



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 7 Term 1 2016

Week	Outcome	Topic: History Ancient World	Formal Assessment Tasks
1		<p>Egypt</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 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 how we know about the ancient past, and why and where the earliest societies developed.</p>	
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9			Task 4
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- 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 the role of groups and the significance of particular individuals in ancient society, and suggest reasons for change and continuity over time. They identify past events and developments that have been interpreted in different ways. Students describe events and developments from the perspective of different people who lived at the time.

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 7 Term 2 2016

Week	Outcome	Topic: Civics and Citizenship	Formal Assessment Tasks
1		<p>Designing our political system</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 the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.</p>	
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- 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 democracy in Australia is shaped by the Commonwealth Constitution. They describe the operation of Australia's federal structure of government and the role of parliament, within the Westminster system. Students identify rights and responsibilities of being a participant in the legal system and describe how the legal system aims to provide justice.

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 7 Term 3 2016

Week	Outcome	Topic: Civics and Citizenship	Formal Assessment Tasks
1		<p>Designing our political system</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. The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p>	
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- This program is subject to change in response to the needs and abilities of individual students.

National Achievement Standard

Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places, and how and/or why places are perceived and valued differently.

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.



Kalgoorlie-Boulder Community High School Course Outline

HASS Year 7 Term 4 2016

Week	Outcome	Topic: Economics and Business	Formal Assessment Tasks
1		<p>Producing & Consuming</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. An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate</p>	
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- 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 price of goods and services results from interactions between consumers and businesses, as a consequence of making choices. They describe how the specialisation of workers and businesses, including entrepreneurial behaviour, provides benefits to individuals and the wider community.

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.