YEAR 8/9 HASS LEARNING AND ASSESSMENT PLAN

STUDENT COHORT & COURSE DESCRIPTION

Teacher: Lucy Kilgour Subject: HASS Date: 2013 Semester: 1

|  |
| --- |
| Description of cohort (incorporate gender, ATSIC, SWD, STAR and other relevant matters)Mixed ability cohort with 11 boys and 12 girls. Students are generally enthusiastic and motivated. Three students have identified as being Indigenous. One student (indigenous) has a prosthetic eye, and their attentions span is short. Seating arrangements have been made in order to meet this student’s visual need. Most students reading and writing skills are average, however several students may need modified work. Attendance has been regular.  |
| Program design (incorporate lesson allocation and strategies to meet needs of the cohort)The program has been designed to allow students a variety of opportunities to be creative while developing their language, inquiry and analysis skills through a number of units including a week on basic HASS skills (Timelines, maps and sources) several medieval units, a week on the Anzacs/Anzac Day, and a week on Law. Where possible, local history connections will be made in order to further engage students. Students’ knowledge, skills and understandings will be tested in a variety of way including written, oral and multimodal. A variety of strategies will be implemented to ensure that the learning and assessment plan meets the needs of the cohort. These strategies include independent, partner and small group/jigsaw work. Multimedia and the use of ICT have also been implemented into the program where possible in order to engage students and develop their ICT skills. There will be an emphasis on correct use of internet search engines, and the validity of sources due to the plethora of historical information found on the Internet. In addition to my feedback, students will have the opportunity to use peer-assessment and self-assessment.  |
| Literacy focus (incorporate specific aspects of language development)**Literacy:** Students will have the opportunity to develop their reading, writing, speaking, viewing, and comprehensions skills for a variety of audiences and purposes through the production of a range of written, spoken and multi-media texts.  |

Signed …………………………………..Date …………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WK | TOPIC | TASKS | FOCUS SKILLS | FOCUS KNOWLEDGE SKILLS- ACARA |
|  |  | LITERACY | NUMERACY | IT |  |
| 1-3 | General HASS skills: Timelines, maps, primary and secondary sources. | During class students will be introduced to a range of general HASS topics, including timelines, maps, and primary and secondary sources, in order to develop their skills and understandings of what HASS is about. Students will develop their skills through the creation of a timeline of their life, a local mapping activity, and several scaffolded tasks around primary and secondary sources including a ‘detective’ type game to assist students in gaining analysis skills. **Assessment Tasks:**  A timeline, mapping task, source Analysis.  | DiscussionReading graphic texts | Scaled timelineDates | Process (Word & Publisher)  | (ACHHS148)(ACHHS151)(ACHHS152)(ACHHS154)(ACHHS155)(ACHHS157) |
| 4-9 | Medieval Europe Depth Study | This depth study will give students an overview of the following topics: The way of life in Medieval Europe; Significant developments and/or cultural achievements; Continuity and change in crime and punishment; The dominance of the Catholic Church. These topics will be explored in a variety of ways including individual and group work. Students will be required to complete two assessment pieces (written, oral or multi-modal) during this unit, chosen from an assignment menu. Assessment examples include: a Fakebook profile of influential/important people, the design of a new punishment device, a detailed invitation and menu plan for a medieval feast, Design and illustrate a town notice to capture a Medieval villain.  **Assessment Tasks:**  Two pieces of work, 250 words or equivalent. | DescriptionReading comprehension | Organise and interpret  | CommunicatePresentDigital sources | (ACHHS149)(ACHHS150)(ACHHS152)(ACHHS154)(ACHHS156)(ACHHS157) |
| 10 | Anzac Week | One week of the term will be spent exploring ideas around the Anzacs and Anzac Day. These topics will be explored in a variety of ways including individual and group work, and the viewing of the movie *Gallipoli*. Students will learn about who the Anzacs were, and learn about the Anzac Day traditions and celebration and how and why people’s attitudes to the day have changed over time. In groups, students will be required to create a poster advertising Anzac day. These posters will be displayed around the classroom. (Elements of propaganda may also be explored during this assessment).  **Assessment Tasks:**  Anzac Day poster, up to 500 words. | DiscussionUse of quotes and references | Interpret dataDesign | Historical trendsCommunicateCollaborate | (ACHHS149)(ACHHS157) |
| 1-4 | The Black Plague Research Unit | This unit will give students an overview of the following topics: Living conditions and religious beliefs in the 14th century; The role of expanding trade between Europe and Asia in the Black Death; The causes and symptoms of the Black Death; The effects of the Black Death on Asian, European and African populations; Other immediate and long-term effects of the Black Death. These topics will be explored in a variety of ways including individual and group work. Students will be required to complete two assessment pieces (written, oral or multi-modal) during this unit, chosen from an assignment menu. Assessment examples include: a Fakebook profile of influential/important people, a poster/map showing where and how the Black Plague hit Europe, write an ‘I’ poem.  **Assessment Tasks:**  Two pieces of work, 250 words or equivalent.  | QuestioningNote takingRecount | Data - Cause and effect | CommunicatePresentDigital sources | (ACHHS149)(ACHHS150)(ACHHS151)(ACHHS152)(ACHHS153)(ACHHS154)(ACHHS155)(ACHHS156)(ACHHS157) |
| 5 | Law Week | (SUBJECT TO CHANGE) Students will explore the history of Law, learning about Democracy in addition to other systems of government. **Assessment Tasks:**  Students will be required to participate in a mock trial during one or two classes. | DiscussionTopic Vocab | Interpret data | Digital sources | (ACHHS149)(ACHHS157) |
| 6-10 | Shogunate Japan Unit | This unit will give students an overview of the following topics: These topics will be explored in a variety of ways including individual and group work. Students will be required to complete two assessment pieces (written, oral or multi-modal) during this unit, chosen from an assignment menu. Assessment examples include: a Fakebook profile of influential/important people, create a poster that depicts the life of a samurai, Create a short film about the Tokugawa Shogunate, write an ‘I’ poem.**Assessment Tasks:**  Two pieces of work, 250 words or equivalent.  | Comparative reportShort answer questions | OrganiseData - continuity and change  | CommunicatePresentDigital sources | (ACHHS149)(ACHHS150)(ACHHS152)(ACHHS154)(ACHHS156)(ACHHS157) |

Co-ordinator approval ………………………………Date ………..

ASSESSMENT DETAILS – PLEASE ATTACH CHECKLIST

CHANGES TO PROGRAM, including modified programs

|  |
| --- |
|  |