p>OVERVIEW:</p> <p><i>Introducing History:</i> Primary Sources/ Secondary Sources/ Evidence/ Bias/ Reliability</p>	<ul style="list-style-type: none"> • CCC Resource Centre • GeogSpace.com • GIS • Atlas • Oxford: Big Ideas Textbook • Internet 	<ul style="list-style-type: none"> • Book in a session with one of the Research Coaches on using the Resource Centre for Research and Harvard Referencing. (Topic: Ancient Worlds/ Places and Liveability) • Lesson Revision on Mapping Skills • Review Source Analysis 	<p style="text-align: center;">2</p> <p style="text-align: center;">([Term 3] Week 2- 3)</p>
<p style="text-align: center;"><u>Places and Liveability</u></p> <ul style="list-style-type: none"> • describe geographical processes that influence the characteristics of places and how places are perceived and valued differently • explain interconnections between people, places and environments and describe how they change places and 	<ul style="list-style-type: none"> • Horton’s Map • GIS • Atlases • Oxford: Big Ideas • Pearson 7 Geography • Computer rooms • Research Coach Session with Case Study • Landline • SBS News • ABC News • ClickView 	<p style="text-align: center;">1. <u>Map Overlay</u></p> <p>Continuing from previous Geography Unit on water.</p> <ul style="list-style-type: none"> a) Australian Population distribution map (current) b) Horton’s map of Aboriginal Australia <p>Students will need to write a paragraph and evaluate the environmental impact of</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">(Week 4-8)</p>

<p>environments</p> <ul style="list-style-type: none"> propose simple explanations for spatial distributions and patterns among phenomena describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors 	<ul style="list-style-type: none"> YouTube.com Amnesty International Lonely Planet 	<p>population distribution and examine the cultural differences regarding liveability.</p> <p>2. Case Study: Liveable Cities</p> <p>Students will compare the most liveable city/ cities in the world to the least liveable city/ cities in the world.</p> <p>Comparing:</p> <ul style="list-style-type: none"> Health care Education Infrastructure Environmental factors Crime rate and Safety Work availability Leisure <p>How do these cities cater for young people today? How could these cities improve their facilities for youth and compare to Adelaide, SA.</p>	
<p><u>Economics and Business</u></p>	<ul style="list-style-type: none"> Newspaper articles from The Advertiser Internet, interviews 	<p>1. Case Study –</p> <p>Local case study of an entrepreneur with a successful business.</p>	<p>2</p> <p>(Week 9-10)</p>

<ul style="list-style-type: none"> Describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success Identify the reasons individuals choose to work and describe the various sources of income that exist. 		<p>Guest Speaker</p> <p>2. <u>Research Task</u> – Work/Income.</p> <p>Why do individuals work, types of work and how do individuals derive an income?</p>	
<p style="text-align: center;"><u>Geography:</u></p> <p style="text-align: center;"><u>Water in the World</u></p> <ul style="list-style-type: none"> describe geographical processes that influence the characteristics of places and how places are perceived and valued differently explain interconnections between people, places and environments and describe how they change places and environments propose simple explanations for spatial distributions and patterns among phenomena describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors 	<ul style="list-style-type: none"> Values and perspectives of water. (Oxford Big Ideas) Variability of water resources (floods and draughts). Oxford Big Ideas. Camp Illawonga (The Murray River). BOM GIS Atlas Guide @ Illawonga Illawonga Camp Booklet available on J://Drive ABC- “Two Men and a Tinny” 	<p><u>Overview: Geo skills</u></p> <ul style="list-style-type: none"> Water as a resource. Water and Environment. Water flow through Australia. (Murray River) Australia’s water resources as compared to Africa (continent negotiable) Water scarcity and impact and response to draught. Economic, cultural, spiritual and aesthetic value of water. <p>1. <u>Overlay maps and oral</u></p> <p>Students will create an overlay map of Australia looking at rainfall distribution and its relation to agricultural production, impact of draught, water and the environment. Students will access data from BOM, GIS, Atlases and other sources. Students will then present their finding orally.</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">([Term 4] Week 1-5)</p>

		<p><i>**[Teacher will keep overlay maps to be further developed in the Places and Liveability Unit]**</i></p> <p>2. <u>Fieldtrip CAMP</u></p> <p>The camp and booklet reflect previous work covered and will give students a first- hand experience of water in Australia.</p> <p>Fieldtrip booklet to be completed on Illawonga Camp which includes:</p> <ul style="list-style-type: none"> -written tasks -sketches <p><i>**[This can be linked with an assessment task given in Science for Water (Water-cycle, Renewable and non-renewable resources (eg test, practical, etc.) to record results.])**</i></p>	
	<ul style="list-style-type: none"> • Campbelltown Council Website 	<p><u>Exploring the features of Australia's system</u></p>	<p>3</p>

<p><u>Civics and Citizenship</u></p> <ul style="list-style-type: none"> • Explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. • Explain how Australia’s legal system is based on the principle of justice. 	<p>(Local Council)</p> <ul style="list-style-type: none"> • Courts • SA Parliament • Australian Constitution • DVD: “The Castle” Court Scene (search YouTube- Consent Form required) 	<p><u>of Government:</u></p> <p>Part A:</p> <p>If the Murray is so vital to SA, then why doesn’t the Federal government manage it?</p> <ul style="list-style-type: none"> - Discussion on Australian constitution - What are the general features of the Australian system of government (eg, 3 levels of government, etc.) and the principles of justice - What is a constitution? - Check Australian constitution, section 100 <ul style="list-style-type: none"> • How can we change our constitution? Answer: Section 128 (referendum) <p>Part B:</p> <p>Research one local council law (look into its purpose and how it came into being).</p>	<p>(Week 6-8)</p>
--	--	--	--------------------------

Year 7 Achievement Standard

I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Date: ____/____/____

Cross Curriculum Priorities

Sustainability



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



General Capabilities

Literacy



Numeracy



ICT capability



Critical and creative thinking



Personal and social capability



Ethical behaviour



Intercultural understanding



YEAR 7 HASS Semester Two Task Sheets

CONTENTS

YEAR 7 Geography:- Water in the World Task:

Year 7

Camp Illawonga



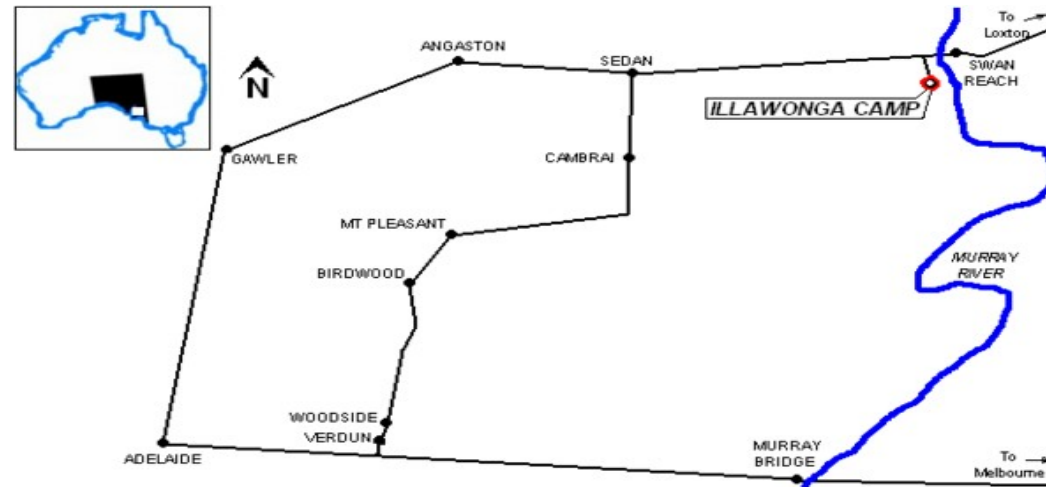
2015



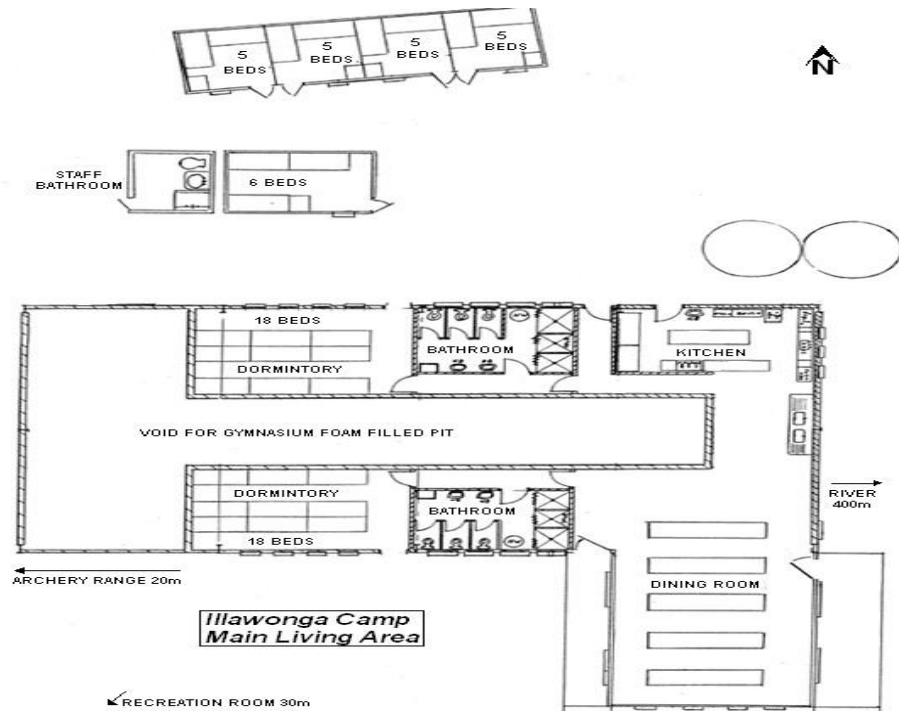
Student name: _____

HOW TO GET THERE

From Adelaide, take the no.1 highway to Verdun, Balhannah, Woodside, Mt Torrens, Birdwood, Mt.Pleasant, Cambrai and Sedan. One km before Swan Reach, Turn right at the electricity sub station and follow the dirt road for 5km. Camp signs are posted from the main road.



This is where you are staying;



Camp Itinerary

Day 1.

- 9.15 ; Bus arrives
- 9.25 ; Depart School.
- 10.15 ; Morning recess stop en-route to camp. (Supply your own)
- 11.30 ; Arrive Illawonga Camp. Welcome & settle in.
- 12.30 ; Lunch.
- 1.30 ; Bus tour to Murray Aquaculture to learn about Yabbies and Reach Museum. Irrigation. Includes Yabbie fishing or Swan
- 5.00 ; Recreational time. Pool/table tennis etc.
- 6.00 ; Dinner & discussion.
- 7.30 ; Fun in the gym. Games in the foam filled pit.
- 8.30 ; Supper & bed time.

Day 2.

- 07.30 ; Breakfast.
- 08.30 ; Group A. Murray River Ecology Boat Tour & Rowing.
Group B. Murray Mallee Ecology Safari trailer ride & Archery
- 11.30 ; Lunch
- 12.30 ; Groups A & B rotate
- 3.30 ; Bus ride to Sunnydale Station Woolshed. (Sheep Racing)
- 6.00 ; Dinner and discussion.
- 7.00 ; Karaoke
- 7.45 ; Camp fire.

8.30 ; Supper & bed time.

Day 3.

07.00 ; clean & pack (take bags to recreation room)

07.30 ; Breakfast.

08.30 ; Group A. Punyelroo Cave Expedition.MARK
B. Gym.

10.00 ; Groups A & B rotate.

12.00 ; Depart Camp.(picnic lunch provided)

3.00 ; Arrive School



Fieldtrip Booklet- The Murray River

This precious water resource is used for many purposes including environmental, irrigation, urban, stock and domestic use. The Murray River is a vital water supply for many parts of South Australia and it is essential that all Governments manage the River for economic, environmental and social benefits.

A healthy Murray River is essential to the future of South Australia. Protecting, enhancing and restoring the health of the Murray River is one of the State's highest priorities. Therefore, water conditions in the Murray River within South Australia are monitored on a daily basis.

