

TERM 2 UNIT OUTLINE – ECONOMICS & BUSINESS – 2024 DRAFT

YEAR 9 HASS

Students are introduced to the concepts of [specialisation](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/specialisation) and [trade](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/trade) while continuing to further their understanding of the key concepts of [scarcity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/scarcity), making choices, [interdependence](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/interdependence), and allocation and markets. They examine the connections between consumers, businesses and [government](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/government), both within Australia and with other countries, through the flow of [goods](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/goods), [services](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/services) and resources in a global [economy](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy). The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

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| **Year 9 – Economics & Business Unit Outline – Term 2, Semester One 2024** | | | | | |
| **Australia and the Global Economy** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *Australia's interdependence with other economies, such as trade and tourism, tradelinks with partners in the Asia region, and the goods and services traded (ACHEK038)* | | | | | |
| 3 |  | **Learning Intention (LI):**  Revise Economics and Key Concepts (KC)  Understand who the Key Participants are in the global economy  **Success Criteria (SC):**  Define economics and business and provide examples of the key concepts.  List the key participants in the global economy. | **Learning Intention (LI):**  Revise Economics and Key Concepts (KC)  Understand who the Key Participants are in the global economy  **Success Criteria (SC):**  Define economics and business and provide examples of the key concepts.  List the key participants in the global economy. | **Learning Intention (LI):** Understand the key participants in the global economy and how they relate to the circular flow of income model.  **Success Criteria (SC):**  Draw and label the circular flow diagram  Define each aspect of the circular flow model | **Learning Intention (LI):**  -Explain the concept of careers, and identify various occupational industries.  -Understand what an entrepreneur is and the successful qualities of one.  **Success Criteria (SC):**  Define and list the qualities of an entrepreneurs  -recall the different types of employment  -identify skills required for different industry areas.  **Suggested Lesson Activities:**  Careers 1 worksheet  (found in HASSL learning area drive) |
| **Key Terms:**  Economy  Market Allocation  Scarcity  Living Standards  Interdependence  Making Choices  Economic Performance  Specialisation and Trade  **Suggested Lesson Activities:**  Sway – Year 9 Economics and Business  Glossary  *(found in learning area drive)*  -Quiz to test prior knowledge  -Key Concepts  -Prezi (key participants)  -Quizlet  -word cloud    **Suggested Resources:**  Sway – Year 9 Economics and Business  Glossary  *(found in learning area drive*) | **Suggested Lesson Activities:**  Sway – Year 9 Economics and Business  Glossary  *(found in learning area drive)*  -Quiz to test prior knowledge  -Key Concepts  -Prezi (key participants)  -Quizlet  -word cloud    **Suggested Resources:**  Sway – Year 9 Economics and Business  Glossary  *(found in learning area drive*)  Draw and label a circular flow diagram – define each aspect of the model.  *Lesson 1 and 2 combined in the sway.* | **Suggested Lesson Activities:**  Sway Lesson 3  (found in learning area drive)  Pearson 40-43, questions 1-7. |
| **Australia and the Global Economy** | | | | | |
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| *Australia's interdependence with other economies, such as trade and tourism, tradelinks with partners in the Asia region, and the goods and services traded (ACHEK038)*  *Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy (ACHEK039)* | | | | | |
