SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES IN ACTION

GENERAL YEAR 12

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.

Sample teaching and learning 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
- selecting sources to sample a variety of perspectives
- use appropriate ethical protocols throughout the research and communicating 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 different 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 which suit audience and purpose
- reflect on own learning to review original understandings
- reflect on why conclusions may change in the future

Sample teaching and learning outline
Humanities and Social Sciences in Action
Semester 1 – Unit 3 – People, planet, prosperity

Weeks	Syllabus content	Suggested activities	Suggested resources
1–2	**Knowledge and understanding** **Overview of People, planet, prosperity** • key terms and concepts ▪ sustainability ▪ land cover change ▪ resources – land, labour, capital, enterprise ▪ production and consumption ▪ supply chain • the role of the United Nations Sustainable Development Goals in promoting sustainability **Humanities and Social Sciences skills** • use subject-specific terminology and concepts • collect and record information from a range of primary and secondary sources	• Create a glossary covering the key terminology and concepts. • Collect and recording information in a retrieval chart on the key features of the United Nations (UN) Sustainable Development Goals (SDGs). (Students are not required to recall the SDGs). • Examine case studies of the SDGs in action. • Discuss Australia's performance in achieving the SDGs.	United Nations – The 17 Goals https://sdgs.un.org/goals United Nations – Take Action for the Sustainable Development Goals https://www.un.org/sustainabledevelopment/sustainable-development-goals/ Department of Foreign Affairs and Trade – 2030 Agenda for Sustainable Development https://www.dfat.gov.au/aid/topics/development-issues/2030-agenda/australias-report-implementation-sustainable-development-goals Sustainable Development Report – Rankings https://dashboards.sdgindex.org/rankings Sustainable Development Report – Australia https://dashboards.sdgindex.org/profiles/australia/fact-sheet
3	**Knowledge and understanding** • ways humans depend on, and impact, the environment through the use of resources **Humanities and Social Sciences skills** • evaluate information and use evidence to draw conclusions and	• Brainstorm the interrelationships between environmental resources and human activity. • Create a concept map showing the ways humans depend on the environment. • Examine case studies of how humans impact on the environment at a range of scales.	National Geographic – Human Impacts on the Environment https://education.nationalgeographic.org/resource/resource-library-human-impacts-environment/ Impact Day – Human Impact on the Environment https://impactday.eu/blog/human-impact/

Weeks	Syllabus content	Suggested activities	Suggested resources
	develop explanations, considering different perspectives	• Make predictions and draw conclusions about possible long-term impacts of human behaviour on a chosen environment.	
4–5	**Knowledge and understanding** • examples of government policies (local, state, federal) aimed at protecting the natural environment • ways businesses adapt to opportunities and changing market conditions, including consumer expectations, government policy and protecting the natural environment **Humanities and Social Sciences skills** • analyse relationships in information and/or data • account for different perspectives within the information gathered **Task 1: Response**	• Collect examples of environmental laws, policies and regulations at all levels of government. • Create a flow chart to show the intended or actual outcome of a chosen environmental law. • Identify and role-play the different perspectives individuals, businesses, governments and lobby groups may have about environmental protection laws. • Complete a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of the single-use plastic bans or Zero Emission Vehicle Rebate as a way of protecting the environment. • Share case studies of businesses adapting to changing consumer preferences seeking environmentally friendly products. • Propose ways local businesses can improve their sustainability.	ABC News – Businesses fear products destined for landfill as WA's single-use plastics ban comes into force https://www.abc.net.au/news/2022–07–01/wa-plastic-ban-comes-into-force-today/101194408 Science.org – A dead battery dilemma https://www.science.org/content/article/millions-electric-cars-are-coming-what-happens-all-dead-batteries The Conversation – Out of alignment: how clashing policies make for terrible environmental outcomes https://theconversation.com/out-of-alignment-how-clashing-policies-make-for-terrible-environmental-outcomes-226509 ABC News – Three new Indigenous Protected Areas declared in WA, paving the way for more cultural protection https://www.abc.net.au/news/2024–07–10/ipa-declared-for-the-pilbara-wa-south-coast/104079978 strategy+business –The rise of the eco-friendly consumer https://www.strategy-business.com/article/The-rise-of-the-eco-friendly-consumer Trace – 23 Sustainable Companies in Australia Doing Great Things https://www.our-trace.com/blog/23-companies-in-australia-doing-great-things-in-sustainability
6–7	**Knowledge and understanding** **Focus area 1: Industry – profit or planet?**	**Exemplifying course content with the fashion industry.** • Collect information/data to show the nature and scale of fashion production and consumption in Australia.	Britannica – fashion industry [Definition] https://www.britannica.com/art/fashion-industry Ellen MacArthur Foundation – Fashion and the circular economy – deep dive