TASK

During your time at the camp, your task is to answer the following questions in your booklet and submit the completed booklet on the **first Monday back at school**.

Your booklet will be marked using the following Australian Curriculum Achievement Standard for year 7:

Knowledge and Understanding

	A	B	C	D	E
<i>Describe geographical processes that influence the characteristics of places and how places are perceived and valued differently</i>					
<i>Explain interconnections between people, places and environments and describe how they change places and environments</i>					

Sophistication of skills

A	B	C	D	E

Locate relevant information from primary and secondary sources to answer inquiry questions
Present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms
Analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions

Final Grade:
Teacher comment:

DAY 1

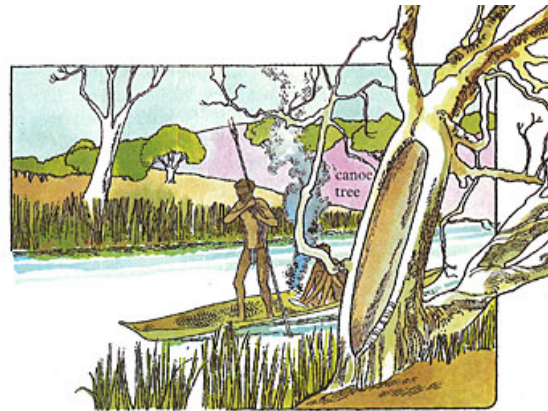
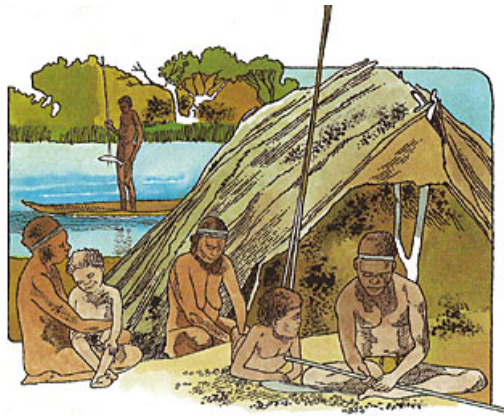
Murray River Ecology boat tour

Prior to the tour, read the following questions, seek clarification to any question that are unclear. During the tour, you are to observe and listen carefully to your guide for information about the following questions which are to be completed after the tour.

1. Explain how farmers/people use the Murray River as a Resource. Give 3 examples.

2. How do farmers, high up the cliff face of the Murray River, access water to irrigate their land?

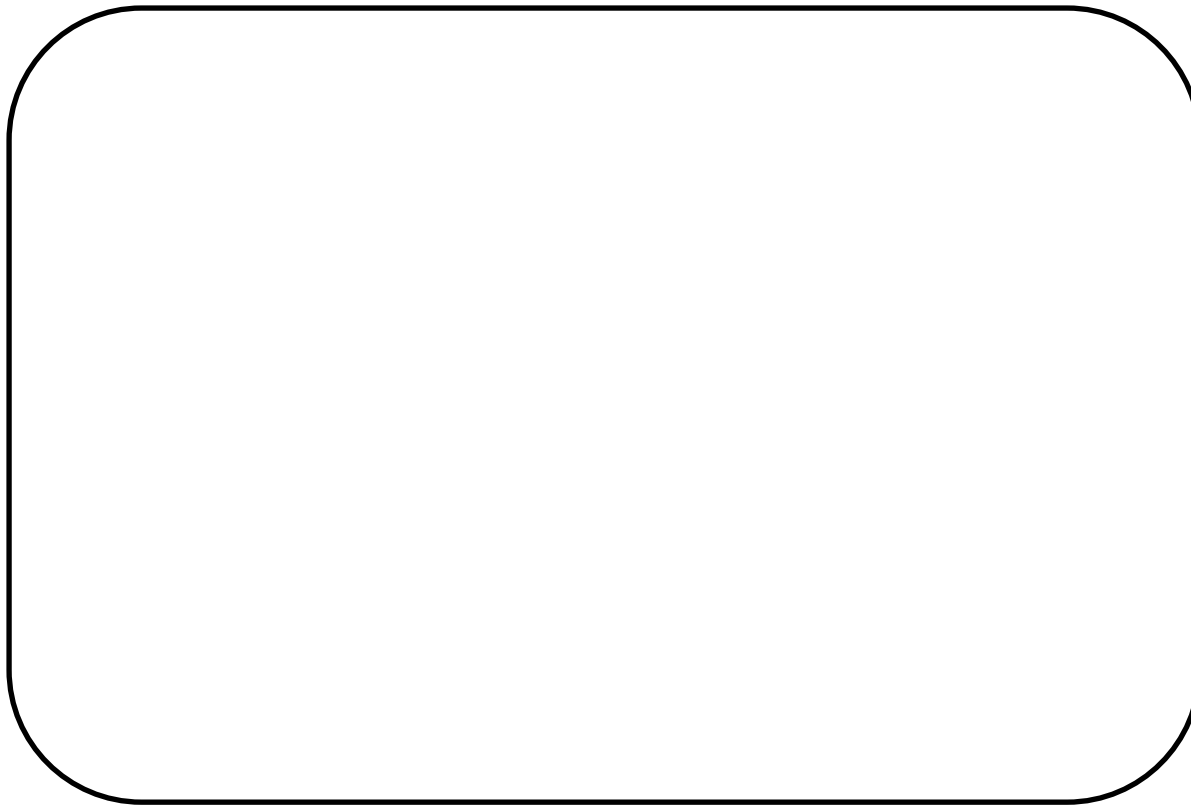
To Aboriginal people, the river Murray served a variety of uses.



3. What do these sources above depict about the Ancient Aboriginal people who lived along the River Murray? Class discussion after the camp.

4. What is a 'midden'?

5. Draw the *'midden'* visited during the boat tour, giving 3 reasons for its geographical position in relation to the Murray River (annotate).



6. a. In which year did the *great flood occur*? _____

b. What were some of the impacts for the people/environment?

7. Write **ONE** piece of information that you learnt during the boat tour about why the Murray is vital for the people of South Australia.

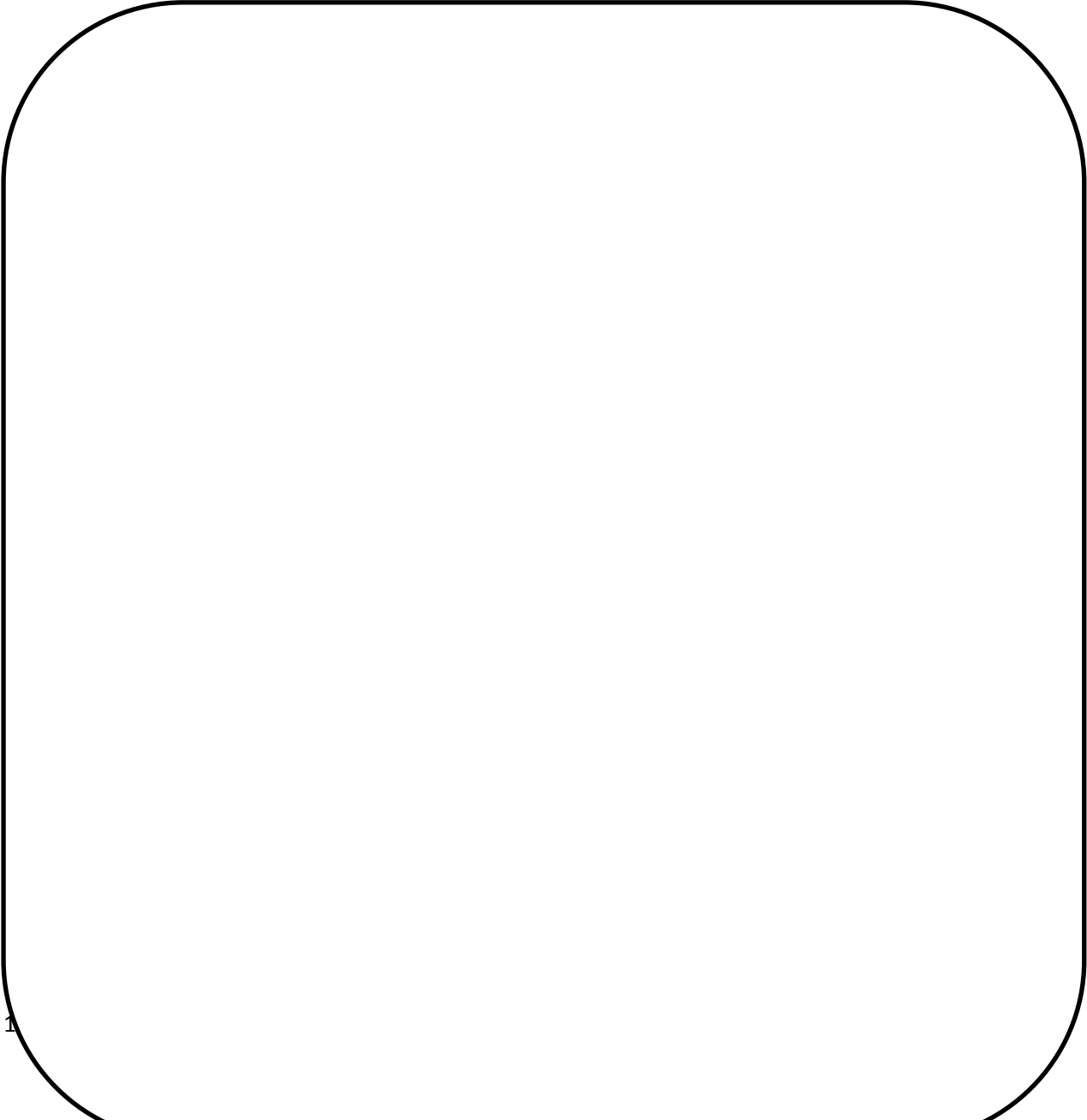
(You must address either; an economic, cultural or spiritual aspect)

After the tour: You will have the opportunity for a brief discussion with your tour guide to seek further clarification regarding the set questions above.

DAY 2

Murray Mallee Ecology Safari trailer ride

1. Draw and annotate the *life cycle* of the Murray River (focussing on the benefits of; flood, drought, algae).



2. Write a series of brief dot points about what you observed during the trip.

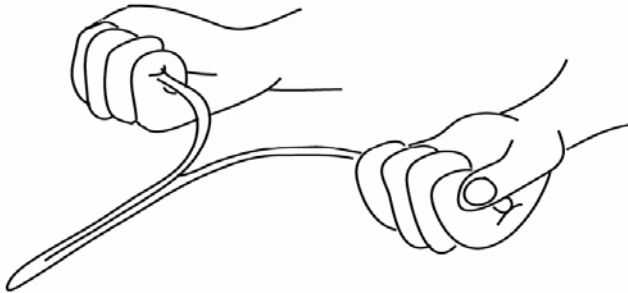
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Visit to the Sunnydale Station Woolshed

