YEAR 8/9 HASS LEARNING AND ASSESSMENT PLAN

STUDENT COHORT & COURSE DESCRIPTION

Teacher: Subject: Date: Semester:

Description of cohort (incorporate gender, ATSIC, SWD, STAR and other relevant matters)
Program design (incorporate lesson allocation and strategies to meet needs of the cohort) The program is designed around the principles of inquiry learning and independent group tasks. Collaboration of both final product and processes form the basis of the class work.
Literacy focus (incorporate specific aspects of language development)

Signed …………………………………..Date …………

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

W K	TOPIC	TASKS	FOCUS SKILLS				FOCUS KNOWLEDGE SKILLS- ACARA
			LITERACY	NUMERACY	IT	CAREER	
1	review WW1	students review and share understandings of the causes and effects of world war one. They research facts and create an online portfolio of their work for the semester.	read and follow instructions on website creation note and group discussions	understanding and using statistics and dates	creation of weekly website Using internet to locate facts	creating online portfolios collaboration skills, small and large group discussions	- Use historical terms and concepts (ACHHS183) - Identify and locate relevant sources, using ICT and other methods (ACHHS186) - Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189) - Identify and analyse different historical interpretations (including their own) (ACHHS191)
2	Great Depression	Analyse photographs and statistics about the Great Depression. Students are introduced to inquiry questioning and non-googleble questions.	analyse visual texts role of questioning	viewing and analysis os statistics	using image search effectively visual presentations	encouraging students to show initiative and take risks work collaboratively	- Use historical terms and concepts (ACHHS183) - Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184) - Identify the origin, purpose and context of primary and secondary sources (ACHHS187) - Identify and analyse different historical interpretations (including their own) (ACHHS191)
3	Causes of WW2	Students examine the Treaty of Versailles and its impact on Germany and other European countries	reading comprehension	viewing of statistics	continue adding features to weekly website		Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)

4	Rise of Hitler	Create a chronological account of Hilter's rise to power and main events of War in Europe.	analyse websites and extrapolate key information	chronology	experiment with appropriate online timetable applications	gain confidence / risk taking in using internet applications.	• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)
5	Holocaust	Examine the persecution of groups of people throughout history - compare with the holocaust. Write an comparative exposition.	analyse oral and written personal accounts write comparative exposition	historical dates	use interactive sites. analyse websites for authenticity	develop empathy and understanding develop ability to work independently	• Use historical terms and concepts (ACHHS183) • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184) • Identify and locate relevant sources, using ICT and other methods (ACHHS186) • Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189) • Identify and analyse the perspectives of people from the past (ACHHS190) • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)
6	End of War In Europe	Examine the events that led to the end of the War In Europe by examining historical document	reading / viewing historical texts	historical dates / chronology	use google search techniques to locate historical documents	view various styles of professional documents and recognise appropriate language	• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)Identify the origin, purpose and context of primary and secondary sources (ACHHS187)

7	War In Pacific	Mapping regions around Australia and creating facebook profiles for each region showing interrelationships and foci	reading maps using appropriate language. using expression and voice in typed text.	chronology	using social media for education		• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182) • Use historical terms and concepts (ACHHS183) • Identify and locate relevant sources, using ICT and other methods (ACHHS186) • Identify and analyse the perspectives of people from the past (ACHHS190) • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)
8	Australia at war	Students choose a destination and 'follow' an Australian soldier in their journey creating an interactive display to present at an assembly in week 11	reading various types of text	chronology	develop skills in public presentations	develop skills in public presentations	• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182) • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184) • Identify and locate relevant sources, using ICT and other methods (ACHHS186) • Identify the origin, purpose and context of primary and secondary sources (ACHHS187) • Identify and analyse the perspectives of people from the past (ACHHS190) • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192) • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)

9	Australia at war	as above					
10	major campaign s	as above					
11	public presentati ons and assembly	as above					

CHANGES TO PROGRAM, including modified programs