



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 10 Term 1 2016

Week	Outcome	Topic – Geography	Formal Assessment Tasks
1			
2		Environmental change and management	Task 1
3		Geographies of wellbeing	
4		Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.	Task 2
5			
6			Task 3
7			
8			
9			Task 4
10			

- Viewing tasks will be utilised where appropriate within our LA in line with Department Policy.
- Students will be expected to complete homework in various forms including – reading class work nightly, weekly quizzes, unfinished class work, project work or home work sheets.
- This program is subject to change in response to the needs and abilities of individual students.

National Achievement Standard

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge.

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 10 Term 2 2016

Week	Outcome	Topic – Economics and Business	Formal Assessment Tasks
1		Economic performance & living standards Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity	
2			Task 1
3			
4			Task 2
5			
6			Task 3
7			
8			
9			Task 4
10			Country Week

- Viewing tasks will be utilised where appropriate within our LA in line with Department Policy.
- Students will be expected to complete homework in various forms including – reading class work nightly, weekly quizzes, unfinished class work, project work or home work sheets.
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National Achievement Standard

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and explain how the different sectors in the economy are interdependent.

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 10 Term 3 2016

Week	Outcome	Topic – History – Australia 1930's onwards	Formal Assessment Tasks
1			
2		WWII 1939-1945	Task 1
3		Rights & Freedoms 1945-present	
4		Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.	Task 2
5			
6			Task 3
7			
8			
9			Task 4
10			

- Viewing tasks will be utilised where appropriate within our LA in line with Department Policy.
- Students will be expected to complete homework in various forms including – reading class work nightly, weekly quizzes, unfinished class work, project work or home work sheets.
- This program is subject to change in response to the needs and abilities of individual students.

National Achievement Standard

Students identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past, and identify the evidence used to support these interpretations.

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 10 Term 4 2016

Week	Outcome	Topic – Civics and Citizenship -	Formal Assessment Tasks
1		<p style="text-align: center;">Justice at home & Overseas</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained.</p>	
2			Task 1
3			
4			Task 2
5			
6			Task 3
7			
8			
9			Task 4
10			

- Viewing tasks will be utilised where appropriate within our LA in line with Department Policy.
- Students will be expected to complete homework in various forms including – reading class work nightly, weekly quizzes, unfinished class work, project work or home work sheets.
- This program is subject to change in response to the needs and abilities of individual students.

National Achievement Standard

Students describe key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.