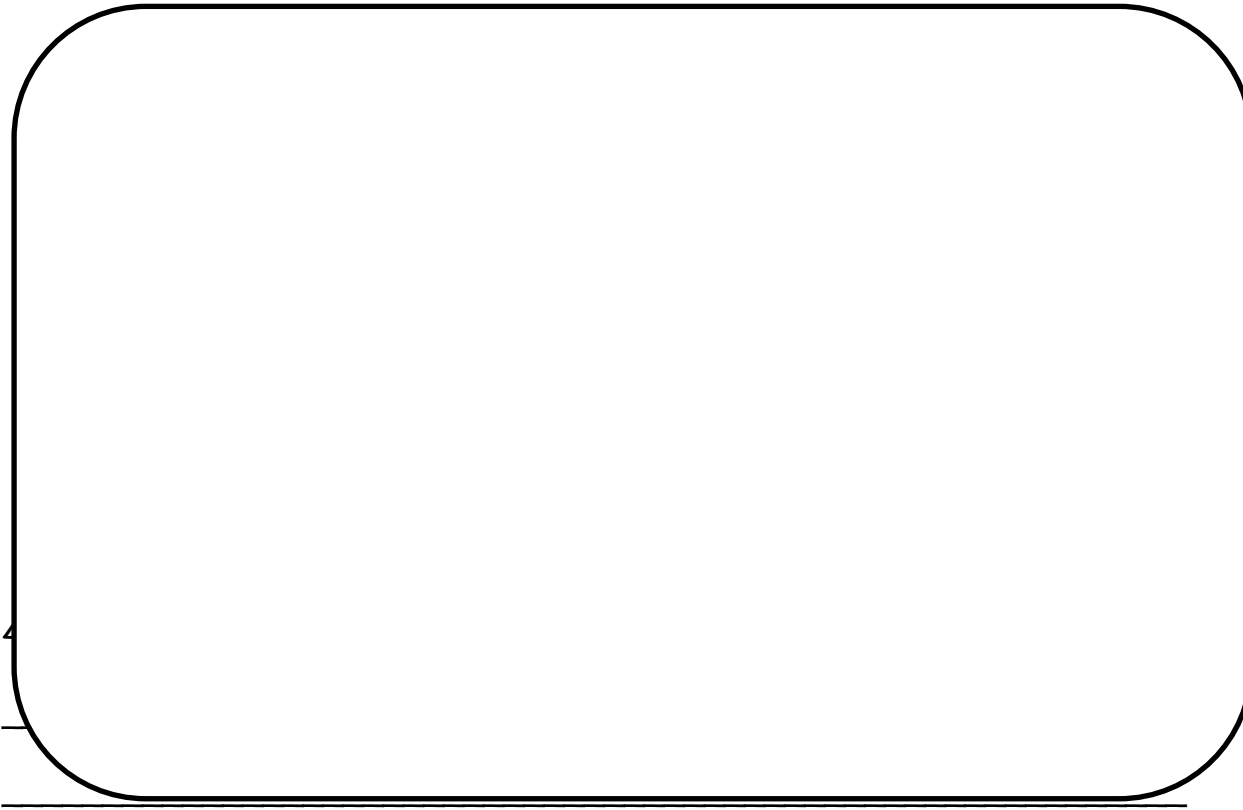
1. Describe 2 of the tools mentioned during the show.

-
-

2. What is this used for?



3. Sketch one aspect of what you saw during the visit to the woolshed.



ent? Give reasons for your opinion.

Testing for water quality

The River Murray is Adelaide's main source for water!

The aim of this experiment is to test the quality of the water in this river.

KESAB water quality testing kit (salinity, ph, temperature, turbidity)

To be picked up from KESAB on Tuesday 10th November 2015

Address;214 Grange rd, Flinders Park 5025

Work on:

1. Testing the acidity/alkalinity of the water
2. What can you see through the magnifying glass
3. Making water drinkable (purifying water)tablets from Sharon Habel
4. Using filter paper to purify water
5. Testing for salinity.....see if one available in science lab

.....do the same test again with water from a bottle bought from the shops

YEAR 7 Semester Two Economics and Business Task:



YEAR 7 HASS 2015

Economics and Business

FOLIO TASK

Task-Casualization of the Australian Workforce

TASK

This is an in class activity to be completed over two lessons and for homework and submitted to the teacher for grading by the due date.

Use the Internet, text books and any class worksheets that we have completed.

Question: Why has there been a “casualization” of the workforce in Australia over the last 30 years?

Criteria:

Complete the planning sheet first and then respond to your question in an essay of 150 words.

Prepare a reference list of the sources that you have used to submit with your task.

Due date for completed task:

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 7:

Skills

	A	B	C	D	E
Develop questions and gather data and information from different sources to investigate an economic or business issue					
Interpret data to identify trends					
Develop and present conclusions using appropriate texts, terms and concepts					

Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 7 Geography:- Places and Liveability Task:



YEAR 7 HASS 2015

Geography

ASSESSMENT TASK 2

Case Study: Liveable Cities

As discussed in class, the **world's most liveable cities** is an informal name given to any list of cities as they rank on living conditions. Countries that have cities commonly ranked within the top ten, almost always include Denmark, Germany, Switzerland, Australia and Canada.

TASK

You are required to compare the one of the **most** liveable cities in the world to one of the **least** liveable cities in the world.

Focus on comparing:

- Health care
- Education
- Infrastructure
- Environmental factors
- Crime rate and Safety
- Work availability
- Leisure

How do these cities cater for young people today? How could these cities improve their facilities for youth and compare to Adelaide, SA.

200-300 words required.

Due date for completed booklet:

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 7:

Knowledge and Understanding

	A	B	C	D	E
describe geographical processes that influence the characteristics of places and how places are perceived and valued differently					

Sophistication of skills

	A	B	C	D	E
locate relevant information from primary and secondary sources to answer inquiry questions					
present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms					

Final Grade:

Teacher comment:

YEAR 8 HASS Semester One Assessment Plan



CHARLES
CAMPBELL
COLLEGE

Year 8 (Humanities and Social Sciences)

Semester 1 Assessment Plan

In semester 1, Humanities and Social Sciences (HASS) includes two historical depth studies: The Western Islamic World; and The Asia-Pacific World and a geographical unit of study: 'Landforms and Landscapes'; a unit of Civics and Citizenship; and Economics and Business.

History (The Ancient to the Modern World) – KEY INQUIRY QUESTIONS

1. How did societies change from the end of the ancient period to the beginning of modern age?
2. What key beliefs and values emerged and how did they influence societies?
3. What were the causes and effects of contact between societies in this period?
4. Which significant people, groups and ideas from this period have influenced the world today?

Landforms and Landscapes – Knowledge and Understanding

1. What are the different types of landscapes and their distinctive landform features? (ACHGK048)
2. What are the aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples? (ACHGK049)
3. What are the geomorphic processes that produce landforms, including a case study of at least one landform? (ACHGK050)
4. What are the human causes and effects of landscape degradation? (ACHGK051)
5. What are the ways of protecting significant landscapes? (ACHGK052)
6. What are the causes, impacts and responses to a geomorphological hazard? (ACHGK053)



Civics and Citizenship – Key Inquiry Questions


1. What are the freedoms and responsibilities of citizens in Australia's democracy?
2. How are laws made and applied in Australia?
3. What different perspectives are there about national identity?

Economics and Business – Key Inquiry Questions

5. What are the differences in the ways markets (local, national, regional) operate?
6. Why do consumers and business have both rights and responsibilities?

7. What may affect the way we work both now and in the future?
8. How do different businesses respond to opportunities in the market?

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)	TIME (No. Weeks)
<p><u>TOPIC NAME:</u></p> <p>OVERVIEW:</p> <p><i>Introducing History:</i> Primary Sources/ Secondary Sources/ Evidence/ Bias/ Reliability</p> <p><i>Mapping Skills</i></p>	<ul style="list-style-type: none"> • Historical Objects • BC/AD Worksheet • GeogSpace.com 	<p><u>Source Analysis:</u></p> <p>Source Analysis using Historical objects.</p>  <p><u>BC/AD Worksheet:</u></p> <p>Worksheet comprehension covering definitions and example questions.</p>  <p><u>Mapping Task:</u></p> <p>Mapping where your depth study is located.</p>	<p>1</p> <p>Week 1</p>


		For example: Scandinavia, Geography climate then and now.	
<p style="text-align: center;"><u>HISTORY:</u></p> <p style="text-align: center;"><u>DEPTH STUDY 1:</u></p> <p style="text-align: center;"><u>THE WESTERN AND ISLAMIC WORLDS</u></p> <p style="text-align: center;"><i>{CHOICE OF ONE OF THE FOLLOWING}</i></p> <p>1. The Vikings (c.790- c.1066)</p> <p style="text-align: center;">OR</p> <p>2. Renaissance Italy (c.1400- c.1600)</p> <p style="text-align: center;">OR</p> <p>3. Medieval Europe (c.590- c.1500)</p> <p style="text-align: center;">OR</p> <p>4. The Ottoman Empire (c.1299- c.1683)</p> <p>• recognise and explain patterns of change and continuity over time • explain the causes and effects of events</p>	<ul style="list-style-type: none"> • The Vikings (c.790- c.1066) • National Curriculum Website- Activities • Achieve History “The Vikings 1” • Timelines • Mapping • Case Studies • Asterix- printed comic/ DVD available • Eric the Red Activity • Horrible Histories Book (RC)- Vicious Vikings • YouTube- Vicious Viking clips • Textbook Glossaries • ClickView Online • ClickView 24/7 <ul style="list-style-type: none"> • Renaissance Italy (c.1400- c.1600) • Pearson History Textbook: pp. 54- 87. • Movies: <ul style="list-style-type: none"> - Ever After (A Cinderella Story) - Zefferelli’s Romeo and Juliet <ul style="list-style-type: none"> • Websites: <ul style="list-style-type: none"> http://www.pbs.org/empires/medici/index.html 	<p>1. <u>Extended Response</u></p> <p>Students will write an extended response answering a key question, for example:</p> <p><i>Respond to the following statement- “...that cultures always produce great artistic pursuits for everyone to enjoy... to what extent do you agree?”</i></p> <p><i>Some Format Suggestions are:</i></p> <ul style="list-style-type: none"> • Essay • Report • Written Debate • Recount <p>The students’ response must connect to Historical evidence and sources.</p> <p><i>400- 700 words</i></p> <div style="text-align: center;">  </div>	<p>5-6</p> <p>(Week 2-6)</p>

<p>and developments</p> <ul style="list-style-type: none"> • identify the motives and actions of people at the time • explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society • describe different interpretations of the past 	<p>http://legacy.mos.org/sln/Leonardo/LeoHomePage.html</p> <p>http://www.renaissanceconnection.org/index2.cfm</p> <ul style="list-style-type: none"> • Excursion into Adelaide City to take comparison snapshots of features. Compare with typical Renaissance City. • Comparative Element with Model construction. • Jacaranda- Retro Active 8: Australian Curriculum for History Textbook • Jacaranda- History Alive 8 for the Australian Curriculum Textbook <p>3. Medieval Europe (c.590- c.1500)</p> <ul style="list-style-type: none"> • Pearson History Textbook: • Teacher companion- Pearson • Pearson E-Book • History Alive – worksheets • Clickview documentaries • Movie: “Joan of Arc” (Directed by Christian Duguay). <ul style="list-style-type: none"> • The Ottoman Empire (c.1299- c.1683) 		
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<ul style="list-style-type: none"> • explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently • explain interconnections within environments and between people and places and explain how they change places and environments 		<p>350- 450 words</p> <p>2. <u>Oral Presentation:</u></p> <p><i>Explicit Teaching about Tsunamis and Earthquakes before Assessment Task.</i></p> <p>Eg. Report with visual evidence in the form of:</p> <ul style="list-style-type: none"> - PowerPoint <i>OR</i> - Diorama <i>OR</i> - Group presentation... etc <p>The Presentation must incorporate:</p> <ul style="list-style-type: none"> • How an earthquake occurs? • What can this cause? • How are Earthquakes and Tsunamis interconnected? • What are the human and environmental impacts? • Use evidence from a Case Study of a recent Tsunami / Earthquake and incorporate an understanding of intercultural awareness (for example: Banda Aceh/ Japan) <p>Presented individually or in a group.</p>	
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<p style="text-align: center;"><u>CIVICS AND CITIZENSHIP</u></p> <ul style="list-style-type: none"> • analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation • recognise different types of law in Australia and explain how laws are made 	<ul style="list-style-type: none"> • Text books • Local Council • Constitution • Case law • Internet – legislation • Coastal booklet • Guest speaker / town planner 	<p>Overview:</p> <p>Relationship between levels of government Local council, state and federal- look at the court hierarchy. When looking at this also spend some time discussing Aboriginal and Torres Strait Islander customary law</p> <p><u>Task: Case Study with Letter to Local MP:</u></p> <p>Present students with a fictitious article to use as a case study.</p> <p>The city of Holdfast Bay has decided to build a skate park / recreational facility along the Tennyson Dune System.</p> <ol style="list-style-type: none"> 1. Explore alternative locations 2. Does the council have the authority to make this decision, (Refer back to levels of gov) if yes where does that authority come from? --- look into laws and bylaws and who does what? Delegated legislation. How do we respond to this- what can we do to show that we support or do not support this.(protests, petitions, letters etc) <p>= Source analysis task – responding to questions related to the issue study.</p> <p>What are our rights and freedoms regarding this issue? Write letters to local mp's and discover</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">(Term 2 Week 1- 2)</p>

