

Note:

- In a lower secondary setting, teachers may plan courses as subjects (History, Geography, Civics and Citizenship), using combinations of concepts from the *Knowledge and understanding* organisers.
- This sample work program reflects a course that is not subject-specific, but does consist of units that draw primarily from one discipline. It reflects the key messages of planning for SOSE by highlighting the importance of social and environmental inquiries as reflected in the *Ways of working* in developing *Knowledge and understanding*.

Year level/s: 8					
Time allocation	Unit title	Targeted <i>Essential Learnings</i>		Unit overview topics	Assessable elements Assessment instruments and techniques
Approximately 2 weeks	Me, my place and my groups	Ways of working Students are able to: <ul style="list-style-type: none"> • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose, and the conventions of research-based texts • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace. 	Knowledge and understanding Culture and identity <ul style="list-style-type: none"> • Group identities are influenced by different factors, including family, communities, nationality, socioeconomic factors and religious beliefs. Place and space <ul style="list-style-type: none"> • Maps, including topographic, political and thematic maps, are developed with particular features, including scale, contour lines and human-created boundaries, and use the specific skills of observing, visualising, estimating, sketching and measuring 	Culture and identity are linked by several different factors that determine and shape them. One key factor is place, at a number of levels from geographic region or nation of origin to local community. This unit explores some of the ideas related to personal and group identity, culture and the role that place has in shaping these identities. Students will use geographic skills, especially mapping, to investigate these topics.	Assessable elements: <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Reflecting Assessment instruments and techniques: Folio of maps and graphs