Weeks	Syllabus content	Suggested activities	Suggested resources
	Students investigate the sustainability of at least one industry and explore the ways they are trying to improve sustainability. For the selected industry students investigate: • key features of the industry, including ▪ a description of the goods and services manufactured and/or supplied by the industry ▪ the resources used to produce goods and services supplied by the industry ▪ a description of the supply chains associated with the industry • the social, economic and environmental impacts of the industry **Humanities and Social Sciences skills** • 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 ethical protocols throughout the research and communicating process **Task 2: Social action investigation (issued)**	• Represent the supply chain of the fashion industry as a flow chart. • Compare the concepts of 'fast fashion', 'circular fashion' and 'slow fashion'. • View a range of sources that explore working conditions in the fashion industry. • Brainstorm ways in which the fashion industry can become more sustainable. • Evaluate the sustainability of a case study 'wardrobe'. • Develop a social action plan to educate the school community about the impacts of fast fashion.	https://www.ellenmacarthurfoundation.org/fashion-and-the-circular-economy-deep-dive A Greener Future – Resource Use in the Fashion Industry https://www.agreenerfuture.ca/blog1/wrh/resource-use-fashion-industry-guide Earth.Org – The Environmental Impact of Fast Fashion, Explained https://earth.org/fast-fashions-detrimental-effect-on-the-environment/ World Resources Institute – By the Numbers: The Economic, Social and Environmental Impacts of 'Fast Fashion' https://www.wri.org/insights/numbers-economic-social-and-environmental-impacts-fast-fashion Sustain Your Style – Inhumane working conditions https://www.sustainyourstyle.org/en/working-conditions Earth Day – Fashion for the Earth https://www.earthday.org/campaign/sustainable-fashion/ The Conversation – Ultra-fast fashion is a disturbing trend undermining efforts to make the whole industry more sustainable https://theconversation.com/ultra-fast-fashion-is-a-disturbing-trend-undermining-efforts-to-make-the-whole-industry-more-sustainable-224253
8	**Knowledge and understanding** For the selected industry students investigate: • factors that influence consumer demand for the goods and services produced, such as	• Design an infographic to show the patterns of fashion consumption in Australia. • Develop an explanation of how the growth of fast fashion has influenced consumer demand for clothing.	The Conversation – Social media has made school children more fashion conscious than ever – and parents are footing the bill https://theconversation.com/social-media-has-made-school-children-more-fashion-conscious-than-ever-and-parents-are-footing-the-bill-102417