| 4 |  | **Learning Intention (LI):**  -Explore the concept of globalisation.  -To learn about the causes and effects of globalisation  -Understand how globalisation affects different people.  Understands the terms Direction of Trade, and composition of trade and apply these to an Australian Context.  **Success Criteria (SC):** Able to describe Australia’s Direction of Trade and composition of trade with examples. | **Learning Intention (LI):**  -Describe International trade and its importance and benefits to the Australian economy.  - Explain how trading directions can change with time.  **Success Criteria (SC):**  -Identify Australia’s trade partners  -Define imports and exports and explain how they relate to the Australian economy. | **Learning Intention (LI):**  - Describe ethical trade.  -Explain the importance of fair trading.  **Success Criteria (SC):**  Define both Globalisation and Trade  Explain how both globalisation and trade impact upon the global economy.  **Suggested Resources:**  Powerpoint – Fair Trade  Video – fair trade and worksheet  Case study and mindmapping activity  Video – fair trade and worksheet.  (HASS Learning Area Drive) | **Learning Intention (LI):**  Explain what skills suit different occupations  Identify the qualities of a successful worker  **Success Criteria (SC):**  Define the three types of goals  List the top 10 skills for a successful worker.  **Suggested Resources**  Careers Worksheet 2.  (Found in HASS learning area drive). |
| **Suggested Lesson Activities:**  Globablisation power point  Persuasive speech how to.  *Found in HASS learning area drive.* | **Suggested Resources:**  PowerPoint “International trade”  Mapping activity – atlas and blank world map  Australia’s top 10 trading partners.  (HASS Learning Area Drive) |
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| *Australia's interdependence with other economies, such as trade and tourism, tradelinks with partners in the Asia region, and the goods and services traded (ACHEK038)*  *Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy (ACHEK039)* | | | | | |
| 5 |  | **Learning Intention (LI):**  Understand how Australia depends on a global economy – overseas sector.  **Success Criteria (SC):**  Define imports and exports and list major imports and exports of Australia – and main trading partners. | **Learning Intention (LI):** Understand the how foreign currencies effect trade.  **Success Criteria (SC):**  List examples of different foreign currencies and calculate the value of foreign currencies in Australian Dollars. | **Learning Intention (LI):** Recognize Australia’s relationship with the global economy and the role of Transnational Corporations – with a specific focus on Supply Chains.  **Success Criteria (SC):**  Describe and provide examples of Transnational Corporations.  Define Supply Chains and list the different aspects of a supply chain, linking it to a real world example  **Suggested Resources**  PowerPoint “Transnational Corporations”.  Pearson 52-55 | **Learning Intention (LI):**  To develop an understanding of a variety of work alternatives.  To explore and evaluate the learning and work pathways available to me.  **Success Criteria (SC):**  To be able to explain what an Individual Pathway Plan is.  **Suggested Resources:**  Year 9 IPP  Found in HASS Learning Area Drive |
| **Suggested Resources:**  Powerpoint “Australia and the Global economy”    Pearson 44-47 | **Suggested Resources:**  Powerpoint “Foreign Currencies and Exchange”.  Worksheets:  “Currency and Exchange Rates”  “Case Study- Australian dollar”  “Currency Exchange”  (found in HASS learning area drive). |
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| *Australia's interdependence with other economies, such as trade and tourism, tradelinks with partners in the Asia region, and the goods and services traded (ACHEK038)*  *Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy (ACHEK039)* | | | | | |
| 6 | *Assessment 1, Case Study: “Apple” to be distributed Monday.*  *Book Computer Lessons for Lessons 1,2&3 this week to complete.*  *. .*  *Due Friday 5th June* |  |  |  |  |
| **Consumers and Risk** | | | | | |  |  |  |  |  |  |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types (*[*ACHEK040*](http://www.scootle.edu.au/ec/search?accContentId=ACHEK040)*)* | | | | | |
| 7 | *Assessment 7: In-Class graphic organiser SCAMWATCH website to be distributed to students. Go through the details of the assessment, inform students of the due date (diary) and go through the marking rubric.*  *Computers need to be booked this week* | **Catch Up Lesson** | Introduction to Scams – resources to be updated | Catch Up Lesson | *Careers Lesson – Details to be confirmed with B. Rintoul* |
| **Australia and the Global Economy** | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| *The ways consumers can protect themselves from risks, such as debt, scams and*[*identity*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/identity) *theft (*[*ACHEK040*](http://www.scootle.edu.au/ec/search?accContentId=ACHEK040)*)* | | | | | |
| 6 | *Be Aware of Report Data Lockdown for RTP!* | **Professional Development** | Book computers for this lesson – students will be completing Scams Task – they will have 2 lessons in class to complete this. . | Book computers for this lesson – students will be completing Scams Task – they will have 2 lessons in class to complete this. Scams assessment DUE today. | *Careers Lesson – Details to be confirmed with B. Rintoul* |