<p>Approximately 8 weeks</p>	<p>Where in the world? Our neighbours</p>	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • identify a research focus from broad topics and design focus questions and sub-questions • plan investigations, using discipline-specific inquiry models and processes • research and analyse data, information and evidence from primary and secondary sources • evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose, and the conventions of research-based texts • reflect on learning, apply new understandings and justify future applications. 	<p>Knowledge and understanding Place and space</p> <ul style="list-style-type: none"> • Australia, the Asia–Pacific region and other global settings are defined by a range of natural characteristics and processes, including landforms, vegetation and climatic zones, and human activities, including cultural, economic and political activity. • Maps, including topographic, political and thematic maps, are developed with particular features, including scale, contour lines and human-created boundaries, and use the specific skills of observing, visualising, estimating, sketching and measuring. 	<p>The Asia–Pacific region is important to Australia for a range of social, cultural, economic and political reasons. Informed Australian citizens understand the relationship between diverse geographical features and natural characteristics, and processes and human activities in the Asia and the Pacific..</p> <p>Students use geographical inquiry to investigate natural environments, their effects on societies and the consequences of human activity. This unit uses maps, tables and statistical data to investigate the relationships between natural environments and human activities in the Asia–Pacific region.</p> <p>The topics for investigation include:</p> <ul style="list-style-type: none"> • volcanic activities • rising ocean levels • sustainable use of rainforests • transmigration of populations. 	<p>Assessable elements: Research project</p> <p>Assessment instruments and techniques:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Reflecting
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<p>Approximately 10 weeks</p>	<p>Australian identities and cultural diversity</p>	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • identify a research focus from broad topics and design focus questions and sub-questions • plan investigations, using discipline-specific inquiry models and processes • research and analyse data, information and evidence from primary and secondary sources • evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts • respond to local and global issues by taking action in planned and enterprising ways • apply strategies for making group decisions and for taking informed social and environmental action • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace. 	<p>Knowledge and understanding Time, continuity and change</p> <ul style="list-style-type: none"> • Australian narratives and identities have been shaped by 20th century events, including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations. <p>Culture and identity</p> <ul style="list-style-type: none"> • Cultural diversity in Australia is influenced by public opinion, media portrayals, government policies and the impacts of globalisation. • Community perceptions of Aboriginal cultures and Torres Strait Islander cultures have resulted in positive and negative responses to Indigenous people, • Contact between cultures has produced movements to improve democratic participation and citizenship rights for specific group. • Cultural research involves following protocols and acting sensitively. 	<p>The Australian identity can be seen in many of the stereotypical images of Australians (e.g. bushman, surfer/bronzed Aussie, ocker and digger) and traced to particular events that contributed to the growth of an Australian identity, e.g. Anzac Day.</p> <p>Understanding the Australian identity also includes developing awareness of cultural diversity and multiculturalism in Australia and the significant events that have contributed to multicultural Australia:</p> <ul style="list-style-type: none"> • diversity of Indigenous people • coming of the Europeans • gold rushes • early Asian migration • Pacific Islander labourers • the White Australia policy • the impact of war • post-WWII reconstruction and population policy • multicultural policy in the 1970s • issues related to refugees and illegal immigrants. <p>This unit investigates:</p> <ul style="list-style-type: none"> • the nature of cultural diversity in Australia • the role of the media in portraying groups • how Australia can celebrate and improve as a multicultural or culturally diverse society. 	<p>Assessable elements:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Participating • Reflecting <p>Assessment instruments and techniques:</p> <p>Oral presentation or campaign launch</p>
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<p>Approximately 10 weeks</p>	<p>Green citizenship</p>	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • identify a research focus from broad topics and design focus questions and sub-questions • plan investigations, using discipline-specific inquiry models and processes • research and analyse data, information and evidence from primary and secondary sources • draw conclusions and make decisions supported by interpretations of data, information and evidence. • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts • respond to local and global issues by taking action in planned and enterprising ways • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace. 	<p>Knowledge and understanding Place and space</p> <ul style="list-style-type: none"> • Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems. • Governments and communities need to balance economic, social, political and environmental factors through sustainable development, consumption and production. • Physical environments are defined by spatial patterns, including the arrangement of elements on the Earth's surface, the definable areas of the Earth's surface, the space between different locations, and absolute and relative location. <p>Political and economic systems</p> <ul style="list-style-type: none"> • Australia's government systems are based on liberal democratic principles, including the "common good" and parliamentary elections, perform functions, including developing policy and formulating legislation, and have institutions and instruments, including the High Court and Acts of Parliament. 	<p>Governments and citizens fill various roles in protecting and conserving the natural, social and built environment through legislation, regulation and activism.</p> <p>This unit investigates current environmental debates and issues at a range of levels, for example:</p> <ul style="list-style-type: none"> • loss of biodiversity • disruptions to ecosystems • threats to plant and animal species • soil erosion • salinity • sustainable energy • greenhouse emissions. <p>Build a case study of a local or regional environmental issue related to planning or proposed, possible or future developments.</p>	<p>Assessable elements:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Participating • Reflecting <p>Assessment instruments and techniques: Environmental action project</p>
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<p>Approximately 10 weeks</p>	<p>Should the people rule?</p>	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • identify a research focus from broad topics and design focus questions and sub-questions • research and analyse data, information and evidence from primary and secondary sources • evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts • respond to local and global issues by taking action in planned and enterprising ways • apply strategies for making group decisions and for taking informed social and environmental action • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace • reflect on learning, apply new understandings and justify future applications. 	<p>Knowledge and understanding Time, continuity and change</p> <ul style="list-style-type: none"> • Important ideas of democracy, government and law, citizenship rights and public decision making, and the concepts of power, dissent and civic duty, developed from ancient to modern times and from Eastern and Western cultures <p>Political and economic systems</p> <ul style="list-style-type: none"> • Australia’s government systems are based on liberal democratic principles, including the “common good” and parliamentary elections, performing specific functions, including developing policy and formulating legislation, and have institutions and instruments, including the High Court and Acts of Parliament. • Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests. 	<p>Democracy has its beginnings in ancient Greece where monarchy, aristocracy and tyranny also ruled. The Greeks began the argument over the best system of government, and whether the people should rule.</p> <p>Australia’s system of government is based on the sovereignty of the people, but our democracy is very different from that of ancient Athens.</p> <p>A democratic community is a community marked by political equality among the people and majority rule. Government actions are seen as justified when democratically decided. Today many countries claim to be democracies. This increased commitment to democracy is a very recent happening.</p> <p>This unit explores aspects of democracy — from the type of democracy of ancient Athens to the representative democracy in Australia. It includes theories of good government and the principles underpinning Australian government and citizenship.</p>	<p>Assessable elements:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Participating • Reflecting <p>Assessment instruments and techniques:</p> <ul style="list-style-type: none"> • Interview research task • Newspaper task • Class debate task
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Year level/s:	9				
Time allocation	Unit title	Targeted <i>Essential Learnings</i>		Unit overview topics	Assessable elements Assessment instruments and techniques
Approximately 10 weeks	Get amongst it: Field study	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan investigations, using discipline-specific inquiry models and processes research and analyse data, information and evidence from primary and secondary sources evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective. draw conclusions and make decisions supported by interpretations of data, information and evidence communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts respond to local and global issues by taking action in planned and enterprising ways apply strategies for making group decisions and for taking informed social and environmental action. 	<p>Knowledge and understanding Place and space</p> <ul style="list-style-type: none"> Australia, the Asia–Pacific region and other global settings are defined by a range of natural characteristics and processes, including landforms, vegetation and climatic zones, and human activities, including cultural, economic and political activity. Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems. Governments and communities need to balance economic, social, political and environmental factors through sustainable development, consumption and production. <p>Political and economic systems</p> <ul style="list-style-type: none"> Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests. 	<p>Field studies allow geographers to collect information from the original source. The information they collect is up-to-date, accurate and relevant to their investigation. Geographers use this information to help them understand and explain issues and patterns, consider their impacts and suggest actions.</p> <p>This unit explores:</p> <ul style="list-style-type: none"> changes in waterways and coastal waters the variety of landforms in Australia <p>or</p> <ul style="list-style-type: none"> the role of citizens in making environmental decisions in their communities. 	<p>Assessable elements:</p> <ul style="list-style-type: none"> Knowledge and understanding Investigating Communicating Participating Reflecting <p>Assessment instruments and techniques:</p> <ul style="list-style-type: none"> Field study workbook Open-ended social and environmental action