Weeks	Syllabus content	Suggested activities	Suggested resources
	- peer group - social media - brand image - price - environmental impact **Humanities and Social Sciences skills** - use evidence from different sources to support a point of view - use appropriate formats, either individually or in negotiation with a group to communicate findings which suit audience and purpose	- Collect social media posts with different points of view on fashion. - Examine case studies of how fashion brands advertise to consumers to increase demand.	SBS News – Australians buy more new clothes than anyone else. Meet the people trying to change that https://www.sbs.com.au/news/article/australians-buy-more-new-clothes-than-anyone-else-meet-the-people-trying-to-change-that/mabx6muww Zero Waste Europe – Beyond Circular Fashion [Infographic] https://zerowasteeurope.eu/wp-content/uploads/2023/03/ZWE-Beyond-Circular-Fashion-infographic-EN.png The Conversation – Fast Fashion: Why garment workers' lives are still in danger 10 years after Rana Plaza [Podcast with transcript] https://theconversation.com/fast-fashion-why-garment-workers-lives-are-still-in-danger-10-years-after-rana-plaza-podcast-203122 Geography Bulletin – Interconnections – Fast Fashion [Worksheets] https://www.gtansw.org.au/wp-content/uploads/2022/10/16_GTA-Geography-Bulletin-Issue-3–2022_Interconnections.pdf
9–10	**Knowledge and understanding** For the selected industry students investigate: - examples of government policies that influence consumer behaviour to encourage more sustainable practices - actions of individuals and/or groups that support the social, economic and environmental sustainability of the industry and the impact of these actions on improving sustainability	- Summarise the main characteristics of the federal government's Seamless Australia policy. - Predict the impacts of Seamless Australia on producers, retailers and consumers. - Propose actions individuals can take to reduce their fashion environmental impact. - Investigate examples, such as repair cafes, of ways in which the fashion industry can become more sustainable.	Vogue – A government-funded initiative envisions a circular future for the Australian fashion industry https://www.vogue.com.au/fashion/news/a-new-federal-government-initiative-envisions-a-more-circular-future-in-the-fashion-industry/news-story/304997e183f12d1c66b60719c392fa02 Seamless https://www.seamlessaustralia.com/ ABC News – Repair cafes give loved objects second life in war on waste

Weeks	Syllabus content	Suggested activities	Suggested resources
	Humanities and Social Sciences skills • use evidence to justify a course of action, and predict the potential outcomes of the proposed action • use decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factors	• Engage in social action to educate the school community in the impacts of fast fashion on the environment. • Engage in social action with local organisations working to improve the sustainability of the fashion industry, e.g. a repair café or a second-hand retailer.	https://www.abc.net.au/news/2024–09–01/repair-cafe-bunbury-cofounder-recognised-in-fight-on-waste/104292112 ABC News – Margaret River nannas provide timely free sewing lessons, as Australians top textile waste list https://www.abc.net.au/news/2024–07–07/margaret-river-nannas-provide-free-sewing-lessons/104044498 BBC – The trendy second-hand clothing market is huge and still growing – yet nobody is turning a profit https://www.bbc.com/worklife/article/20240301-international-second-hand-clothing-market-profitable Sustain Your Style – How can we reduce our Fashion Environmental Impact? https://www.sustainyourstyle.org/en/reducing-our-impact
11–12	**Knowledge and understanding** **Focus area 2: People and planet** Students investigate at least one contemporary environmental issue that relates to sustainability. They investigate how the issue is being addressed and explore the actions that are initiating change. Students use community experiences and/or secondary sources to support their investigation. For the selected environmental issue, students investigate: • the causes of the issue • the social, economic and environmental impacts of the issue **Humanities and Social Sciences skills**	**For the purpose of exemplifying the course content, climate change is the chosen environmental issue.** • Use a range of sources to identify the causes of climate change. • Collect and curate evidence of the extent of climate change in Australia and across the world. • Use evidence to predict the long-term consequences of climate change. • Investigate the impacts of climate change at local, national and global scales.	Met Office – Causes of climate change https://www.metoffice.gov.uk/weather/climate-change/causes-of-climate-change United Nations – Causes and Effects of Climate Change https://www.un.org/en/climatechange/science/causes-effects-climate-change United Nations – Five ways the climate crisis impacts human security https://www.un.org/en/climatechange/science/climate-issues/human-security NSW Government – Climate change impacts on our economy https://www.climatechange.environment.nsw.gov.au/impacts-climate-change/economy The University of Western Australia – Why nature in Australia's southwest is on the climate frontline https://www.uwa.edu.au/news/article/2021/october/why-nature-in-australias-southwest-is-on-the-climate-frontline

