



SAMPLE COURSE OUTLINE

HUMANITIES AND SOCIAL SCIENCES IN ACTION

GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Humanities and Social Sciences in Action

Humanities and Social Sciences Skills

The teaching of the Humanities and Social Sciences skills is intrinsic throughout the course.

Questioning and researching

- construct a range of questions to investigate a specific topic or issue
- develop a coherent plan for an individual or collaborative inquiry and/or social action
- collect and record information from a range of primary and secondary sources
- select sources to sample a variety of perspectives
- use appropriate ethical protocols and scholarship throughout the research and communication process

Analysing

- identify the reliability, bias, usefulness and currency of primary and/or secondary sources
- analyse relationships in information and/or data
- account for different perspectives within the information gathered
- use evidence from a variety of sources to support a point of view
- use decision-making tools to propose individual and collective action, considering environmental, social, political and/or economic factors

Evaluating

- evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives
- use evidence to justify a course of action and predict the potential outcomes of the proposed action

Communicating and reflecting

- use subject-specific terminology and concepts
- use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose
- reflect on own learning to review original understandings
- reflect on why conclusions may change in the future

Sample course outline

Humanities and Social Sciences in Action

Semester 1 – Unit 1 – All humans have rights

Weeks	Syllabus content
1–2	<p>Knowledge and understanding</p> <p>Overview of Human rights</p> <ul style="list-style-type: none"> key terms and concepts <ul style="list-style-type: none"> human rights social issues social movements social actions human rights declarations supported by the United Nations, including <ul style="list-style-type: none"> the Universal Declaration of Human Rights the Declaration on the Rights of Indigenous Peoples the Convention on the Rights of the Child <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> collect and record information from a range of primary and secondary sources use subject-specific terminology and concepts
3	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> human rights in Australia, including <ul style="list-style-type: none"> relevant common law and statute law the Australian Human Rights Commission international treaty membership, such as the International Covenant on Civil and Political Rights <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> construct a range of questions to investigate a specific topic or issue reflect on why conclusions may change in the future
4–5	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> examples of human rights violations in Australia and globally <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> reflect on own learning to review original understandings <p>Task 1: Commentary (issued)</p> <p>Task 2: Response</p>
6–7	<p>Knowledge and understanding</p> <p>Focus area 1: Ongoing human rights issues</p> <p>Students study at least one group within society and how their access to human rights has changed over time in an Australian or international context. They learn about this group's access to human rights in the past and present and predicted changes in the future.</p> <p>For the selected group, students explore:</p> <ul style="list-style-type: none"> the treatment of the group in the past, through legislation and within society. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> use appropriate ethical protocols and scholarship throughout the research and communication process identify the reliability, bias, usefulness and currency of primary and/or secondary sources

Weeks	Syllabus content
8–9	<p>Knowledge and understanding For the selected group, students explore:</p> <ul style="list-style-type: none"> changes to the group’s human rights through the law (common and statute) and within society, and how these rights are being actioned at a local, national and/or global level actions that individuals, communities and organisations can take to improve human rights for the group. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> collect and record information from a range of primary and secondary sources select sources to sample a variety of perspectives use evidence from different sources to support a point of view
10	<p>Knowledge and understanding For the selected group, students explore:</p> <ul style="list-style-type: none"> the short- and long-term impacts of changes in access to human rights for this group. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives use evidence to justify a course of action and predict the potential outcomes of the proposed action <p>Task 3: Response</p>
11–12	<p>Knowledge and understanding Focus area 2: Contemporary human rights actions Students study at least one contemporary example of a social action/movement by an individual, a group, an organisation or a community that has contributed to promoting or fostering human rights.</p> <p>For the selected social action/movement, students explore:</p> <ul style="list-style-type: none"> the sequence of events leading up to and during the action/movement, and the current perspectives of stakeholders the role of key individuals and/or groups, organisations or communities involved in organising and participating in the movement. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> develop a coherent plan for an individual or collaborative inquiry and/or social action use appropriate formats, either individually or in negotiation with a group, to communicate findings which suit audience and purpose <p>Task 4: Social action investigation (issued)</p>
13	<p>Knowledge and understanding For the selected social action/movement, students explore:</p> <ul style="list-style-type: none"> the social and/or political changes brought about by the action/movement. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> select sources to sample a variety of perspectives account for different perspectives within the information gathered use evidence from a variety of sources to support a point of view use decision-making tools to propose individual and collective action, considering environmental, social, political and/or economic factors <p>Task 2: Commentary (submitted)</p>

