|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Notes |
| One | *-Revise BOLTSS and factors affecting liveability.*  ***How consumers rely on businesses to meet their needs and wants (ACHEK017)***  **Introduce the topic – What is Economics?**  **Define** what the following terms mean – provide examples to support definition.   * economy * economics – choice and allocation of resources * needs * wants * producers * consumers   **Textbook resources:**  HASS 7 – Pages 39 – 41  **Suggested activities:**  Imaginary: Deserted Island Task – What needs and wants will you have?  “What economics is really about activity” (scarcity) WORKSHEET  **Learning Intention:**  Understand the basic concepts of economics and business.  **Success Criteria:**  Can explain what economics means and can list 3 important topics associated with the topic. | *- Revise BOLTSS and factors affecting liveability.*  *-Revise previous lessons content.*  ***How consumers rely on businesses to meet their needs and wants (ACHEK017)***    **Textbook resources:**  HASS 7 pages 42 – 43  **Suggested activities:**  Draw simple circular flow model and label  **Define:** Consumer Sovereignty  **Learning Intention:**  Understand the relationships that exist between consumers and producers.  **Success Criteria:**  Can draw a simple circular flow of income model and can explain the relationships that are shown on the model. | *- Revise BOLTSS and factors affecting liveability.*  Revise simple circular flow model  ***How consumers rely on businesses to meet their needs and wants (ACHEK017)***  **Define** and **discuss** “goods” and “services”. Explain what a service is. Differentiate between a good and a service.  **Discuss** and **differentiate** between a durable and single use good. Provide examples  **Suggested activities:**  WORKSHEET – Good or service?  List businesses, which provide a service to people around Narrogin.  Eg. Nicholls Bus  - Provides transport  - Occupation (Bus Driver)  **Learning Intention:**  Understand the difference between a good and a service.  Understand the difference between a durable and single use good.  **Success Criteria:**  Can outline the difference between a good and a service and can provide an example of each.  Can outline the difference between a durable and a single use good and can provide examples of each. | **TASK 3: IN CLASS ASSESSMENT**  *Distribute*  **Task 7: ‘Shark Tank’**  **Careers** | -Task 3 In-Class assessment on Geography skills is at the end of the week.  -Task 7 Shark Tank is to be distributed to students at the end of the week. |
| Two | **Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise (ACHEK019)**  **Entrepreneurs**  **Define** the term “entrepreneurs” and introduce the concept.  **Textbook resources:**  HASS 7 pages 50 -51  **Suggested activities:**  -Famous entrepreneurs match up activity.  -Entrepreneurs and their characteristics video.  **Learning Intention:**  Understand what an entrepreneur is and the characteristics which they possess.  **Success Criteria:**  Can define what an entrepreneur is, can list three characteristics of an entrepreneur and can name an example of an entrepreneur. | **Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise (ACHEK019)**  **Continue entrepreneurs**  **Define:** Innovation  **Textbook resource:**  Jacaranda Essentials Economics and Civics  Pages 136 – 137  **Learning Intention:**  Understand what an entrepreneur is and the characteristics which they possess.  **Success Criteria:**  Can define what an entrepreneur is, can list three characteristics of an entrepreneur and can name an example of an entrepreneur. | ***Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise (ACHEK019)***  *Begin watching documentary for…..*  **TASK 6: CASE STUDY OF AN ENTRPRENEUR**  **Learning Intention:**  Understand what an entrepreneur is and the characteristics which they possess.  **Success Criteria:**  Can define what an entrepreneur is, can list three characteristics of an entrepreneur and can name an example of an entrepreneur. | **Catch up Lesson**  **Careers** | -Task 6: Case Study on an entrepreneur will begin with watching a documentary on a chosen entrepreneur. At the beginning of week 3 students will complete a validation where they use their notes from the documentary to sit the validation. |