Weeks	Syllabus content	Suggested activities	Suggested resources
	• selecting sources to sample a variety of perspectives • reflect on why conclusions may change in the future **Task 2: Social action investigation (submitted)** **Task 3: Commentary (issued)**		ABC News – Parched south-west is 'canary in the coal mine' reflecting Australia's climate change reality https://www.abc.net.au/news/2024–05–03/climate-change-reality-hits-home-in-rural-community/103779236
13	**Knowledge and understanding** For the selected environmental issue, students investigate: • different perspectives of stakeholders on the issue • the role of the media in informing people and shaping opinion of the issue **Humanities and Social Sciences skills** • identify the reliability, bias, usefulness, and currency of primary and/or secondary sources **Task 4: Externally set task**	• Collect media articles reflecting a range of perspectives on climate change. • Evaluate sources on climate for misinformation and disinformation. • Edit media articles on climate change for accuracy and to encourage climate action through solutions journalism.	World Vision – Different perspectives https://www.worldvision.com.au/docs/default-source/school-resources/different-perspectives-on-climate-change.pdf United Nations – Five ways media and journalists can support climate action while tackling misinformation https://news.un.org/en/story/2022/10/1129162 United Nations –Myth Busters https://www.un.org/en/climatechange/science/mythbusters Earth Day – Climate Change in the Media: Public Perception and the Responsibility of News Outlets https://www.earthday.org/climate-change-in-the-media-public-perception-and-the-responsibility-of-news-outlets/
14–15	**Knowledge and understanding** For the selected environmental issue, students investigate: • the role of the government in addressing the issue • the role of emerging technologies in addressing the issue • examples of innovations or actions that have been developed in response to the issue. **Humanities and Social Sciences skills**	• Summarise and compare Australia's and WA's climate change strategies in a Venn diagram. • Evaluate the range of government policy options (e.g. carbon taxes, clean energy standards and cap and trade schemes) as part of a jigsaw activity. • Investigate an example of an emerging technology used to address climate change, such as the use of batteries for storing renewable energy.	Department of Climate Change, Energy, the Environment and Water – Australia's climate change strategies https://www.dcceew.gov.au/climate-change/strategies Climate Change Authority https://www.climatechangeauthority.gov.au/ Government of Western Australia – Western Australia's Climate Action https://www.climateaction.wa.gov.au/wa-climate-action Council on Foreign Relations – How Do Governments Combat Climate Change?

Weeks	Syllabus content	Suggested activities	Suggested resources
	• selecting sources to sample a variety of perspectives • use decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factors • reflect on own learning to review original understandings **Task 3: Commentary (submitted)**	• Explore and share case studies from around the world of innovations that have been developed in response to climate change.	https://education.cfr.org/learn/reading/how-do-governments-combat-climate-change SAP – Emerging Technologies to Tackle Climate Change https://www.sap.com/australia/insights/viewpoints/by-land-sea-and-air-emerging-technologies-to-tackle-climate-change.html United Nations Development Programme – Transforming Viet Nam's Agriculture for Climate Resilience https://www.undp.org/vietnam/stories/transforming-viet-nams-agriculture-climate-resilience PBS News – Driven by necessity, Bangladesh develops innovations to fight climate change [Video and transcript] https://www.pbs.org/newshour/show/driven-by-necessity-bangladesh-develops-innovations-to-fight-climate-change

Sample teaching and learning outline
Humanities and Social Sciences in Action
Semester 2 – Unit 4 – Disruptions