Weeks	Syllabus content
14–15	<p>Knowledge and understanding For the selected social action/movement, students explore:</p> <ul style="list-style-type: none">• the effectiveness of the action/movement to create permanent, meaningful change• the barriers for future progress and possible ways to overcome these barriers. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none">• analyse relationships in information and/or data• evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives• use evidence to justify a course of action and predict the potential outcomes of the proposed action <p>Task 4: Social action investigation (submitted)</p>

Sample course outline
 Humanities and Social Sciences in Action
 Semester 2 – Unit 2- A sense of community

Weeks	Syllabus content
1–3	<p>Knowledge and understanding Overview of Communities</p> <ul style="list-style-type: none"> • key terms and concepts <ul style="list-style-type: none"> ▪ active citizenship ▪ community ▪ diversity ▪ liveability ▪ local community ▪ stakeholders • different types of communities, including local community, community organisations, religious communities, cultural communities, and online communities • the roles and responsibilities, including active participation, of people within those communities • social issues that can occur within a local community <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • collect and record information from a range of primary and secondary sources • use subject-specific terminology and concepts <p>Task 5: Commentary (issued)</p>
4	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • the role of community organisations in responding to social issues; for example, local councils, non-government organisations (NGOs) and charities <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • analyse relationships in information and/or data <p>Task 6: Response</p>
5	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • the perspectives of stakeholders in contributing to public debate and issues • the role of government and/or other community organisations in managing resources and improving the liveability of a community <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • select sources to sample a variety of perspectives • account for different perspectives within the information gathered • use evidence from different sources to support a point of view

Weeks	Syllabus content
6–7	<p>Knowledge and understanding Focus area 1: Engagement with the community Students study at least one contemporary community service category related to improving communities. They explore the potential issues the service faces and how those issues are currently being addressed. Students investigate any further actions required/expected by governments, communities or other individuals that could enhance or further improve this service category.</p> <p>For the selected service or category students investigate:</p> <ul style="list-style-type: none"> • reasons why the service is important within the community • how different groups access the service within the community. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives • reflect on why conclusions may change in the future
8	<p>Knowledge and understanding For the selected service or category students investigate:</p> <ul style="list-style-type: none"> • how the service improves liveability within the community. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • select sources to sample a variety of perspectives • evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives
9–10	<p>Knowledge and understanding For the selected service or category students investigate:</p> <ul style="list-style-type: none"> • potential issues associated with providing and/or maintaining the service and actions that can be taken to improve and ensure the sustainability of the service. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • use decision-making tools to propose individual and collective action, taking into account environmental, social, political and/or economic factors • use evidence to justify a course of action and predict the potential outcomes of the proposed action <p>Task 7: Response</p>
11–12	<p>Knowledge and understanding Focus area 2: Influencing community change Students study at least one contemporary example of a community initiative by an individual, group, organisation or community that has contributed to social change. They explore the impacts this change has had on a community and how this initiative can be improved and implemented by other communities.</p> <p>For the selected community initiative, students investigate:</p> <ul style="list-style-type: none"> • the type of community initiative • how this initiative is accessed in the community. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • construct a range of questions to investigate a specific topic or issue • develop a coherent plan for an individual or collaborative inquiry and/or social action • use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose <p>Task 5: Commentary (submitted) Task 8: Social action investigation (issued)</p>

Weeks	Syllabus content
13	<p>Knowledge and understanding For the selected community initiative, students investigate:</p> <ul style="list-style-type: none"> • how individuals and stakeholders, including the media, have contributed to positive and/or negative impacts by either escalating issues or assisting with solutions for social change. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • use appropriate ethical protocols and scholarship throughout the research and communicating process • identify the reliability, bias, usefulness and currency of primary and/or secondary sources
14–15	<p>Knowledge and understanding For the selected community initiative, students investigate:</p> <ul style="list-style-type: none"> • the influence/impact of the community initiative on social change in the community • how this initiative can be improved and/or adapted by a range of other communities. <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • analyse relationships in information and/or data • use evidence to justify a course of action and predict the potential outcomes of the proposed action • reflect on own learning to review original understandings • reflect on why conclusions may change in the future <p>Task 8: Social action investigation (submitted)</p>