

## Shirley Smith High School Vision and Values

### *Grow with us.*

*At Shirley Smith High School, teaching and learning is authentic, rigorous, and designed to maximise student agency. We align deep disciplinary knowledge and excellent pedagogical practice to ensure our learners are empowered to find their purpose, fulfil their potential, and shape their own futures.*

Students at Shirley Smith High School are:

### **Curious**

*brave and open minded inquirers with a desire to know and understand*

### **Connected**

*inclusive young people connected to each other, connected to their community and connected to Country*

### **Learners**

*creative empowered learners with boundless potential for their futures and the future of our planet*

## Subject Details

|                   |                                             |                         |                     |
|-------------------|---------------------------------------------|-------------------------|---------------------|
| <b>Subject/s:</b> | Humanities and Social Sciences (HaSS)       | <b>Learning Area:</b>   | Global Perspectives |
| <b>Teacher/s:</b> | Claire Leske, Rachel Bartlet, Cameron Brown | <b>Learning Period:</b> | Semester Two, 2026  |

## Engagement in Learning

In order to facilitate active engagement in their learning, students are expected to:

- Arrive prepared for their lessons, equipped with a fully charged chromebook, a notebook, a pen or pencil, and any other subject-specific materials that may be necessary.
- Independently make an effort to retrieve and complete any missed assignments or coursework due to absences or extracurricular activities during their own time.
- Embrace the principles of the school's Yindyamarra wellbeing framework by treading lightly. This involves taking moments to pause, authentically connecting with others, engaging in deep listening, thoughtful reflection, and considering the impact of their actions on others.

## Learning and Assessment Policies

Please see the school website for policies regarding the submission of late work, extension requests for assessment tasks, and plagiarism and academic integrity.

## Description of Learning

### **Unit overview:**

### *Economics and Business*

This unit focuses on the topic "Individuals, Businesses and Entrepreneurs" in everyday life. Students explore different types of businesses, how work is done in different ways, and the role of entrepreneurs in creating and growing businesses. Students learn how entrepreneurial traits—such as creativity, problem-solving, and risk-taking—can lead to business success and help meet the changing

needs of society. They also examine the rights and responsibilities people have as consumers, and the responsibilities that businesses have towards their customers.

### Geography

In Geography, students explore two units of work: 'Water in the World' and 'Place and Liveability'. In Water in the World, they examine the distribution and use of water, challenges around scarcity, and how water shapes environments and influences human activity. The topic also highlights the water cycle, environmental processes, and includes case studies from Australia and Asia to deepen understanding. In Place and Liveability, students explore what makes places liveable, how spaces are managed, and how services and facilities support communities. They also consider how liveability can be improved and how sustainability is planned for, with a focus on how the design of places impacts wellbeing and quality of life.

### Unit learning outcomes:

By the end of this unit, students will demonstrate a level of achievement for the following standards:

- Describes how the characteristics of places are perceived and valued differently by people
- Explains the interconnections between people and places and environments, and describes how these interconnections change places or environments
- Describes a response or strategy to address a geographical phenomenon or challenge
- Collects, organises and represents relevant data and information, using primary research methods and secondary research materials
- Uses geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses
- Describes the reasons businesses exist and types of businesses, and identifies how entrepreneurial characteristics contribute to the success of a business
- Interprets information and data to identify economic and business issues, trends or effects
- Uses economic and business knowledge, concepts, terms and sources to create descriptions and explanations

### Assessment:

| Task                                          | Approximate Due Date |
|-----------------------------------------------|----------------------|
| - Class work                                  | Ongoing              |
| - Formative Assessment                        | Ongoing              |
| - Business Pitch Presentation                 | 14/08/2026           |
| - Place and Liveability Research Task         | 15/09/2026           |
| - Water in the World Annotated Visual Display | 09/11/2026           |

### Learning Experiences

Throughout the unit, students may have the opportunity to engage in the following learning experiences:

**Incursions/Excursions** - TBA

**Competitions** - TBA

**Film Studies** - TBA