| Three | ***Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise (ACHEK019)***  *Begin watching documentary for…..*  **TASK 6: CASE STUDY OF AN ENTRPRENEUR**  **Learning Intention:**  Understand what an entrepreneur is and the characteristics which they possess.  **Success Criteria:**  Can define what an entrepreneur is, can list three characteristics of an entrepreneur and can name an example of an entrepreneur. | ***Characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise (ACHEK019)***  *Begin watching documentary for…..*  **TASK 6: CASE STUDY OF AN ENTRPRENEUR**  **Learning Intention:**  Understand what an entrepreneur is and the characteristics which they possess.  **Success Criteria:**  Can define what an entrepreneur is, can list three characteristics of an entrepreneur and can name an example of an entrepreneur. | **Allocated Lesson for Task 7 Shark Tank Task** | **Careers** |  |
| Four | **How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food) (ACHEK017)**  **Key Concepts –**  **Define:**  consumer demand  Fair trade  Reusable packaging  **Learning Intention:**  Understand that businesses need to respond to the demand of consumers    **Success Criteria:**  Can explain how | **Allocated Lesson for Task 7 Shark Tank Task** | **Allocated Lesson for Task 7 Shark Tank Task** | Catch up Lesson/armed for life  **Careers** |  |
| Five | **Why businesses might set a certain price for a product and how they might adjust the price according to demand (ACHEK017)**  **Price and demand**  **Key question:**  How do businesses decide what price to sell their product for?  What factors affect how much a business chooses to sell their product for?   * The resources used to make the good * The amount of profit the firm wants to make * What customers are prepared to pay   Factors of Production – define the following:   * land * labour * capital * enterprise   **Textbook resources:**  HASS 7 pages 46 – 47  Summary Chart (pg 169) Time & Tide  **Suggested activities:**  Copy summary chart for students – sort factors of production WORKSHEET | **Why businesses might set a certain price for a product and how they might adjust the price according to demand (ACHEK017)**  **Price and Demand continued…**  How do firms respond to shifts in demand?  Why is market research important?  Textbook resources:  HASS 7 pages 48 – 49  Suggested activities:  Read chapter, complete activities | **Allocated Lesson for Task 7 Shark Tank Task** | **Careers** | Task 8: Homework task handed out |
| Six | **Public Holiday Foundation day** | **SDD** | **Allocated Lesson for Task 7 Shark Tank Task** | **Task 9- In Class Test**  Topics: Work, Types of work, Sources of Income, Producers and Consumers, Simple circular flow of income, Entrepreneurs) | **Task 8: Homework task Collected**  **Task 7: Shark Tank Task collected** |
| Seven | **Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) (ACHEK020)**  **Work**  *Activity*  Get students to make a list of ten jobs that would need to be performed on a daily basis in order for them to attend school.  E.g Bus students require a school bus driver to drive their school bus.  **Define:**   * work * income   Key question: Why do people work? Brainstorm  **Textbook resources:**  HASS 7 Pages 56 - 57 | **Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) (ACHEK020)**  **Types of work**  **Textbook resources:**  HASS 7 pages 58 – 61  **Suggested activities:**  Create a concept chart/mind map about different types of work | **Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) (ACHEK020)**  **The labour market**  Read pg.284-285 of Jacaranda SOSE 3  Answer questions 1-5 on pg.285 | **Catch up lesson**  **Careers** |  |
| Eight | **Lesson to prepare shark tank presentations** | **Shark Tank presentations** | **How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020)**  **Sources of income**  Revise what income means  Communicate to students that income isn’t just earnt through work…  Focus on:  Wages and salaries  Owning a business  **Textbook resources:**  HASS 7 pages 62 – 63 | **Careers** |  |
| Nine | **How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020)**  **Sources of income**  Revise what income means  Communicate to students that income isn’t just earnt through work…  Focus on:  Wages and salaries  Owning a business  **Textbook resources:**  HASS 7 pages 62 - 63 | **How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020)**  **Sources of income**  Focus on Shares and other investments  Royalties  **Textbook resources:**  HASS 7 Page 64 | **How people derive an income and alternative sources of income (e.g. owning a business, being a shareholder, owning a rental service) (ACHEK020)**  **Sources of income**  Focus on welfare payments  **Textbook resources:**  HASS 7 Page 65 | **Careers** |  |