

2024 Year 8 SOSE Unit Outline

Australian Curriculum History

Teacher(s): Bock, Harbour, Hawke, Laenen, Lewis, Merton

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 8, students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.*

Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.

Unit Description: The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Students are introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. The unit also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.

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

V9.HH.8.02 - Explains the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods

V9.HH.8.04 - Describes the role of significant individuals, groups and institutions connected to the societies of the period studied and their influences on historical events

V9.HH.8.08 - Compares sources to explain the accuracy, usefulness and reliability of sources as evidence

V9.HH.8.10 - Describes perspectives, attitudes and values of the past, and suggests reasons for different points of view

V9.HH.8.12 - Uses historical knowledge, concepts, terms and references to 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
Pre-test	Week 2	1,2,3,4,5
CAT test	Week 5	1,2,3,4,5
Research assignment	Week 10	1,2,3,4,5
Oral presentation	Week 16	1,2,3,4,5
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

Feb 2024