



WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

Year 9/10 Society and Environment Course Outline 2017

COURSE OUTLINE

The curriculum provides a study of the history of the modern world and Australia, from 1918 - to the present, with an emphasis on Australia in its global context. The 20th Century became a critical period in Australia's social, cultural economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The history content at this year level involves two strands: **Historical Knowledge** and **Understanding and Historical Skills**. The content provides opportunities to develop historical understandings within three depth studies. In 2016, we have chosen to focus on *World War 2*, *Popular Culture (1945-present)* and *Rights and Freedoms (1945- present)*. A framework for developing student's historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. Key questions include:

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of WWII? How did these consequences shape the modern world?
3. How was Australian society affected by other significant global events and changes in this period?

In term 2, students will study **Civics and Citizenship**. They will continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained. Key questions include:

1. How is Australia's democracy defined and shaped by the global context?
2. How are government policies shaped by Australia's international legal obligations?
3. What are the features of a resilient democracy?

ACHIEVEMENT STANDARD

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 a historical inquiry. They analyse 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.

By the end of year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse cause and effects of events and explain their importance. They explain the context for people's actions in the past. They use a range of methods to organise relevant information from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Wk	Historical Knowledge and Understandings	Historical Skills	Assessments
1 - 3	<p>Overview-</p> <ul style="list-style-type: none"> - Identifying the 7 concepts for historical inquiry - Investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers' journals and the development of photography and videography. - The inter-war years, including the treaty of Versailles, the Roaring Twenties and the Great Depression - Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping - Creating a chronological account of conflicts in which Australia has been involved in. - Outlining the purposes of the United Nations and the key places they have been involved in (for example, East Timor) - The nature of the Cold War and Australia's involvement in Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan). Cuban missile race, proliferation of arms. - Outlining the competing ideologies of Communism and Capitalism, the US as the world's last superpower and the rising influence of China and India. - Tracing key developments in technology since 1918 that have changed the world (travel, Leisure, education, home, work) - How did the nature of global conflict change during this period? 	<p><i>Using interactive timelines to explore the various manifestations or effects of an event in different geographical locations.</i></p> <p><i>Defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability.'</i></p> <p><i>Identifying the origin, context and purpose of primary and secondary sources.</i></p>	<p>Population Pyramid Skills Test</p>
4	<p>The causes and course of WWII</p> <ul style="list-style-type: none"> -Timeline events of WWII - What were the key events? - Who were the allies and the axis? - Significant wartime leaders 	<p><i>Identify current personal knowledge, gaps, misconceptions, currency of information personal perspective and possible perspectives of others</i></p>	
5	<p>How did the events of World War II affect the lives of Australians and Australia's international relationships?</p> <ul style="list-style-type: none"> - The experiences of Australians during World War II, such as prisoners of war, the battle of Britain, Kokoda and the fall of Singapore. - An examination of significant events of WWII, including the Holocaust and use of the atomic bomb. - Indigenous Australians at war 	<p><i>Identify the origin, purpose and context of primary and secondary sources.</i></p> <p><i>Critically evaluate information and ideas from a range of sources to make generalisations and inferences.</i></p>	<p>Document Analysis – POWs and Indigenous Australians</p>
6	<p>The impact of World War II</p> <ul style="list-style-type: none"> -Particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, rationing, censorship) - Revision of key concepts and events learnt about WWII - View the film 'Paradise Road.' 		<p>WWII Unit Test</p>
7	<p>Historical Discussion-</p> <ul style="list-style-type: none"> - Despite the significance of the Kokoda Campaign, the Gallipoli campaign of WW1 is usually remembered as Australia's proudest battle. Overtime, Gallipoli and ANZAC Day have become the main focus of public commemoration. Some historians argue that Kokoda would be a more appropriate focus of national commemoration than Gallipoli. They suggest that the Kokoda 	<p><i>Identify current personal knowledge, gaps, misconceptions, currency of information personal perspective and possible perspectives</i></p>	