Weeks	Syllabus content	Suggested activities	Suggested resources

1	**Knowledge and understanding**
	Overview of Disruptions
	• key terms and concepts
	  ▪ disruption (event, activity, process), disruptor, disrupted
	  ▪ innovation
	  ▪ disruptive innovation
	  ▪ social enterprises
	• categories of disruptions
	  ▪ economic
	  ▪ environmental
	  ▪ political
	  ▪ social
	  ▪ demographic
	  ▪ technological
	• types of social enterprises, including non-government organisations (NGOs), charities, cooperatives, collectives
	
	Humanities and Social Sciences skills
	• use subject-specific terminology and concepts
		• Create a glossary covering the key terminology and concepts.
		• Develop criteria to identify the characteristics of a disruption, such as transformative change, challenges the existing power structures.
		• Collect examples of the different categories of disruptions
		  ▪ economic, such as a supply shortage
		  ▪ environmental, such as a natural disaster
		  ▪ political, such as a military coup
		  ▪ social, such as changes in migration flows
		  ▪ demographic, such as an ageing population
		  ▪ technological, such as invention and widespread use of the smart phone
		• Complete a retrieval chart on the different types and examples of social enterprises.
			ABC–Future Tense – The 'disruption nexus' and the power of a good crisis [Podcast]
			https://www.abc.net.au/listen/programs/futuretense/disruption-nexus-roman-krznaric-crisis-bushfires-ai-satellites/104210460
			
			Aeon – The disruption nexus
			https://aeon.co/essays/what-turns-a-crisis-into-a-moment-for-substantive-change
			
			Future Learn – Types of social enterprise
			https://www.futurelearn.com/info/courses/social-enterprise-business-doing-good/0/steps/17178
			
			Delivered Social – Extremely Disruptive Marketing Campaigns
			https://deliveredsocial.com/disruptive-marketing-campaigns/

2–3	**Knowledge and understanding** • the impact of a disruption on individuals, businesses, governments and societies	• Model and discuss an example of a disruption that has occurred in the school environment or other familiar context, e.g. the introduction of Year 7s to high school or increase in school leaving age.	Australian Bureau of Statistics – Feature article 3: Understanding natural hazard impacts on Australia https://www.abs.gov.au/ausstats/abs@.nsf/Previousproducts/1301.0Feature%20Article42008

Weeks	Syllabus content	Suggested activities	Suggested resources
	• the ways individuals, businesses, governments and societies adapt to a disruption **Humanities and Social Sciences skills** • collect and record information from a range of primary and secondary sources • selecting sources to sample a variety of perspectives • use evidence from different sources to support a point of view	• Brainstorm the impacts that different types of disruptions can have on individuals, businesses, governments and societies. • Create an annotated timeline of disruptions showing the causes, impacts and response to the disruptions. • Select and share case studies of disruptions that explore the impacts and adaptations to the disruption. • Create a list of winners and losers because of a chosen disruption.	Strategy Audit – The classic disruption timeline https://www.strategyaudit.com.au/2023/07/10/the-classic-disruption-timeline/ Medium – A History of disruption https://medium.com/@bankai_ux/history-of-ux-timeline-infographic-4a2035b5014a Australian Financial Review – Winners, losers, and the energy transition https://www.afr.com/policy/energy-and-climate/winners-losers-and-the-energy-transition-20210929-p58vwg

4–5	**Knowledge and understanding**
	• examples of disruptive innovations across industries including entertainment, communication and social media, retail, accommodation
	• elements of a successful innovation, including enabling technologies, a value network and an innovative business model
	
	Humanities and Social Sciences skills
	• analyse relationships in information and/or data
	• account for different perspectives within the information gathered
	• use evidence from different sources to support a point of view
	
	Task 5: Response
		• Collect a range of examples of disruptive innovations from various industries
		  ▪ entertainment, such as Netflix
		  ▪ communication and social media, such as Facebook
		  ▪ retail, such as Amazon
		  ▪ accommodation, such as Airbnb
		• Model and discuss an example of a disruptive innovation that has occurred in the school environment or another familiar context, e.g. the use of online learning platforms
		• Create an annotated timeline of disruptive innovations showing the causes, impacts and response to the disruptive innovation.
		• Identify the elements of successful innovation that are present in an example of a disruptive innovation.
			Investopedia – Disruptive Innovation: Meaning and Examples [Video and article]
			https://www.investopedia.com/terms/d/disruptive-innovation.asp
			
