

**CAMPBELL HIGH SCHOOL
COURSE OUTLINE
Semester 2 2017**



**Year 9 Australian Curriculum History and
Civics and Citizenship**

**Teacher: Katherine Bell
Email: Katherine.bell@ed.act.edu.au**

Course Description

In the History unit, students study the period 1750-1918 and consider the following: impact of industrialisation on the way people lived and worked, impact of European expansion including the colonisation of Australia and how developments in this period led to the First World War and Australia's involvement.

In Civics and Citizenship, students develop an understanding of Australia's political system and how it enables change. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

Achievement Standards (<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/>)

History:

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Civics and Citizenship:

By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.

When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

Learning Outcomes

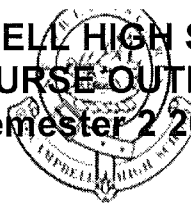
Civics and Citizenship:

- Develop, select and evaluate a range of questions to investigate Australia's political and legal systems
- Evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues
- Reflect on their role as a citizen in Australian, regional and global contexts

History:

- Develop inquiry questions about the past
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Identify the cause and effect of events in the past
- Write texts to communicate an understanding about the past

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Correlated Outcomes:

- Analyse different points of view
- Identify the origin and purpose of primary and secondary sources
- Identify, gather and sort information and ideas from a range of sources and reference as appropriate
- Uses a range of communication forms including oral, graphic and digital technologies

Work Practice Outcomes:

- Actively participates and contributes to the effectiveness of the class
- Respects the rights and property of others and brings required materials to class
- Uses class time productively, working independently and cooperatively
- Completes set tasks and meets work deadlines

Material Required

Students require a 96 page exercise book and a fully equipped pencil case (pens, pencils, scissors, ruler and glue stick). A USB thumb drive for storing ICT-based learning activities is highly recommended.

Typical Homework/Late Work Policy

Students are expected to catch up on missed work, revise notes and complete unfinished work for homework. Students should submit drafts of essays and assignments for feedback. Some class time will be available for assignment work. In order to properly assess a student's performance against the Achievement Standard, teachers require multiple examples of written work. Therefore it is very important that students submit work on or before the due date. There is no guarantee that late assignments will be marked in time for reporting and therefore all extensions must be negotiated with the teacher prior to the due date. Students who submit no written work, or submit it late, may receive a D or E grade for this subject.

Assessment Items

Industrial Revolution assessment task
Civics in-class essay
World War I research task
Class participation

Due Date

Week 6
Week 10
Week 16
Ongoing

Executive Teacher: Debbie Dwyer

Teacher: Katherine Bell

Parent Signature: _____

Student Signature: _____