		<p>relationship between local and state governments.</p> <p>Formal letter to local MP about the building of the complex (Explicitly teach how to write a formal letter)</p> <p>(6 lessons + homework)</p>	
<p><u>ECONOMICS AND BUSINESS</u></p> <ul style="list-style-type: none"> • explain how markets operate and recognise why governments may influence the market's operation • explain the rights and responsibilities of consumers and businesses 	<ul style="list-style-type: none"> • Kiva- empower people around the world • Year 7/8 involved • Guest speaker 	<p><u>Task: Folio of Work based on the following:</u></p> <p>Terminology- consumers, rights and responsibilities, markets (local, national, regional), work, businesses, SWOT analysis, government</p> <p>Financial Planning – Budgeting for a Farmers Market Plan and prepare a budget for a CCC Charity Market. Develop a business report.</p> <p>Group Activity – 3 individuals</p> <p>Financial Planning – Budgeting for an event</p> <p>Plan and prepare a budget for a school event eg charity fundraising, product design and development, special events.</p>	<p>2</p> <p>(Week 3-4)</p>

		Group Activity – 3 individuals	
<p style="text-align: center;">HISTORY:</p> <p style="text-align: center;">DEPTH STUDY 2:</p> <p style="text-align: center;"><u>THE ASIA-PACIFIC WORLD</u></p> <p style="text-align: center;"><i>{CHOICE OF ONE OF THE FOLLOWING}</i></p> <p>1. Angkor/Khmer Empire (c.802 – c.1431)</p> <p style="text-align: center;">OR</p> <p>2. Japan under the Shoguns' (c.794 – c.1867)</p> <p style="text-align: center;">OR</p> <p>3. The Polynesian expansion across the Pacific (c.700 – c.1756)</p>	<p>1. Angkor/Khmer Empire (c.802 – c.1431)</p> <ul style="list-style-type: none"> • Pearson History Textbook: pp. 148-173. • National Geographic- HD-I (Teacher Resource) Photos Bas Relief and Temples/ Klongs • YouTube Clip: Angkor Wat - Digging for the Truth (Documentary) <p style="text-align: center;">http://www.youtube.com/watch?v=8a9adBsGYDk</p> <p>2. Japan under the Shoguns' (c.794 – c.1867)</p> <ul style="list-style-type: none"> • Pearson History • ClickView- "The way of the Samurai" documentary • ClickView- "The Will of the Shogun" documentary • Source Analysis Task <p>3. The Polynesian expansion across the Pacific (c.700 – c.1756)</p> <ul style="list-style-type: none"> • Pearson History: Mapping Activity- p.216 Question 6. 	<p>1. <u>Paraphrasing Evidence Activity:</u> <u>Task under supervision</u></p> <p>Students demonstrate an ability to paraphrase an article given to them by the teacher and to use the information, including quotations to answer a set question.</p> <p>E.g.: "Every citizen in this (illustrious culture- Khmer, Japanese, or Polynesian) was treated equally..."</p> <p>250- 300 words</p> <div style="text-align: center;">  </div> <p>2. <u>Oral Presentation: Report with visual evidence in front of the class</u></p>	<p>4</p> <p>(Week 5-8)</p>

<ul style="list-style-type: none"> • recognise and explain patterns of change and continuity over time • explain the causes and effects of events and developments • identify the motives and actions of people at the time • explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society • describe different interpretations of the past 		<p>Eg. Oral including <u>one</u> of the following:</p> <ul style="list-style-type: none"> - PowerPoint <i>OR</i> - Diorama <i>OR</i> - Role Play <p>Students are to select two characters/ occupations from different social classes within the era and then imagine and report back what a day in the life would be like?</p> <p><i>1-2 mins</i></p>	
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Year 8 Achievement Standard

I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Date: ____/____/____

Cross Curriculum Priorities

Sustainability



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



General Capabilities

Literacy



Numeracy



ICT capability



Critical and creative thinking



Personal and social capability



Ethical behaviour



Intercultural understanding



YEAR 8 HASS Semester One Task Sheets

CONTENTS

YEAR 8 History:- Depth Study 1: The Western and Islamic Worlds: Renaissance Italy Extended Response Task:



YEAR 8 HASS 2014 HISTORY

WRITTEN ASSESSMENT TASK 1

Humanism in the Renaissance society.

The Renaissance in Italy (1400-1600 AD) was a period of innovation and change. Scholars and artists in Italy were encouraged to focus their ideas and creations on how as individuals they could better understand and improve the world. There were many changes in ways of thinking in the arts, sciences, religion and politics. The Catholic Church played an important role in the lives of many Italians and across Europe. Alongside wealthy and prominent families, high-ranking members of the Church were responsible for the patronage of many important works of art.

Your response must be between 400 and 700 words. You must refer to specific examples.

TASK

Respond to the following:

“Humanism and social/ cultural ‘status’ is important or influential throughout the Renaissance period”

To what extent do you agree? Use examples from different texts and sources to help you write your response.

Some sources you could use as evidence include:

- Your social/cultural/power hierarchy diagram of who you thought had the most power to the least power within the film and your explanation of how characters such as those fit within the Renaissance society.
- “Rise of the Medici family” in your course textbook.
- Find information on Machiavelli.
- Find information on Leonardo Da Vinci.

Using books, the internet and information obtained from lessons begin researching to argue your response.

- Write 1 paragraph describing what the Renaissance is; what is humanism; and what is meant by the term ‘status’. Eg: (Sentence starters)

The Renaissance in Italy (1400-1600 AD) was a period of innovation and change....

There were many changes in ways of thinking in the arts, sciences, religion and politics....

Humanism is a way of thinking that focuses on people’s values, ideas and concerns rather than God....

- Below this paragraph you must give a linking sentence. E.g:

There are three reasons why I agree/disagree that Humanism and social/ cultural ‘status’ is/ isn’t important or influential throughout the Renaissance period.

- Using books and other research to support your argument you must give at least 3 different examples that address your reason; E.g.: (Sentence starters)

Firstly, Humanism and social/ cultural ‘status’ is important or influential throughout the Renaissance period because noble families had important roles in Italian life.....

Secondly, Humanism and social/ cultural 'status' is important or influential throughout the Renaissance period because women's roles were considered inferior to those of men.....

Finally, Humanism and social/ cultural 'status' is important or influential throughout the Renaissance period because patronage was crucial for great expansion...

- You will need to back up and provide written evidence (approx. 2-3 sentences) for each example and explain how Humanism and social/ cultural 'status' is/isn't important or influential throughout the Renaissance period. E.g.:

...Popes, cardinals and bishops usually came from noble families. Nearly all Italians belonged to the Catholic Church with played an important role in Italian life. The church was ruled by popes, whose power was like that of monarchs.

....Young men were more likely to be better educated. Men were able to attend school conducted by religious clergy. The level of education a young man received depended on his position in society.

.... The growth of great wealth in the Italian city-states meant that the privileged classes had a lot of money to spare. Prominent and noble families commission art and buildings to proclaim their wealth. This system of patronage was crucial for the great expansion of art and this also meant that artists were in greater demand, though probably from middle or lower class backgrounds, gain higher social status.

- Conclude your reasons and beliefs. E.g.:

In conclusion I strongly believe that Humanism and social/ cultural 'status' is/ isn't important or influential throughout the Renaissance period because (state your three reasons)...

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Knowledge and Understanding

	A	B	C	D	E
<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

	A	B	C	D	E
<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
Identify and explain different points of view in sources					
Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources					
Develop texts, particularly descriptions and explanations, incorporating analysis					
In developing these texts, and organising and presenting their findings, they use historical terms and concepts , evidence identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:



Art in Medieval society.

Art was used for many reasons, to scare, to celebrate and as a way to decorate. After examining different art forms from the medieval period your task is to answer the following question in the form of an essay.

Art helps historians to understand what people were thinking and highlights the significance of individuals.

Some of the most influential art work of medieval times was produced for religious observation and the teaching of morals, many of these pieces still exist today and can be found in the windows, floors and walls of churches and in religious texts.

These works help us to understand the beliefs and values of the times.

Your essay must be between 400 and 700 words. You must refer to specific examples.

TASK

“Using specific examples, discuss how art can enhance the understanding of what occurred during medieval times?”

Focus on a particular event:

1. Signing of the Magna Carta
2. The Crusades
3. Celebrations
4. War
5. Religious messages

Using books, the internet and information obtained from lessons begin researching your chosen event.

Write 1 paragraph describing what event you have chosen and what factors were responsible for the event. Eg,

The Magna Carta, signed in 1215 was considered necessary because....

The actions of King John I resulted in the signing because.....

The Barons insisted on the signing because.....

The signing of the Magna Carta was important because....

(Adapt these 4 points to the event you choose)

Using books and the internet you must find at least 3 different examples of art that address your chosen event;

Eg. 1. Stained glass windows

2. Mosaics

3. Tapestry

4. Paintings

5. Illuminated manuscripts

You will need to annotate each example and explain how the art work can help people understand what happened during Medieval times.

For each artistic piece you must answer the following questions,

1. Who and/or what is depicted in the art work
2. When was the art work produced?
3. Who produced the art work and is there any bias?
4. How does this art work reflect the beliefs of the time?

All of this information will be collated and will form the basis of your essay. You will need to show your teacher you work at every stage. Once your research and annotating are complete you need to begin writing your essay, using the scaffolding provided you must write.

1. An essay Plan
2. A rough Draft
3. You will need to make sure that you record where ALL of your information comes from so that you can submit an accurate bibliography.

PART 2

Your good copy MUST be presented in the form of an illuminated manuscript.



The decoration of this page from a French [Book of Hours](#),

ca.1400, includes a miniature, initials and borders

An illuminated manuscript is not only a page from a book but it is also a piece of art. These manuscripts were usually hand drawn and the borders/ pictures and letters all told a story.

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Explain the causes and effects of events and developments</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

	A	B	C	D	E
<i>Sequence events and developments within a chronological framework with reference to periods of time</i>					
<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
<i>Identify and explain different points of view in sources</i>					
<i>Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources</i>					

Develop texts, particularly descriptions and explanations, incorporating analysis					
In developing these texts, and organising and presenting their findings, they use historical terms and concepts , evidence identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:



THE OTTOMAN EMPIRE

Task:

- Choose one of the following important points or perspectives related to the Ottoman Empire and collect your evidence to prove your point in 400 – 500 words:
 1. *The Ottomans were hygiene conscious and led the world in personal hygiene.* **OR**
 2. *Sultan Suleyman I deserved to be remembered in history as “the Magnificent” and “the Lawgiver”.* **OR**
 3. *Policy of devsirme provided opportunities for success to Christians*

DUE:

In order to successfully complete this task, you need to:

- **Choose the field of your research and check that you have enough resources to write the response to the statement**
- **Research in detail so that you can provide evidence to prove your point (of agreement or disagreement)**
- **Once you have collected your information, begin by organising it into paragraphs so that your work flows, for example:**

- **1st paragraph:** *I have chosen to research the policy of devsirme because it is very unusual and I have not heard of something similar happening anywhere else.....*
 - **2nd paragraph:** *The policy of devsirme was introduced (who and why introduce it? / how was it implemented?/ describe what it looked like/provide/draw a map of the Ottoman Empire indicating the areas it was implemented in /what were the consequences of this policy?*
 - **3rd paragraph:** *I agree / disagree with the statement that because I think that The resources I have found and the research I have done show that*
- **You may submit one draft and ask your teacher to give you feedback**
 - **You need to have a minimum of 2 resources (bibliography)**

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Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society					
Describe different interpretations of the past					

Sophistication of skills

A	B	C	D	E
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Sequence events and developments within a chronological framework with reference to periods of time					
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Final Grade:

Teacher comment:

In your next assignment, focus on:



VIKINGS

Choose one of the points listed below about the Vikings.

- Vikings were only raiders.
- Vikings were always vicious.
- Viking technology was not advanced.
- Vikings were pagans.
- Little evidence exists of how the Vikings lived.
- Vikings never moved from their homelands.
- Vikings did not have a rich oral and written heritage.



Your task is to either **write an essay** to prove your point of view in response to one of the above points. **(400-700 words)**

Write 1 paragraph describing what point of view you have chosen. Here are some paragraph starters.

Vikings were not only raiders because.....