<p>Approximately 10 weeks</p>	<p>National narratives and identities: Anzac Day</p>	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • research and analyse data, information and evidence from primary and secondary sources. • evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective. • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts. 	<p>Knowledge and understanding Time, continuity and change</p> <ul style="list-style-type: none"> • Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations. • Evidence of events in Australian, Asian, Pacific and global settings can be interpreted from different perspectives and values positions. 	<p>Australia's national identity is closely linked to particular events in the past. This is particularly true of the events surrounding Anzac Day, the Gallipoli campaign and the Anzac Day commemoration.</p> <p>To understand how Anzac Day contributes to Australia's national story and to the national identity, it is important to understand the nature of historical narratives and evidence, and their contribution to the formation of national identities.</p> <p>This unit broadly investigates Australia in World War I, and focuses on the nature of evidence in constructing narratives of the past and national identities.</p>	<p>Assessable elements:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Reflecting <p>Assessment instruments and techniques:</p> <ul style="list-style-type: none"> • Evidence table • Magazine article
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<p>Approximately 10 weeks</p>	<p>The system</p>	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts • respond to local and global issues by taking action in planned and enterprising ways • apply strategies for making group decisions and for taking informed social and environmental action • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace. • Reflect on learning, apply new understandings and justify future applications. 	<p>Knowledge and understanding Political and economic systems</p> <ul style="list-style-type: none"> • Australia's legal and justice systems are based on principles, including an independent judiciary, performing specific functions, including the protection of rights, and use different types of law and courts. • Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests. • Australia's relationships with other nations involve membership of international organisations and participation in global systems of law, diplomacy, human rights, trade and security. • Australia's economic system is shaped by a range of economic activities, including production and consumption, and government regulations. 	<p>Australian society consists of several different systems, including legal systems and economic systems.</p> <p>Law is fundamental to civic life. It is one means by which our responsibilities are established, and the major way in which our rights are protected. It is important to explore the evolution and character of law-making and systems of justice, especially those that have influenced contemporary life.</p> <p>Economic systems have basic principles and factors, including:</p> <ul style="list-style-type: none"> • supply and demand • profit and loss • needs and wants • goods and services • currency and banking • commerce and trade • regulation • global economic system. <p>This unit investigates:</p> <ul style="list-style-type: none"> • legal and economic systems • the relationships between these systems • the impact the systems have on Australians as citizens and participants in economies. 	<p>Assessable elements:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Participating • Reflecting <p>Assessment instruments and techniques:</p> <ul style="list-style-type: none"> • Extended written response • Reform agenda • Task
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<p>Approximately 10 weeks</p>	<p>Global citizens</p>	<p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • identify a research focus from broad topics and design focus questions and sub-questions • research and analyse data, information and evidence from primary and secondary sources. • draw conclusions and make decisions supported by interpretations of data, information and evidence • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts • respond to local and global issues by taking action in planned and enterprising ways. • apply strategies for making group decisions and for taking informed social and environmental action • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace. 	<p>Knowledge and understanding</p> <p>Culture and identity</p> <ul style="list-style-type: none"> • Group identities are influenced by different factors, including family, communities, nationality, socioeconomic factors and religious beliefs. <p>Political and economic systems</p> <ul style="list-style-type: none"> • Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests. • Australia's relationships with other nations involve membership of international organisations and participation in global systems of law, diplomacy, human rights, trade and security. 	<p>Globalisation is a complex topic that is frequently discussed in its own right and as a factor in other social, political, economic and environmental debates. The issues and perceived effects of globalisation elicit strong reactions from a diverse range of groups.</p> <p>The pervasive nature of globalisation is especially relevant to young adults as part of their culture and world views.</p> <p>This unit will broadly investigate how globalisation affects:</p> <ul style="list-style-type: none"> • people • trade • culture • the environment <p>The unit emphasises the role of students as global citizens in taking action on global issues.</p>	<p>Assessable elements:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Communicating • Participating • Reflecting <p>Assessment instruments and techniques:</p> <ul style="list-style-type: none"> • Research journal • Action plan
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