

2024 Year 7 SOSE Unit Outline

Australian Curriculum History

Teachers: Bock, Harbour, Hawke, Merton, Robertson

Faculty: Studies of Society and Environment

Unit Duration: Semester 1, 2024

The **Australian Curriculum Achievement Standards in History** focus on developing students' **historical knowledge and understanding** and **historical skills**. They describe a broad sequence of expected learning that students will undertake across the semester.

Australian Curriculum Achievement Standard: By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.

Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

Unit Description: *The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE). This includes a depth study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, with a focus on Ancient Rome.*

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. **V9.HH.7.02** - Identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past
2. **V9.HH.7.04** - Identifies the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies.
3. **V9.HH.7.09** - Identify the accuracy and usefulness of sources as evidence
4. **V9.HH.7.11** - Describe the perspectives, attitudes, and values of the past in sources.
5. **V9.HH.7.13** - Use historical knowledge, concepts, terms, and evidence from sources to create descriptions, explanations, and historical arguments.

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are also required to provide the following additional materials and equipment: ruler, lead pencil, coloured pencils or textas, highlighters.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades.

Students will also be expected to complete preparation for research tasks at home. Other examples of homework may include; catch-up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Students who do not complete homework tasks will be expected to complete it in their own time at school.

Late Work: Extensions may be negotiated with individual teachers before the due date. Students who do not complete tasks will be sent to catch-up and if still not submitted, they will complete it on their own time at school.

Plagiarism: Plagiarism is copying or using another’s work and claiming it as your own. This includes copying, cutting, and pasting text or using ideas directly from a text, the internet, or some other source without appropriate referencing. The use of Generative AI to produce your work or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded, and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work, they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:	Week / Date Due	Essential Learning
1. Pre-Test	Week 2	1, 2, 3, 4, 5
2. Common Assessment Task (CAT)	Week 5	1, 2, 3, 4, 5
3. Research Task	Week 10	1, 2, 3, 4, 5
4. Oral Presentation	Week 16	1, 2, 3, 4, 5
5. Classwork	Ongoing	1, 2, 3, 4, 5

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S Status is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the “C” grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a ‘C’ grade. The ‘C’ grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Conor Laenen, February 2024