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.

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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 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 develop explanations, considering different perspectives | * 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. * Make predictions and draw conclusions about possible long-term impacts of human behaviour on a chosen environment. | 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/> |
| 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](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](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?**  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)** | **Exemplifying course content with the fashion industry.**  * Collect information/data to show the nature and scale of fashion production and consumption in Australia. * 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. | Britannica – fashion industry [Definition] <https://www.britannica.com/art/fashion-industry>  Ellen MacArthur Foundation – Fashion and the circular economy – deep dive <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   + 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 | * 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. * Collect social media posts with different points of view on fashion. * Examine case studies of how fashion brands advertise to consumers to increase demand. | 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>  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](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  **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 | * 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. * 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. | 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 [https://www.abc.net.au/news/2024–09–01/repair-cafe-bunbury-cofounder-recognised-in-fight-on-waste/104292112](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](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**  * 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)** | **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>  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](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 issuethe 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 issuethe role of emerging technologies in addressing the issueexamples of innovations or actions that have been developed in response to the issue.**Humanities and Social Sciences skills**  * 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)** | * 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. * Explore and share case studies from around the world of innovations that have been developed in response to climate change. | 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? <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 societiesthe 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 sourcesselecting sources to sample a variety of perspectivesuse evidence from different sources to support a point of view | 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.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. | 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>  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, accommodationelements 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 dataaccount for different perspectives within the information gathereduse 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> |
| 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 disruptioncause/s of the disruption**Humanities and Social Sciences skills**construct a range of questions to investigate a specific topic or issueanalyse relationships in information and/or datause subject-specific terminology and conceptsuse 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**Humanities and Social Sciences skills**selecting sources to sample a variety of perspectivesaccount for different perspectives within the information gatheredreflect on own learning to review original understandingsreflect on why conclusions may change in the future | 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.Find sources which demonstrate the differences in perspectives. | 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 <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 societyactions and/or strategies of individuals, businesses, organisations and/or governments in response to the disruption**Humanities and Social Sciences skills**selecting sources to sample a variety of perspectivesaccount for different perspectives within the information gathereduse decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factorsuse evidence to justify a course of action, and predict the potential outcomes of the proposed action**Task 6: Commentary (submitted)** | 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.Create a graphic organiser which outlines the impacts for individuals, businesses, governments 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/>  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 innovationpurpose of the innovation**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)** | **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, cybersecurityCollect examples in a retrieval chart of AI tools and their related industries and/or uses.Display information about the history of AI in a timeline. | 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> |
| 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 sourcesreflect 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](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](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](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: short, long-term and possible future impacts of the innovation on the relevant stakeholdersthe 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 perspectivesidentify the reliability, bias, usefulness, and currency of primary and/or secondary sourcesaccount for different perspectives within the information gatheredevaluate information and use evidence to draw conclusions and develop explanations, considering different perspectivesreflect on why conclusions may change in the future**Task 7: Commentary (submitted)** | Complete a SWOT analysis or other decision-making tool to evaluate the use of AI in a school environment.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 –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>  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](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> |