

2024 Year 9 SOSE Unit Outline

Australian Curriculum History

Teachers: Bock, 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 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

Students develop and modify questions about the past to inform historical inquiry. They locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence. They explain causes and effects, and patterns of continuity and change connected to a period, event or movement. Students compare perspectives of significant events and developments and explain the factors that influence these perspectives. They analyse different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources.

Unit Description: The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

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

1. **V9.HH.9.02** - Explains the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context
2. **V9.HH.9.04** - Explains the role of significant ideas, individuals, groups and institutions connected to the developments of the period studied and their influences on historical events
3. **V9.HH.9.08** - Compares sources to determine the accuracy, usefulness and reliability of sources as evidence
4. **V9.HH.9.10** - Compares perspectives of significant events and developments, and explains the factors that influence these perspectives
5. **V9.HH.9.12** - Uses historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources

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.

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| 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