			IMD – What Is Disruptive Innovation? 10 real-world examples
			https://www.imd.org/blog/innovation/what-is-disruptive-innovation/
			
			Forbes – How Does Amazon Do it? Five Critical Factors That Explain Amazon's Incredible Success
			https://www.forbes.com/sites/robertbtucker/2018/11/01/how-does-amazon-do-it-five-critical-factors-that-explain-amazons-incredible-success/
			
			Council on Hotel, Restaurant, and Institutional Education (CHRIE) – Airbnb: A Disruptive Innovation-based Business
			https://www.chrie.org/assets/docs/JHTC-case-notes/JHTC-vol-8/JHTC_Vol%208_Issue%203_Yoon_Case.pdf

Weeks	Syllabus content	Suggested activities	Suggested resources
6	**Knowledge and understanding** **Focus area 1: Disruptions** Students investigate at least one disruption and explore the impacts this disruption has had on society, the economy and the environment. For the selected disruption, students investigate the: • location and scale of the disruption • cause/s of the disruption **Humanities and Social Sciences skills** • construct a range of questions to investigate a specific topic or issue • analyse relationships in information and/or data • use subject-specific terminology and concepts • use appropriate formats, either individually or in negotiation with a group to communicate findings which suit audience and purpose **Task 6: Commentary (issued)**	**For the purpose of exemplifying the course content, the disruptive events of the Australian Marriage Law Postal Survey, the School Strike 4 Climate protests and the #MeToo movement have been selected.** • Research and create a 5Ws chart of the disruptive events, including information on the causes of the event. • Identifying the similarities and differences between the disruptive events. • Create a timeline of the events leading up to and the creation of the disruptive events. Each event can have its own timeline, or it can be a timeline of all three combined.	National Museum of Australia – Marriage equality https://www.nma.gov.au/defining-moments/resources/marriage-equality Commons Library – Marriage Equality Campaign Timeline and Reflections https://commonslibrary.org/marriage-equality-campaign-timeline-and-reflections/ Australian Marriage Equality – Australia said YES! https://www.youtube.com/watch?v=J8no-yqKYnI School Strike 4 Climate – Behind the News https://www.youtube.com/watch?v=N9SQ2M0TYVs The University of Sydney – School strike for climate: why are students still striking? https://www.sydney.edu.au/news-opinion/news/2022/03/25/school-strike-for-climate-why-are-students-still-striking-expert.html Wikipedia – Fridays for Future https://en.wikipedia.org/wiki/Fridays_for_Future me too – History & inception https://metoomvmt.org/get-to-know-us/history-inception/ Britannica – Me Too movement https://www.britannica.com/topic/Me-Too-movement
7–8	**Knowledge and understanding** For the selected disruption, students investigate the: • role of significant individuals, businesses, organisations and/or governments in response to the disruption	• Brainstorm key stakeholders in each event, and predicting their role, actions and impacts in the event. • Research key stakeholders in these events and how they responded to the event. • Discuss the positive and negative roles these responses had in the event.	The Conversation – New research reveals how the marriage equality debate damaged LGBT Australians' mental health https://theconversation.com/new-research-reveals-how-the-marriage-equality-debate-damaged-lgbt-australians-mental-health-110277 ABC News – Same-sex marriage survey damaging to LGBTI people's mental health, research finds