Vikings were described as pagans, but

There is plenty of evidence to show that the Vikings travelled

Or

Prepare an **oral presentation with PowerPoint** to prepare no more than **10 slides (3 min oral)** to provide evidence of your point of view.

Set up your PowerPoint Presentation. Here are some suggested headings for each slide.



You are to use primary and secondary sources to back up your main points. These can come from our worksheets, our text book or Internet research.

If writing the **essay**, you will need a cover sheet and a reference list. You are encouraged to include images to back up your point of view.

PowerPoint slides should only include dot points for the text. You can include maps and pictures. Use the slides instead of preparing cue cards.

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Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 8 History:- Depth Study 2: Asia-Pacific World: Khmer Empire Paraphrasing Evidence Activity Task:



YEAR 8 HASS 2015 HISTORY

WRITTEN ASSESSMENT TASK 2

Paraphrasing Evidence Activity

The Khmer Empire

We studied the social structure, economic and cultural achievements and significant individuals in the Khmer Empire.

TASK:

Demonstrate an ability to paraphrase (under supervision) an article given to you by the teacher and to use the information including quotations to answer set questions. (250-300 words)

In order to successfully complete this task, you need to:

- 1. Read the article provided carefully and try to read in-between the lines as practised in class.**
- 2. Remember that you need to draw conclusions from what you have read and write in your own words.**
- 3. You must complete your task while under supervision, i.e. in class during double lesson.**

“Was every citizen in the Khmer Empire treated equally?”

Every three days the King goes solemnly to the audience hall and sits on a bed made of five pieces of sandalwood and ornamented with seven kinds of precious stones. Above this bed is a pavilion of magnificent cloth, whose columns are of inlaid wood. The walls are ivory, mixed with flowers of gold. The ensemble of this bed and the pavilion form a sort of little palace ...

The King wears a girdle of ki-pei cotton, dawn-red, which falls to his knees. He covers his head with a bonnet laden with gold and precious stones, with pendants of pearls. On his feet are sandals of leather and sometimes of ivory; in his ears pendants of gold ... Those who appear before the King touch the earth three times with the forehead, at the foot of the steps to the throne. If the King calls them and orders them to show their degrees, then they kneel, holding their hands on their shoulders ... More than a thousand guards dressed with cuirasses and armed with lances are ranged at the foot of the steps to the throne, in the halls of the palace, at the doors of the peristyle ...

Source 3.5

An unnamed Chinese visitor's observations of King Isanavarman, quoted in *Angkor and the Khmers*, by

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Sophistication of skills

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In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 8 History:- Depth Study 2: Asia-Pacific World: Japan Under the Shoguns Paraphrasing Evidence Activity Task:



YEAR 8 HASS 2015 HISTORY

WRITTEN ASSESSMENT TASK 2

JAPAN UNDER THE SHOGUNS

We have studied the rise and decline of Japan (794 – 1867 CE), as well as its social structure, economic and cultural achievements and the impact of significant individuals.

Paraphrasing is a necessary skill when studying Humanities subjects, it is important that you are able to read an article, make notes and demonstrate an understanding of what has been read.

TASK

Demonstrate an ability to paraphrase (under supervision) the following article. You will be asked to read and paraphrase and then to respond to a question. In your answer it is important that you use information obtained from the article including quotations.

(200-250 words)

Meiji Restoration

Revolution in Japan, which toppled the Tokugawa shogunate, "restored" imperial rule, and transformed the country from a feudal into a modern state. The opening of Japan's ports to Western colonial fleets, coerced by Matthew Calbraith Perry and others from 1853 onwards, exposed the weakness of the Tokugawa shoguns, and triggered nationalist unrest, under the slogan sonno joi ("revere the emperor, expel the barbarians"). Radicals inspired by the ideas of Motoori Norinaga saw a solution in the revival of imperial "direct rule"-especially young samurai from the western daimyo fiefs of Choshu and Satsuma, which had never embraced Tokugawa sovereignty. By the 1860s shogunate and daimyo were importing Western technology and proposing new governmental structures to meet the foreign threat.

In 1867 pro-imperial daimyo suggested that shogun Tokugawa Yoshinobu should step down and acknowledge imperial authority. Yoshinobu agreed in principle in November 1867, but mistrustful Satsuma radicals seized the imperial palace in Kyoto on January 3, 1868, and proclaimed a restoration under the young Emperor Meiji. Yoshinobu's forces were thrown back from Kyoto, and an "imperial army" of Choshu, Satsuma, and Tosa clan forces secured peaceful surrender of the shogunal capital Edo. Most daimyo stayed neutral, and the civil war ended in 1869. Yoshinobu retired and left government to Saigo Takamori, Okubo Toshimichi, Kido Takayoshi, and other restoration leaders. Confiscated Tokugawa estates comprising some 25 per cent of Japan's arable land were put under their control, providing a springboard for broader policies. In 1869 the emperor moved to Edo, renamed Tokyo ("Eastern Capital"), the new imperial capital. The new government as a focus of national loyalty and the sanction for the revolutionary changes they introduced used the emperor.

By 1871 the daimyo domains had been surrendered to the throne and standardized into prefectures, and the daimyo pensioned off as members of new nobility. Mass education and military conscription were introduced, and curbs on Buddhism inspired by the regime's pro-imperial Shinto ideology produced iconoclastic outbreaks. Western experts were imported to create new railways, armies, fleets, and industries, building on pre-Restoration efforts. Samurai discontented with the abolition of their privilege of wearing swords and the taxing of their stipends rebelled, especially in the Satsuma Rebellion of 1877, which was defeated by the new conscript forces. The Bank of Japan was established, fiscal policy reformed, and civic unrest firmly suppressed. An authoritarian constitution, drafted by Ito Hirobumi and others, was promulgated in 1889, establishing the Diet, but for most of the Meiji an informal Choshu and Satsuma oligarchy outside constitutional controls exercised era power. Through the Sino-Japanese War and Russo-Japanese War, Meiji Japan won the right to be treated on a level with the Western imperialist powers. Despite an astonishingly fast and successful modernization, the ambiguous constitutional structure, military orientation, and nationalist ideology bequeathed by the Meiji Restoration led Japan to the disastrous imperialist adventures of the 1930s and 1940s

ANSWER THE FOLLOWING QUESTION

1) What did the Meiji Restoration do? What was its purpose? 200 words using quotes

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Explain the causes and effects of events and developments</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

	A	B	C	D	E
<i>Sequence events and developments within a chronological framework with reference to periods of time</i>					
<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
<i>Identify and explain different points of view in sources</i>					
<i>Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources</i>					

Develop texts, particularly descriptions and explanations, incorporating analysis					
In developing these texts, and organising and presenting their findings, they use historical terms and concepts , evidence identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:



YEAR 8 History:- Depth Study 2: Asia-Pacific World: Khmer Empire Oral Presentation Task:



YEAR 8 HASS 2015 HISTORY

SUMMATIVE ASSESSMENT TASK 2

Oral Presentation: Report with Visual Evidence

The Khmer Empire

We studied the social structure, economic and cultural achievements and significant individuals in the Khmer Empire.

Task:

In this exercise, you will need to select two characters/ occupations from different social classes within the era and then imagine and report back what a day in the life would be like?

Your Process:

Students select two characters/ occupations from the text and then imagine what a day in the life would be?

Present this as a role play in front of the class.

You will need to include:

- their status
- religion they followed during this era
- the way they lived amongst others within the time

1-2 mins

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

A	B	C	D	E
---	---	---	---	---

<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the <u>significance</u> of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

	A	B	C	D	E
<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
Identify and explain different points of view in sources					
Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources					
Develop texts, particularly descriptions and explanations, incorporating analysis					
In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 8 History:- Depth Study 2: Asia-Pacific World: Japan Under the Shoguns Oral Presentation Task:



YEAR 8 HASS 2015 HISTORY

ORAL ASSESSMENT TASK 3

JAPAN UNDER THE SHOGUNS

We studied the rise and decline of Japan (794 – 1867 CE), as well as its social structure, economic and cultural achievements and significant individuals.

YOUR TASK NOW IS TO: select two occupations from different social classes within the era and then imagine and report back what a day in his/her life would be like? You need to report with visual evidence (PowerPoint or Diorama) in front of the class for app 2 minutes.

DONE ON:

In order to successfully complete this task, you need to:

- 1. Revise what we have studied about the two occupations you chose.**
- 2. You also need to research in order to get more information about the daily life. You need a minimum of 2 sources which you will include in your bibliography (on your last slide if doing PowerPoint) or provide evidence in a written form to your teacher (if doing Diorama).**
- 3. Remember that you need to maintain eye contact with your audience and therefore ensure that your cue cards serve only as a reminder of what you intend to report.**
- 4. You must speak for a minimum of 1.5 minutes and a maximum of 2.5 minutes.**
- 5. You need to begin with an introduction to the Japanese hierarchical society during the Tokugawa period**
- 6. When you choose the two occupations (eg samurai and merchant), explain their position in the society, how are they regarded by others and why, what is their lifestyle like, what do they do during the day, how do they dress, what do they usually eat, has their role changed over time, etc.**
- 7. Practice at home so that you are able to speak fluently in front of the class.**

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Explain the causes and effects of events and developments</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the <u>significance</u> of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

	A	B	C	D	E
<i>Sequence events and developments within a chronological framework with reference to periods of time</i>					
<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
<i>Identify and explain different points of view in sources</i>					
<i>Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources</i>					
<i>Develop texts, particularly descriptions and explanations, incorporating analysis</i>					
<i>In developing these texts, and organising and presenting their findings, they use historical terms</i>					

and **concepts, evidence** identified in sources, and acknowledge their sources of information

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Final Grade:

Teacher comment:

In your next assignment, focus on:



NATURAL AND MAN MADE IMPACTS ON THE COAST

TASK

You will be required to observe an experiment and record the results, sketch, note, take pictures and find out answers about natural and man-made impacts on a part of the Adelaide coastline.

You will be required to complete the Fieldwork booklet on a date set by your teacher, this will usually be a week after the excursion.

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently</i>					
<i>Explain interconnections within environments and between people and places and explain how they change places and environments</i>					

Sophistication of skills

	A	B	C	D	E
<i>Locate relevant information from a range of primary and secondary sources to answer inquiry questions</i>					
<i>Present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms.</i>					
<i>Propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal</i>					

Final Grade:

Teacher comment:

In your next assignment, focus on:



TSUNAMIS & EARTHQUAKES

We have been studying geomorphological hazards, in particular Tsunami and Earthquakes. Over that last few weeks you have discovered how and why these events occur.

TASK

PART 1

Create a diorama, model or a power-point with supporting notes which explains the following,

How an earthquake occurs and what can cause this?

How are earthquakes and tsunamis interconnected?

What are possible/general human and environmental impacts of these disasters?

PART 2

CASE STUDY – FINDINGS TO BE PRESENTED IN AN ORAL PRESENTATION WITH A SUPPORTING POWER POINT.

You will be required to choose a particular Earthquake and Tsunami to research and complete a case study on, for example;

Japanese Earthquake/ Tsunami 2010

Banda Aceh

Christchurch Earthquake

Kobe Earthquake

(remember to include reference of your resource)

Once you have chosen your Earthquake / Tsunami you will need to compile a report making sure you address the following

- Explain where, when and how it happened
- What were the consequences?
- Were there any preventative strategies in place?
- Incorporate an understanding of intercultural awareness – How was this disaster viewed by the local community, sometimes a disaster can be seen as an opportunity for growth and redevelopment (eg: Banda Aceh/Japan)
- Include relevant pictures, maps and statistics
- Include your opinion on what happened
- The last slide on your power-point should contain your bibliography

MAKE SURE THAT YOU,

1. Maintain good eye-contact with the audience
2. You need to present for a minimum of 2.5 minutes and a maximum of 3.5 minutes

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

A	B	C	D	E
---	---	---	---	---

<i>Explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently</i>					
<i>Explain interconnections within environments and between people and places and explain how they change places and environments</i>					
<i>Propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns</i>					
<i>Compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors</i>					

Sophistication of skills

	A	B	C	D	E
<i>Identify geographically significant questions from observations to frame an inquiry</i>					
<i>Locate relevant information from a range of primary and secondary sources to answer inquiry questions</i>					
<i>Represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions</i>					
Analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions					
Present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms.					
Propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal					

Final Grade:

Teacher comment:

In your next assignment, focus on:



CASE STUDY: HOLDFAST BAY.