	<p>campaign was fought in defence of Australia, whereas Gallipoli was an invasion of a foreign nation that posed no threat to Australia. Some people also argue that the ‘Kokoda Spirit’ is more relevant to modern Australia than the ‘Anzac spirit.’</p> <ul style="list-style-type: none"> - Revision on essay writing and in conducting a historical discussion. 	<p><i>of others.</i> <i>Construct and evaluate a range of questions and hypotheses involving cause and effect and pattern and trends.</i></p>	<p>Historical Discussion Essay</p>
8	<p>Rights and Freedoms</p> <ul style="list-style-type: none"> - What rights and freedoms do we enjoy in Australia today? - What are the origins of the Human Declaration of Rights? (Contributions of H.V. Evatt) - Background to the Suffragette movement. - Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965. Examine 1938 day of mourning and the stolen generation <p>Read/View accounts of Aboriginals who were forcibly removed from their families.</p>	<p><i>Identify the origin, purpose and context of primary and secondary sources.</i></p> <p><i>Placing in sequence the main events of the freedom rides campaigns between the US and Australia and explaining the links between the two campaigns.</i></p> <p><i>Explaining the context of the ‘BTHR’ and the significance of that context in understanding responses to the report.</i></p>	
9	<p>Methods used by civil rights activists to achieve change for Aboriginal people, and the role of Eddie Mabo and terra nullis.</p> <ul style="list-style-type: none"> - The efficacy of television in bringing the struggle for rights and freedoms to national attention. <p>The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world.</p> <ul style="list-style-type: none"> - Identifying areas (for example education, health) that are the focus for continued civil rights action - The significance of the 1990 UN Convention on the Rights of the Child. <p>The US Civil Rights movement and its influence on Australia Outlining the freedom rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal people’s struggle for rights and freedoms</p> <ul style="list-style-type: none"> - Rosa Parks/ Segregation. <p>The significance of the following civil right achievements:</p> <ul style="list-style-type: none"> - 1962 right to vote federally, - 1967 Referendum; - Reconciliation; - Mabo decision ; - Bringing them home report. 	<p><i>Identify the origin, purpose and context of primary sources and/or secondary sources.</i></p> <p><i>Draw evidence-based conclusions by evaluating information, taking into account ambiguities and multiple perspectives.</i></p> <p><i>Placing in sequence the main events of the freedom rides campaigns between the US and Australia and explaining the links between the two campaigns.</i></p>	<p>Document analysis: The Freedom Rides</p>
10	<p>Popular Culture The nature of popular culture in Australia at the end of WW11, including music, film and sport</p> <ul style="list-style-type: none"> - Identifying American and Asian influences on Australian popular culture since WW11 <p>Australia’s contribution to international popular culture (music, film, television, sport)</p> <ul style="list-style-type: none"> - Investigating the changing contribution of the Australian rock n’ roll, film and tv industries to Australian culture and identity through the development and export of music, film and tv, For ex 	<p><i>Recognising that historical interpretations may be provisional</i></p> <p><i>Analysing the views of both men and women at different times regarding gender equality</i></p>	

	<p>‘Crocodile Dundee.’</p> <ul style="list-style-type: none"> - Identifying sports that were popular in Australia such as football, horseracing and cricket <p>Comparing and contrasting views on the values and beliefs of rock n roll, film and television across time, age and gender (for example issues of conservatism and rebellion, the challenge to established ideas and nation identity).</p> <p>Students will spend a lesson immersed in 1950s and learning how to ‘tye dye’ and hoola hoop</p>	<p><i>Examining the different accounts of the first rock and roll tours of Australia and identifying the different perspectives based on age.</i></p>	
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Term 2 Justice at home and overseas

Wk	Civics and Citizenship knowledge and understanding	Skills	Assessments
1-2	<p>The key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia.</p> <p>Revision of different forms of government – Monarchy, Communist, Dictatorships</p> <p>Take the Australian citizenship test – do you know enough about Australia to stay in the country?</p>	<p><i>Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues</i></p>	
3	<p>Australia's roles and responsibilities at a global level (e.g. provision of foreign aid, peacekeeping, participation in international organisations, such as the United Nations)</p> <ul style="list-style-type: none"> - The structure and the role of the United Nations - Australia’s role as peacekeepers - Where are or Australian soldiers currently serving? 	<p><i>Account for different interpretations and points of view</i></p>	<p>Australian History Test (Australia Wide)</p>
4	<p>The role of the High Court, including interpreting the Constitution.</p> <p>Complete revision of the court hierarchy</p> <ul style="list-style-type: none"> - How does precedents and appeals work? - Understand key sections of the constitution - How can the constitution be changed? - Does Australia need a bill of rights? 	<p><i>Analyse information and/or data in different formats (e.g. to explain <u>cause and effect</u> relationships, comparisons, categories <u>change</u> over time)</i></p>	<p>Document Study: Studying landmark cases before the high court</p>
5-6	<p>The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples)</p> <p>Time given in class for their research assignment.</p> <p>Research Assignment: Choose one international agreement and examine Australia’s role in it. Make suggestions as to what roles it may play in the future.</p>	<p><i>Develop, select and evaluate a range of questions to investigate Australia's political and legal systems</i></p> <p><i>Identify, gather and sort information and ideas from a range of sources and reference as appropriate</i></p> <p><i>Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues</i></p>	<p>Research Assignment: International treaties</p>

7-8	<p>The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness</p> <p>The challenges to and ways of sustaining a resilient <u>democracy</u> and cohesive society</p> <ul style="list-style-type: none"> - How often does terrorism appear in the media? - Is there a real threat to Australia? 	<p><i>Account for different interpretations and points of view</i></p> <p><i>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues</i></p>	<p><i>End of Unit Test</i></p>
9-10	<p>The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law.</p> <ul style="list-style-type: none"> - Does Australia's democratic and justice systems need to be reformed? - <p>Skill drill: Scattergraphs</p>	<p><i>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action</i></p> <p><i>Present evidence-based civics and citizenship arguments using subject-specific language</i></p> <p><i>Reflect on their role as a citizen in Australian, regional and global contexts</i></p>	<p>Skill Drill: <i>Scattergraphs</i></p>

DATES AND ASSESSMENTS MAY BE SUBJECT TO CHANGE