Weeks	Syllabus content	Suggested activities	Suggested resources
	Humanities and Social Sciences skills • selecting sources to sample a variety of perspectives • account for different perspectives within the information gathered • reflect on own learning to review original understandings • reflect on why conclusions may change in the future	• Find sources which demonstrate the differences in perspectives.	https://www.abc.net.au/news/2019–01–24/same-sex-marriage-survey-damaging-to-mental-health/10745800 The Guardian – Marriage equality survey marred by doubling in reported assaults https://www.theguardian.com/australia-news/2017/dec/05/marriage-equality-survey-marred-by-doubling-in-reported-assaults How To Save The Planet – The School Strikers [Podcast] https://music.youtube.com/watch?v=OYw6yRQTszA ABC News – Ditching school to save the planet https://www.abc.net.au/news/2023–11–18/climate-change-school-strike-protests-kids-demand-action/103112486 ABC News – School Strike 4 Climate: Students rally nationwide to call for urgent action on climate change https://www.abc.net.au/news/2023–11–17/school-strike-4-climate-protests-around-australia-chris-bowen/103110906 MeToo Movement – Each side: Stakeholders https://metoomovement499689890.wordpress.com/2019/01/07/each-side/
9–10	**Knowledge and understanding** For the selected disruption, students investigate the: • short and long-term implications of the disruption for individuals, businesses, governments and/or society • actions and/or strategies of individuals, businesses, organisations and/or governments in response to the disruption	• Extend the timeline from Week 6 to include the events and impacts that occurred after the event to now. • Drawing conclusions about possible short- and long-term impacts. • Make predictions about further impacts that may occur in the future. • Find sources to substantiate the impact these events have had on individuals, businesses, government and/or society.	TED – Tarana Burke: Me Too is a movement, not a moment | TED https://www.youtube.com/watch?v=zP3LaAYzA3Q MSNBC – Reflecting On #MeToo, Five Years After The Movement Went Viral https://www.youtube.com/watch?v=-0Ng9UiEClA Forbes – The #MeToo Movement Six Years Later: What's Changed And What's Next https://www.forbes.com/sites/hollycorbett/2023/11/16/the-metoo-movement-six-years-later-whats-changed-and-whats-next/

Weeks	Syllabus content	Suggested activities	Suggested resources
	Humanities and Social Sciences skills • selecting sources to sample a variety of perspectives • account for different perspectives within the information gathered • use decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factors • use evidence to justify a course of action, and predict the potential outcomes of the proposed action **Task 6: Commentary (submitted)**	• Create a graphic organiser which outlines the impacts for individuals, businesses, governments and/or society.	Verywell Mind – The #MeToo Movement: history, Sexual Assault Statistics, Impact https://www.verywellmind.com/what-is-the-metoo-movement-4774817 BuzzFeed News – The Leaders Of Australia's 'Time's Up' Movement Made Big Promises They Couldn't Keep https://www.buzzfeed.com/hannahryan/metoo-movement-now-australia-tracey-spicer Schools Strike 4 Climate Sustainable Earth Reviews – Uneven solidarity: the school strikes for climate in global and intergenerational perspective https://sustainableearthreviews.biomedcentral.com/articles/10.1186/s42055–020–00024–3 Australian Marriage Law Postal Survey Latrobe University – Impact of same-sex marriage vote https://www.latrobe.edu.au/news/articles/2017/opinion/impact-of-same-sex-marriage-vote Australian Institute of Family Studies – Rise in same-sex couples living together since changes to marriage act https://aifs.gov.au/media/rise-same-sex-couples-living-together-changes-marriage-act
11–12	**Knowledge and understanding** **Focus area 2: Disruptive innovations** Students select at least one disruptive innovation. For the selected disruptive innovation, students investigate: • causes of the disruptive innovation • purpose of the innovation	**For the purpose of exemplifying the course content, artificial intelligence (AI) is the selected disruptive innovation.** • Create a glossary of key words related to the use of AI, e.g. generative AI, algorithm, cybersecurity • Collect examples in a retrieval chart of AI tools and their related industries and/or uses.	Investopedia – What Is Artificial Intelligence (AI)? https://www.investopedia.com/terms/a/artificial-intelligence-ai.asp CSIRO – AI Explained https://www.csiro.au/en/research/technology-space/ai Built In – 7 Types of Artificial Intelligence https://builtin.com/artificial-intelligence/types-of-artificial-intelligence