Read the following scenario:

The city of Holdfast Bay has decided to build a Skate Park/ Recreational facility along the Tennyson Dune system – (Refer to the information collected during your Coastal excursion)

The Tennyson Dune system is protected however the council have decided to ignore this in order to cater for the ever increasing tourist trade.

Your task is to explore the following, taking into consideration what you have learnt about the Relationship between the levels of government, State, Federal and Local.

TASK

PART 1

Answer the following questions, using information gathered in class;

1. Does the Council have the authority to make this decision? (Refer back to the levels of Government) – Insert diagram of court hierarchy and explain (2-3 sentences)
2. Where would this authority come from? (2-3 sentences)
3. What is delegated legislation and how does it impact on the council's decision to build the recreational facility? (1 paragraph)
4. What can citizens legally do to show that they do OR do not support these actions?

(1 paragraph)

PART 2

In class we have examined the importance of the relationships between State and Local governments, Write a paragraph explaining why this relationship is both important and necessary.

PART 3

1. Write a formal letter to the Local MP expressing your views about the building of the complex. (200 words)
2. In Australia we have a democratic Government, as such we have a right to voice our concerns. Research a country that has a different form of government and explain why voicing concerns in other countries could be considered dangerous. (50 words)
3. What are the different types of laws in Australia and how are these laws made? (1 paragraph)

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation</i>					
<i>Recognise different types of law in Australia and explain how laws are made</i>					

Sophistication of skills

	A	B	C	D	E
<i>When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance</i>					
<i>When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue</i>					
<i>Develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts</i>					
Identify ways they can be active and informed citizens in different contexts					

Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 8 HASS Semester Two Assessment Plan



Year 8 (Humanities and Social Sciences)

Semester 2 Assessment Plan

In semester 2, Humanities and Social Sciences (HASS) includes one historical depth study: Expanding Contacts and a geographical unit of study: 'Changing Nations'; a unit of Civics and Citizenship; and Economics and Business.

History (The Ancient to the Modern World) – Key Inquiry Questions

5. How did societies change from the end of the ancient period to the beginning of modern age?
6. What key beliefs and values emerged and how did they influence societies?
7. What were the causes and effects of contact between societies in this period?
8. Which significant people, groups and ideas from this period have influenced the world today?

Geography (Changing Nations) – Key Inquiry Questions

1. How do environmental and human processes affect the characteristics of places and environments?
2. How do the interconnections between places, people and environments affect the lives of people?
3. What are the consequences of changes to places and environments and how can these changes be managed?

Civics and Citizenship – Key Inquiry Questions

4. What are the freedoms and responsibilities of citizens in Australia's democracy?
5. How are laws made and applied in Australia?
6. What different perspectives are there about national identity?

Economics and Business – Key Inquiry Questions

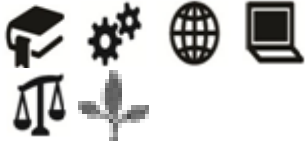
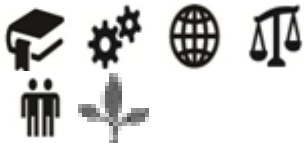
9. What are the differences in the ways markets (local, national, regional) operate?
10. Why do consumers and business have both rights and responsibilities?

11. What may affect the way we work both now and in the future?
12. How do different businesses respond to opportunities in the market?

LEARNING OUTCOMES (including AC codes)	LEARNING RESOURCES	ASSESSMENT TASKS (including General Capabilities & Cross-Curriculum Priorities)	TIME (No. Weeks)
<p>TOPIC NAME:</p> <p>OVERVIEW:</p> <p><i>Introducing History:</i> Primary Sources/ Secondary Sources/ Evidence/ Bias/ Reliability</p>	<ul style="list-style-type: none"> • Historical Objects • BC/AD Worksheet • GeogSpace.com • Jacaranda Historical Atlas 	<p>1. <u>Mapping History</u></p> <p>Using Maps as sources, students will analyse and discuss historical concepts (readdress their primary/secondary sources skills.)</p>	<p>1 (Term 3) Week 1</p>
<p>GEOGRAPHY:</p> <p>UNIT 2:</p> <p>CHANGING NATIONS</p> <p>SPATIAL DISTRIBUTION AND URBANISATION</p>	<ul style="list-style-type: none"> • The Aboriginal Cultural Studies Resource • Guest Speaker form Lightsview Development? • Field Trip to Local Development- eg. Lochiel Park, Campbelltown (Walking Distance) • Jacaranda: Geography Alive 8 for Australian Curriculum • Episodes on Grand Designs available on ClickView • Book in with Research Coaches for 	<p>1. <u>Town Planning:</u></p> <p>Students will plan and design a small sustainable urban neighbourhood. They may choose to work in groups or individually. They may like to use photographs of examples they find in their city/town or on the internet to draw their plan. Alternatively, they could video some examples and incorporate them into their design. Justify the inclusion of all the features</p>	<p>4 Week 2-6</p>

<p style="text-align: center;"><u>CIVICS AND CITIZENSHIP</u></p> <ul style="list-style-type: none"> analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. 	<ul style="list-style-type: none"> Constitution Case law Internet – legislation Episodes of “Who do you think you are?” (Series 6 -Eps. 6) available on ClickView Newspaper articles Recognise Website- Student Learning guide (adapt for Year 8) accessed from the J://Drive YouTube: I am Australian http://www.youtube.com/watch?v=jD3SkTyXzcE History Mystery- available on J://Drive 	<p>View “Who do you think you are?”- Adam Goods.</p> <p>As a class listen to “We are Australian” by The Seekers and then brainstorm what is national identity? How is our backgrounds represented through food, customs, traditions (culture) and how does it fit into our national identity?</p> <p>Discuss recent developments surrounding Indigenous recognition in Australia’s Constitution.</p> <p>1. Task: Source Analysis Booklet After reading,, listening and viewing the aforementioned sources, students will complete related questions (as a source analysis booklet)</p>	<p style="text-align: center;">Week 7-8</p>
<p style="text-align: center;"><u>ECONOMICS AND BUSINESS</u></p> <ul style="list-style-type: none"> explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market describe influences on the way people work, and factors that may affect work in the future. 	<ul style="list-style-type: none"> YouTube clip Worksheet Internet, newspaper articles, ACTU website www.worksite.actu.asn.au 	<p>1. Media Study – An episode of the ABC programme – The Checkout (consumer rights, responsibilities) +homework activity</p> <p>2. Cost of Technology Assignment Gather and interpret Data about the use of mobile technology in class. (Looking at which provider?- contract/ pre-paid; cost and use of apps; statistics; generate their own survey, using excel or Survey Monkey as well as online data.)</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Week 9-10</p>

		Create a report using graphs, tables, graphics and written analysis.	
<p style="text-align: center;"><u>History:</u></p> <p style="text-align: center;"><u>DEPTH STUDY 3:</u></p> <p style="text-align: center;"><u>EXPANDING CONTACTS</u></p> <p style="text-align: center;"><i>{CHOICE OF ONE OF THE FOLLOWING}</i></p> <p>1. Mongol Expansion (c.1206 – c.1368)</p> <p style="text-align: center;">OR</p> <p>2. The Spanish Conquest of the Americas (c.1492 – c.1572)</p> <p style="text-align: center;">OR</p> <p>3. The Black Death in Asia, Europe and Africa (14th century plague)</p>	<p>1. Mongol Expansion (c.1206 – c.1368)</p> <ul style="list-style-type: none"> • Pearson History Textbook: • Click View – China’s great wall – Mongol invaders • Film Mongol <p>2. The Spanish Conquest of the Americas (c.1492 – c.1572)</p> <ul style="list-style-type: none"> • Pearson History Textbook: pp 268 – 293. (The Spanish in the Americas) • Movie: Scenes from Avatar (Directed by James Cameron). • Movie: Scenes from Apocalypto (Directed by Mel Gibson). • Books from the Resource Centre. <p>3. The Black Death in Asia, Europe and Africa (14th century plague)</p> <ul style="list-style-type: none"> • Pearson Textbook. • Jacaranda textbooks • Monty Python “Bring out your dead” section from “The Holy Grail” DVD • Horrible histories clip 	<p>1. <u>History Channel Television Series:</u></p> <p>Students are attempting to persuade the History Channel to adopt their ideas.</p> <p>E.g.: Construct a multimedia presentation that provides information about your chosen depth study society.</p> <ul style="list-style-type: none"> - Include an explanation of your choice of society - A location map, - Why did it/ they move or spread? - A discussion of their values/ customs/ religion or how it spread? - A brief look at how your society reacted to the “Invasion”. - Overall evaluation of the contact between the society and invader and the impact on your chosen society. <p><i>Max. 10 slides with 3- 5 minutes oral explanation.</i></p>	5-6

<ul style="list-style-type: none"> • recognise and explain patterns of change and continuity over time • explain the causes and effects of events and developments • identify the motives and actions of people at the time • explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society • describe different interpretations of the past 		 <p>2. Hero or Villain Activity- (Good or Bad) e.g. Persuasive Address-</p> <p>Students choose to argue for the good or the evil impact of their 'invader' (People or Disease).</p> <p>All students must base their address on evidence of the time and provide a bibliography of their findings.</p> <p><i>Multiple intelligences Assessment Task:</i></p> <p><i>Selection of Assessment based on Thinking Styles.</i></p> 	<p>Week 11-15</p>
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I have read and understood the contents of this assessment plan. I am also aware of the Student Deadline Policy found in the Student Diary.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Date: ____/____/____

Cross Curriculum Priorities

Sustainability



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



General Capabilities

Literacy



Numeracy



ICT capability



Critical and creative thinking



Personal and social capability



Ethical behaviour



Intercultural understanding



YEAR 8 HASS Semester Two Task Sheets

YEAR 8 History:- Depth Study 3: Expanding Contacts Tasks:

CONTENTS

YEAR 8 History:- Depth Study 3: Expanding Contacts: Spanish in the Americas History Channel Television Series Activity Task:



YEAR 8 HASS 2015 HISTORY

ORAL SUMMATIVE ASSESSMENT

History Channel Television Series

Aim:

Students are attempting to persuade the History Channel to adopt their ideas.

Task:

Construct a multimedia presentation that provides information about the Spanish and the Americas depth study society.

- Include an explanation of the Aztec/ Inca society,
- A location map,
- Why did the Spanish move or spread?
- A discussion of their values/ customs/ religion or how it spread?
- A brief look at how the Aztec/ Inca society reacted to the “Invasion”.
- Overall evaluation of the contact between the Aztec/ Inca society and the Spanish, and the impact on the Aztec/ Inca society.

You could use the following software to help you with your presentation:

- *Microsoft PowerPoint*
- *Windows Movie Maker*
- *Sony Vegas Platinum*
- *iMovie*

*You will need to have a **maximum of 10 slides with 3- 5 minutes oral explanation.***

Don't forget to use **sources as evidence** to support your research.

All information and sources must be referenced in a **Bibliography using Harvard Referencing.**

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the <u>significance</u> of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

A	B	C	D	E
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<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
Identify and explain different points of view in sources					
Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources					
Develop texts, particularly descriptions and explanations, incorporating analysis					
In developing these texts, and organising and presenting their findings, they use historical terms and concepts , evidence identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:



Radio Interview with Genghis Khan.

After studying the example of a radio script with Daniel Radcliffe - historical facts about Genghis Khan during his life that you can ask him interview using the software Audacity and submit for marking along with some interview questions.) You need a minimum of 12 questions.



work in pairs and research some significant about in a radio interview. Record your radio with your transcript. (Use the film **Mongol** to assist your

Use the template below to assist you with your radio script.

Interviewer	Welcome to our radio programme Genghis. Can I call you Genghis or would you prefer the more formal Genghis Khan?
Genghis	Genghis is fine.

