

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

Subject/s:	Humanities and Social Sciences (HaSS)	Learning Area:	Global Perspectives
Teacher/s:	Melissa Traynor and Jo Cook	Learning Period:	Semester One, 2024

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 Yindymarra 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:

History

A study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE) and a study of early First Nations Peoples of Australia. The study includes the discoveries and the mysteries about this period of history. It requires students to develop an understanding of the archaeological and historical terms used to describe different periods of time. Students will select and study from the following topics: Greece, Rome, Egypt, India and/or China. Students will explore the following key historical concepts and use them to develop their inquiry, questioning and analytical skills: evidence, perspectives, interpretations and contestability, continuity and change, cause and effect, and significance.

Civics and Citizenship

Students learn about democracy and Australia's government system. They explore how values influence democracy and study the legal system's key features. The focus is on protecting individuals' rights and ensuring justice. The curriculum highlights Australia's secular government, emphasising shared values for a cohesive society.

Unit learning outcomes:

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

- describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia.
- identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past.
- describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies.
- identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies.
- explain the importance of heritage sites connected to Australia and other societies from the ancient past.
- develop questions about the past.
- locate and identify primary and secondary sources as evidence in historical inquiry.
- describe the origin, content, context and purpose of primary and secondary sources.
- identify the accuracy and usefulness of sources as evidence.
- sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time.
- describe the perspectives, attitudes and values of the past in sources.
- identify and describe historical interpretations about significant events and people.
- use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.
- describe the key features of Australia's system of government, and the principles and features of the Australian legal system.
- explain the characteristics of Australian democracy.
- describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.
- develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues.
- analyse information and identify perspectives and challenges related to political, legal or civic issues.
- identify and describe the methods or strategies related to civic participation or action.
- use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments.

Assessment:

Task	Approximate Due Date
- Class work	Ongoing
- Formative Assessment	Ongoing
- Ancient Mystery Inquiry	21/03/2024
- Civics and Citizenship Task	09/05/2024
- Deep Time History Task	13/06/2024

Learning Experiences

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

Incursions/Excursions - National Museum of Australia excursion, Stratigraphy incursion by ACT History Teachers Association.

Competitions - National History Challenge, Australian History Competition.

Film Studies - TBA