Weeks	Syllabus content	Suggested activities	Suggested resources
	Humanities and Social Sciences skills • use appropriate formats, either individually or in negotiation with a group to communicate findings which suit audience and purpose **Task 7: Commentary (issued)**	• Display information about the history of AI in a timeline.	
13	**Knowledge and understanding** For the selected disruptive innovation, students investigate: • specific examples in a local, regional, national and/or global context **Humanities and Social Sciences skills** • collect and record information from a range of primary and secondary sources • reflect on own learning to review original understandings	• Collect examples of the use of AI in students' everyday lives. • Respond to case studies of AI being used at a variety of scales and in a variety of industries. • Listen and respond to a local businessperson who uses AI as part of their production process. • Summarise the Australian Government's AI policy. • Predict areas of further policy required for the future.	Built In – 84 Artificial Intelligence Examples Shaking Up Business Across Industries https://builtin.com/artificial-intelligence/examples-ai-in-industry ABC News – VIDEO: Generative artificial intelligence tool to be trialled in NSW schools [Video] https://www.abc.net.au/news/2024–09–13/generative-artificial-intelligence-tool-to-be/104347486 ABC News – Drones, machine learning, AI, and geo-locating pests and disease bolster farmers' arsenal https://www.abc.net.au/news/rural/2024–09–10/drones-and-ai-to-take-on-pests-and-disease/104309794 ABC News – How a six-legged robot 'guide dog' could help millions of visually impaired people in daily life https://www.abc.net.au/news/2024–07–02/robot-guide-dog-could-help-visually-impaired-people-daily-life/104047974 Department of Industry, Sciences and Resources – Artificial intelligence https://www.industry.gov.au/science-technology-and-innovation/technology/artificial-intelligence
14–15	**Knowledge and understanding** For the selected disruptive innovation, students investigate:	• Complete a SWOT analysis or other decision-making tool to evaluate the use of AI in a school environment.	ABC Future Tense –AI snake oil — its limits, risks, and its thirst for resources [Podcast] https://www.abc.net.au/listen/programs/futuretense/artificial-intelligence-its-limits-risks-nd-thirst-for-resources/104238774

Weeks	Syllabus content	Suggested activities	Suggested resources
	• short, long-term and possible future impacts of the innovation on the relevant stakeholders • the extent to which the innovation has added value to society in a local, regional, national and/or global context. **Humanities and Social Sciences skills** • selecting sources to sample a variety of perspectives • identify the reliability, bias, usefulness, and currency of primary and/or secondary sources • account for different perspectives within the information gathered • evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives • reflect on why conclusions may change in the future **Task 7: Commentary (submitted)**	• Use case studies to assess the strengths and weaknesses of AI in a range of familiar and unfamiliar situations. • Fact-check output from a source of generative AI. • Use evidence to predict future used of AI in a range of industries. • Describe the consequences of unsafe or ineffective use of AI for individuals and/or businesses. • Discuss ways to practice cyber safety in the AI era. • Create an information campaign on the importance of cyber safety for students finishing high school and entering the workforce.	ABC Future Tense– The truth about AI – garbage in, garbage out https://www.abc.net.au/listen/programs/futuretense/truth-about-ai-workplace-animals-music-copy-right/103835844 ABC News – VIDEO: Creative industries call for protective laws against AI [Video] https://www.abc.net.au/news/2024–07–14/creative-industries-call-for-protective-laws-against-ai/104096138 ARSTechnica – AI image generation tech can now create life-wrecking deepfakes with ease https://arstechnica.com/information-technology/2022/12/thanks-to-ai-its-probably-time-to-take-your-photos-off-the-internet/ ExplodingTopics 60+ Stats On AI Replacing Jobs (2024) https://explodingtopics.com/blog/ai-replacing-jobs