Interviewer:	
Genghis	
Interviewer	
Genghis	
Interviewer	
Genghis	
Interviewer	
Genghis	
Interviewer	

Genghis	
Interviewer	
Genghis	
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Interviewer	
Genghis	
Interviewer	
Genghis	

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the <u>significance</u> of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

	A	B	C	D	E
<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
Identify and explain different points of view in sources					
Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources					
Develop texts, particularly descriptions and explanations, incorporating analysis					
In developing these texts, and organising and presenting their findings, they use historical terms and concepts , evidence identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 8 History:- Depth Study 3: Expanding Contacts: Spanish in the Americas Hero or Villain Activity Task:



YEAR 8 HASS 2015 HISTORY

SUMMATIVE ASSESSMENT TASK

Hero or Villain Activity- (Good or Bad)

Aim:

Students choose to argue for the good or the evil impact of their 'invader' (People or Disease). All students must base their address on evidence of the time and provide a bibliography of their findings. Students will discover their preferred learning style and create an assignment based on multiple intelligences.

Task:

In this exercise, you'll need to make a persuasive address to this key statement-

"The spanish conquest of the Americas was beneficial for the indigenous population."

"The Mongolian invasion benefited the communities of Asia?"

“The rat was the most evil invader of all time”

To what extent do you agree?

- Students need to demonstrate a thorough understanding of the good or the evil impact of their chosen ‘invader’(person or disease) and persuade the class that their invader was either “good” or Evil”. Students may present their findings in one of the following modes.
- All presentation modes must be supported by a bibliography and demonstrate a depth of historical understanding and analysis. Students must have formulated their own conclusions to the posed hypothesis.

MULTIPLE INTELLIGENCES

CHOOSE THE LEARNING STYLE THAT FITS BEST WITH YOUR MULTIPLE INTELLIGENCE TEST RESULTS - <http://www.edutopia.org/multiple-intelligences-assessment> (Or if you do not agree with your test results negotiate presentation mode with teacher)

Verbal-Linguistic	Logical-Mathematical	Visual-Spatial	Bodily-Kinesthetic	Musical	Interpersonal	Intrapersonal
<p>Story telling assignment</p> <p>Create a children’s book with story and illustrations.</p> <p>Write a poem, with an explanation</p>	<p>Create a computer game that explains the “Invasion” and demonstrates an understanding of the impact.</p> <p>Or</p> <p>Using Spreadsheets and graphs as well as statistics look at your “Invader” and compare it to an “Invader” from anothe society</p>	<p>Creating a visual recreation – model, diorama, painting etc</p> <p>Imovie, “Mini Comic book”</p>	<p>Creating a dance or a play that demonstrate a historical understanding</p>	<p>Creating and performing a song or rap that demonstrates historical understanding</p> <p>Using Garage band or equivalent.</p>	<p>working in a group to devise a lesson to give to the class that</p>	<p>Completing an individual study</p> <ul style="list-style-type: none"> - Report - Case study - Interactive

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Recognise and explain patterns of change and continuity over time</i>					
<i>Identify the motives and actions of people at the time</i>					
<i>Explain the <u>significance</u> of individuals and groups and how they were influenced by the beliefs and values of their society</i>					
<i>Describe different interpretations of the past</i>					

Sophistication of skills

	A	B	C	D	E
<i>Develop questions to frame an historical inquiry</i>					
<i>Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions</i>					
Identify and explain different points of view in sources					
Identify their origin and purpose, and distinguish between fact and opinion when interpreting sources					
Develop texts, particularly descriptions and explanations, incorporating analysis					
In developing these texts, and organising and presenting their findings, they use historical <u>terms</u> and <u>concepts</u> , <u>evidence</u> identified in sources, and acknowledge their sources of information					

Final Grade:

Teacher comment:

In your next assignment, focus on:

YEAR 8 Geography:- Changing Nations Tasks:

CONTENTS

YEAR 8 Geography:- Changing Nations Town Planning Task:



YEAR 8 HASS 2015 GEOGRAPHY SUMMATIVE ASSESSMENT

Your task is to plan and design a small sustainable urban neighbourhood.

You need to ensure that your neighbourhood will be a place where the community can enjoy good health and a high quality of life. To achieve this you must consider:

- Infrastructure
- Ecological footprint
- Natural environment
- Community wellbeing
- Housing design
- Water management
- Easy access to different locations

You are to present your neighbourhood using **visuals** of your choice and a **written explanation** of **what** you have included in your design and **why**, such as:

- How certain features can change impacts on the environment and people, and the sustainability of your neighbourhood
- How your included features can make a change for the better (environmentally, economically & socially)

Visual ideas include:

- Photos of what you find in your own neighbourhood
- Internet images
- Model
- Drawings/Sketches
- Computer design

Please take note of what you will be assessed on (see rubric below).

Due: Thursday 4th December

Your assignment will be marked using the following Australian Curriculum Achievement Standard for year 8:

Knowledge and Understanding

	A	B	C	D	E
<i>Explain interconnections within environments and between people and places and explain how they change places and environments</i>					
<i>Compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors</i>					

Sophistication of skills

	A	B	C	D	E
<i>Present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms.</i>					
<i>Propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal</i>					

Final Grade:

Teacher comment:

In your next assignment, focus on:

HASS Assessment Rubrics

YEAR 1 History

Subject: **History** Year: **1**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> explain how some aspects of daily life have changed over recent time while others have remained the same					
	<input type="checkbox"/> describe personal and family events that have significance					
Sophistication of skills:	<input type="checkbox"/> sequence events in order, using everyday terms about the passing of time					
	<input type="checkbox"/> pose questions about the past and examine sources (physical and visual) to suggest answers to these questions					
	<input type="checkbox"/> relate stories about life in the past, using a range of texts					

*Adapted from the Independent Schools of SA website

Subject: **History** Year: **2**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> analyse aspects of daily life to identify how some have changed over recent time while others have remained the same					
	<input type="checkbox"/> describe a person, site or event of significance in the local community					
Sophistication of skills:	<input type="checkbox"/> sequence events in order, using a range of terms related to time					
	<input type="checkbox"/> pose questions about the past and use sources provided (physical, visual, oral) to answer these questions					
	<input type="checkbox"/> compare objects from the past and present					
	<input type="checkbox"/> develop a narrative about the past using a range of texts					

*Adapted from the Independent Schools of SA website

Subject: **History** Year: **3**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> explain how communities changed in the past					
	<input type="checkbox"/> describe the experiences of an individual or group					
	<input type="checkbox"/> identify events and aspects of the past that have significance in the present					
Sophistication of skills:	<input type="checkbox"/> sequence events and people (their lifetime) in chronological order, with reference to key dates					
	<input type="checkbox"/> pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions					
	<input type="checkbox"/> develop texts, including narratives , using terms denoting time.					

*Adapted from the Independent Schools of SA website

Subject: **History** Year: **4**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> explain how and why life changed in the past, and identify aspects of the past that remained the same					
	<input type="checkbox"/> describe the experiences of an individual or group over time					
	<input type="checkbox"/> recognise the significance of events in bringing about change					
Sophistication of skills:	<input type="checkbox"/> sequence events and people (their lifetime) in chronological order to identify key dates					
	<input type="checkbox"/> pose a range of questions about the past					
	<input type="checkbox"/> identify sources (written, physical, visual, oral), and locate information to answer these questions					
	<input type="checkbox"/> recognise different points of view					
	<input type="checkbox"/> develop and present texts, including narratives , using historical terms					

*Adapted from the Independent Schools of SA website

Subject: **History** Year: **5**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same					
	<input type="checkbox"/> describe the different experiences of people in the past					
	<input type="checkbox"/> describe the significance of people and events in bringing about change					
Sophistication of skills:	<input type="checkbox"/> sequence events and people (their lifetime) in chronological order, using timelines					
	<input type="checkbox"/> develop questions to frame an historical inquiry					
	<input type="checkbox"/> identify a range of sources and locate and record information related to this inquiry					
	<input type="checkbox"/> examine sources to identify points of view					
	<input type="checkbox"/> develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts					

*Adapted from the Independent Schools of SA website

Subject: **History** Year: **6**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> identify change and continuity and describe the causes and effects of change on society					
	<input type="checkbox"/> compare the different experiences of people in the past					
	<input type="checkbox"/> explain the significance of an individual and group					
Sophistication of skills:	<input type="checkbox"/> sequence events and people (their lifetime) in chronological order, and represent time by creating timelines					
	<input type="checkbox"/> develop questions to frame an historical inquiry when researching					
	<input type="checkbox"/> identify a range of sources and locate and compare information to answer inquiry questions					
	<input type="checkbox"/> examine sources to identify and describe points of view					
	<input type="checkbox"/> develop texts, particularly narratives and descriptions					
	<input type="checkbox"/> in developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources					

*Adapted from the Independent Schools of SA website

Subject: **History** Year: **7**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E	Criteria judgement
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> suggest reasons for change and continuity over time						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> describe the effects of change on societies, individuals and groups						
	<input type="checkbox"/> describe events and developments from the perspective of different people who lived at the time						
	<input type="checkbox"/> explain the role of groups and the significance of particular individuals in society						
	<input type="checkbox"/> identify past events and developments that have been interpreted in different ways						
Sophistication of skills:	<input type="checkbox"/> sequence events and developments within a chronological framework, using dating conventions to represent and measure time						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> develop questions to frame an historical inquiry when researching						
	<input type="checkbox"/> identify and select a range of sources and locate, compare and use information to answer inquiry questions						
	<input type="checkbox"/> examine sources to explain points of view						

	<input type="checkbox"/> identify their origin and purpose when interpreting sources						
	<input type="checkbox"/> develop texts, particularly descriptions and explanations						
	<input type="checkbox"/> in developing these texts and organising and presenting their findings, they use historical terms and concepts , incorporate relevant sources, and acknowledge their sources of information						

*Adapted from the Independent Schools of SA website

Subject: **History** Year: **8**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E	Criteria judgement
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> recognise and explain patterns of change and continuity over time						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> explain the causes and effects of events and developments						
	<input type="checkbox"/> identify the motives and actions of people at the time						
	<input type="checkbox"/> explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society						
	<input type="checkbox"/> describe different interpretations of the past						
Sophistication of skills:	<input type="checkbox"/> sequence events and developments within a chronological framework with reference to periods of time						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> develop questions to frame an historical inquiry						
	<input type="checkbox"/> analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions						
	<input type="checkbox"/> identify and explain different points of view in sources						
	<input type="checkbox"/> identify their origin and purpose, and distinguish between fact and opinion when interpreting sources						

	<input type="checkbox"/> develop texts, particularly descriptions and explanations, incorporating analysis						
	<input type="checkbox"/> in developing these texts, and organising and presenting their findings, they use historical terms and concepts , evidence identified in sources, and acknowledge their sources of information						

*Adapted from the Independent Schools of SA website

YEAR Foundation Geography

Subject: **Geography** Year: **F**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> describe the features of familiar places and recognise why some places are special to people					
	<input type="checkbox"/> recognise that places can be represented on maps and a globe and why places are important to people					
Sophistication of skills:	<input type="checkbox"/> observe the familiar features of places and represent these features and their location on pictorial maps and models					
	<input type="checkbox"/> share observations in a range of texts and use everyday language to describe direction and location					
	<input type="checkbox"/> reflect on their learning to suggest ways they can care for a familiar place					

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **1**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently					
	<input type="checkbox"/> identify where features of places are located and recognise that spaces can be arranged for different purposes					
	<input type="checkbox"/> identify changes in features and describe how to care for places					
Sophistication of skills:	<input type="checkbox"/> respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided					
	<input type="checkbox"/> represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location					
	<input type="checkbox"/> reflect on their learning to suggest ways that places can be cared for					

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **2**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> students identify the features that define places and recognise that places can be described at different scales					
	<input type="checkbox"/> describe how people in different places are connected to each other and identify factors that influence these connections					
	<input type="checkbox"/> recognise that the world can be divided into major geographical divisions					
	<input type="checkbox"/> explain why places are important to people					
Sophistication of skills:	<input type="checkbox"/> pose questions about familiar and unfamiliar places and collect information to answer these questions					
	<input type="checkbox"/> represent data and the location of places and their features in tables, plans and on labelled maps					
	<input type="checkbox"/> interpret geographical information to draw conclusions					
	<input type="checkbox"/> present findings in a range of texts and use simple geographical terms to describe the direction and location of places					
	<input type="checkbox"/> suggest action in response to the findings of their inquiry					

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **3**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places					
	<input type="checkbox"/> identify interconnections between people and places					
	<input type="checkbox"/> describe the location of selected countries and the distribution of features of places					
	<input type="checkbox"/> recognise that people have different perceptions of places and how this influences views on the protection of places					
Sophistication of skills:	<input type="checkbox"/> pose simple geographical questions and collect information from different sources to answer these questions					
	<input type="checkbox"/> represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point					
	<input type="checkbox"/> describe the location of places and their features using simple grid references and cardinal compass points					
	<input type="checkbox"/> interpret geographical data to describe distributions and draw conclusions					
	<input type="checkbox"/> present findings using simple geographical terminology in a range of texts					
	<input type="checkbox"/> suggest action in response to a geographical challenge					

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **4**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> describe and compare the characteristics of places in different locations at the national scale					
	<input type="checkbox"/> identify and describe the interconnections between people and the environment					
	<input type="checkbox"/> describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places					
	<input type="checkbox"/> recognise the importance of the environment and identify different views on how to respond to a geographical challenge					
Sophistication of skills:	<input type="checkbox"/> develop geographical questions to investigate and collect and record information and data from different sources to answer these questions					
	<input type="checkbox"/> represent data and the location of places and their characteristics in simple graphic forms, including large scale maps that use the cartographic conventions of scale, legend, title and north point					
	<input type="checkbox"/> describe the location of places and their features using simple grid references, compass direction and distance					
	<input type="checkbox"/> interpret data to identify spatial distributions and simple patterns and draw conclusions					
	<input type="checkbox"/> present findings using geographical terminology in a range of texts					
	<input type="checkbox"/> propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action					

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **5**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> explain the characteristics of places in different locations at the national scale					
	<input type="checkbox"/> describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments					
	<input type="checkbox"/> describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments					
	<input type="checkbox"/> identify alternative views on how to respond to a geographical challenge and propose a response					
Sophistication of skills:	<input type="checkbox"/> develop geographical questions to investigate and collect and record information from a range of sources to answer these questions					
	<input type="checkbox"/> represent data and the location of places and their characteristics in graphic forms, including large scale and small scale maps that use the cartographic conventions of border, scale, legend, title, and north point					
	<input type="checkbox"/> interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions					
	<input type="checkbox"/> present findings using geographical terminology in a range of communication forms					
	<input type="checkbox"/> propose action in response to a geographical challenge and identify the expected effects of their proposed action					

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **6**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> explain the characteristics of diverse places in different locations at different scales from local to global					
	<input type="checkbox"/> describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people					
	<input type="checkbox"/> describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena					
	<input type="checkbox"/> identify and describe alternative views on how to respond to a geographical challenge and propose a response					
Sophistication of skills:	<input type="checkbox"/> develop geographical questions to frame an inquiry					
	<input type="checkbox"/> locate relevant information from a range of sources to answer inquiry questions					
	<input type="checkbox"/> represent data and the location of places and their characteristics in different graphic forms, including large scale and small scale maps that use cartographic conventions of border, source, scale, legend, title and north point					
	<input type="checkbox"/> interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions					
	<input type="checkbox"/> present findings and ideas using geographical terminology and graphic representations in a range of communication forms					
	<input type="checkbox"/> propose action in response to a geographical challenge and describe the expected effects of their proposal					

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **7**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E	Criteria judgement
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> describe geographical processes that influence the characteristics of places and how places are perceived and valued differently						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> explain interconnections between people, places and environments and describe how they change places and environments						
	<input type="checkbox"/> propose simple explanations for spatial distributions and patterns among phenomena						
	<input type="checkbox"/> describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors						
Sophistication of skills:	<input type="checkbox"/> identify geographically significant questions to frame an inquiry						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> locate relevant information from primary and secondary sources to answer inquiry questions						
	<input type="checkbox"/> represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large scale and small scale maps that conform to cartographic conventions						
	<input type="checkbox"/> analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions						
	<input type="checkbox"/> present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms						
	<input type="checkbox"/> propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal						

*Adapted from the Independent Schools of SA website

Subject: **Geography** Year: **8**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E	Criteria judgement
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> explain interconnections within environments and between people and places and explain how they change places and environments						
	<input type="checkbox"/> propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns						
	<input type="checkbox"/> compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors						
Sophistication of skills:	<input type="checkbox"/> identify geographically significant questions from observations to frame an inquiry						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<input type="checkbox"/> locate relevant information from a range of primary and secondary sources to answer inquiry questions						
	<input type="checkbox"/> represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions						
	<input type="checkbox"/> analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions						
	<input type="checkbox"/> present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms.						
	<input type="checkbox"/> propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal						

*Adapted from the Independent Schools of SA website

Year 5 Economics and Business

Subject: **Economics and Business** Year: **5**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> distinguish between needs and wants and recognise that choices need to be made when allocating resources					
	<input type="checkbox"/> recognise that consumer choices are influenced by a range of factors					
	<input type="checkbox"/> identify individual strategies that can be used to make informed consumer and financial choices					
Sophistication of skills:	<input type="checkbox"/> develop questions about an economics or business issue or event, and use data and information from different sources to answer them					
	<input type="checkbox"/> identify a response to an issue and apply economics and business skills to everyday problems					
	<input type="checkbox"/> present their findings using economics and business terms					

*Adapted from the Independent Schools of SA website

Subject: **Economics and Business** Year: **6**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> recognise why choices about the allocation of resources involve trade-offs					
	<input type="checkbox"/> describe the effects of consumer and financial decisions on themselves, others and the environment					
	<input type="checkbox"/> identify the purpose of business and recognise the different ways that businesses choose to provide goods and services					
Sophistication of skills:	<input type="checkbox"/> When researching, students develop questions and gather and sort data and information from different sources to investigate an economic or business issue					
	<input type="checkbox"/> identify the advantages and disadvantages of a proposed response to an issue and apply economics and business knowledge and skills to everyday problems					
	<input type="checkbox"/> present their findings using appropriate texts and economics and business terms and identify the possible effects of their decisions					

*Adapted from the Independent Schools of SA website

Subject: **Economics and Business** Year: **7**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> describe the interdependence of consumers and producers in the market					
	<input type="checkbox"/> explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used					
	<input type="checkbox"/> describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success					
	<input type="checkbox"/> identify the reasons individuals choose to work and describe the various sources of income that exist					
Sophistication of skills:	<input type="checkbox"/> When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue					
	<input type="checkbox"/> interpret data to identify trends					
	<input type="checkbox"/> propose alternative responses to an issue and assess the costs and benefits of each alternative					
	<input type="checkbox"/> apply economics and business knowledge, skills and concepts to familiar problems					
	<input type="checkbox"/> develop and present conclusions using appropriate texts, terms and concepts					
	<input type="checkbox"/> identify the effects of their decisions and the possible effects of alternative actions					

*Adapted from the Independent Schools of SA website

Subject: **Economics and Business**

Year: **8**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<input type="checkbox"/> explain how markets operate and recognise why governments may influence the market's operation					
	<input type="checkbox"/> explain the rights and responsibilities of consumers and businesses					
	<input type="checkbox"/> explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market					
	<input type="checkbox"/> describe influences on the way people work, and factors that may affect work in the future					
Sophistication of skills:	<input type="checkbox"/> When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue					
	<input type="checkbox"/> interpret data to identify trends and relationships					
	<input type="checkbox"/> propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative					
	<input type="checkbox"/> apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems					
	<input type="checkbox"/> develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts					
	<input type="checkbox"/> identify the effects of an economic or business decision and the potential consequences of alternative actions					

*Adapted from the Independent Schools of SA website

YEAR 3 Civics and Citizenship

Subject: **Civics and Citizenship** Year: **3**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<ul style="list-style-type: none"> explain how decisions can be made democratically 					
	<ul style="list-style-type: none"> recognise the importance of rules 					
	<ul style="list-style-type: none"> describe how people participate in their community as active citizens 					
Sophistication of skills:	<ul style="list-style-type: none"> pose questions about the society in which they live 					
	<ul style="list-style-type: none"> share their views on an issue 					
	<ul style="list-style-type: none"> present their ideas and opinions using civics and citizenship terms 					

*Adapted from the Independent Schools of SA website

Subject: **Civics and Citizenship** Year: **4**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<ul style="list-style-type: none"> explain the role of local government and distinguish between rules and laws 					
	<ul style="list-style-type: none"> describe factors that shape a person's identity and sense of belonging 					
Sophistication of skills:	<ul style="list-style-type: none"> pose questions about the society in which they live and use information to answer them 					
	<ul style="list-style-type: none"> suggest solutions to an identified issue 					
	<ul style="list-style-type: none"> develop and present their ideas and opinions on an issue using civics and citizenship terms 					

*Adapted from the Independent Schools of SA website

Subject: **Civics and Citizenship** Year: **5**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<ul style="list-style-type: none"> identify the values that underpin Australia's democracy and explain the importance of the electoral process 					
	<ul style="list-style-type: none"> describe the role of different people in Australia's legal system 					
	<ul style="list-style-type: none"> identify various ways people can participate effectively in groups to achieve shared goals 					
Sophistication of skills:	<ul style="list-style-type: none"> develop questions and use information from different sources to investigate the society in which they live 					
	<ul style="list-style-type: none"> identify possible solutions to an issue as part of a plan for action 					
	<ul style="list-style-type: none"> develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts 					

*Adapted from the Independent Schools of SA website

Subject: **Civics and Citizenship** Year: **6**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E
Knowledge and Understanding:	<ul style="list-style-type: none"> explain the purpose of key institutions and levels of government in Australia's democracy 					
	<ul style="list-style-type: none"> describe the role of parliaments in creating law 					
<i>Extent of knowledge</i>						
<i>Depth of understanding</i>	<ul style="list-style-type: none"> explain what it means to be an Australian citizen and how people can participate as global citizens 					
Sophistication of skills:	<ul style="list-style-type: none"> develop questions and gather and analyse information from different sources to investigate the society in which they live 					
	<ul style="list-style-type: none"> when planning for action, they identify different points of view and solutions to an issue 					
	<ul style="list-style-type: none"> develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts 					
	<ul style="list-style-type: none"> identify the ways they can participate as citizens in the school 					

*Adapted from the Independent Schools of SA website

Subject: **Civics and Citizenship** Year: 7

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E	Criteria judgement
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<ul style="list-style-type: none"> explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy 						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<ul style="list-style-type: none"> explain how Australia’s legal system is based on the principle of justice 						
	<ul style="list-style-type: none"> identify the importance of shared values, and explain the diverse nature of Australian society 						
Sophistication of skills:	<ul style="list-style-type: none"> when researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia’s political and legal systems 						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<ul style="list-style-type: none"> consider different points of view on civics and citizenship issues 						
	<ul style="list-style-type: none"> when planning for action, students take into account multiple perspectives to develop solutions to an issue 						
	<ul style="list-style-type: none"> develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts 						
	<ul style="list-style-type: none"> identify ways they can be active and informed citizens 						

*Adapted from the Independent Schools of SA website

Subject: **Civics and Citizenship** Year: **8**

Criteria	Achievement standard indicators (check the indicators used)	A	B	C	D	E	Criteria judgement
Knowledge and Understanding: <i>Extent of knowledge</i> <i>Depth of understanding</i>	<ul style="list-style-type: none"> analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation 						<i>Evidence of learning indicates that the students is</i> <input type="checkbox"/> A = Well Above <input type="checkbox"/> B = Above the standard <input type="checkbox"/> C = At the standard <input type="checkbox"/> D = Below the standard <input type="checkbox"/> E = Well Below
	<ul style="list-style-type: none"> recognise different types of law in Australia and explain how laws are made 						
	<ul style="list-style-type: none"> analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging 						
Sophistication of skills:	<ul style="list-style-type: none"> when researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance 						
	<ul style="list-style-type: none"> explain different points of view on civics and citizenship issues 						
	<ul style="list-style-type: none"> when planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue 						
	<ul style="list-style-type: none"> develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts 						
	<ul style="list-style-type: none"> identify ways they can be active and informed citizens in different contexts 						

*Adapted from the Independent Schools of SA website

