

Term 2, 2024

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, trade links with partners in the Asia region, and the goods and services traded (ACHEK038)*  *The role of the key participants in the Australian*[*economy*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy)*, such as consumers,*[*producers*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/producer)*, workers and the*[*government*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/government) | | | | | |
| 3 | *This unit will begin with trade/tourism as it directly links to topics recently covered in Geography.* | **Finish Geography –**  **Cruise Ship Task –**  **Assessment 3** | **Finish Geography**  **Cruise Ship Task –**  **Assessment 3** | **Learning Intention (LI):**   * Review key concepts of economics and business – 3 concepts (making choices, scarcity and interdependence) * Examine objectives of the Australian economy and three key economic questions * Examine what economics and business means.   **Success Criteria (SC):**   * Explain the basic economic questions that an economy attempts to answer so that goods and services can be produced. * Define the key concepts ‘making choices’, ‘scarcity’ and ‘interdependence’. | **Learning Intention (LI):**   * Review the key economic questions – What to produce? How to produce? For whom to produce? * Examine the key concepts – Specialisation and trade. * Review the four main types of economic resources – land, labour, capital and enterprise.   **Success Criteria (SC):**   * State four factors that can influence markets. * Outline the three key economic questions. * State the four main types of economic resources.   **Suggested Resources:**   * Jacaranda – pages 214, 213, 211   **Suggested Lesson Activities:**   * Glossary Chart – add *four factors of production, specialisation and trade.* * Economic interactions handout * The basic of economics handout |
|  |  | **Suggested Resources:**   * Jacaranda – pages: 209-215 and 239-242   **Suggested Lesson Activities:**   * A3 Folded Summary Page * Glossary chart – add *making choices, scarcity and interdependence, economics and business.* * 8.3 Exercise – Questions: 1, 2, 3, 4, 5 * Economic interactions handout * The basic of economics handout |
| **Australia and the Global Economy**  *The role of the key participants in the Australian*[*economy*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy)*, such as consumers,*[*producers*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/producer)*, workers and the*[*government*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/government)  *Australia's*[*interdependence*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/interdependence)*with other economies, such as*[*trade*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/trade)*and tourism,*[*trade*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/trade)*links with partners in the Asia*[*region*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/region)*, and the*[*goods*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/goods)*and*[*services*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/services)*traded* | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
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| 4 |  | **Learning Intention (LI):**   * Review key concepts of Economics and Business – 2 concepts (allocation and markets, review scarcity) * Outline the purpose and importance of trade. * Understand the terms Direction of Trade, 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. * Distinguish between imports and exports. * Identify major trading partners in Australia. * Understand difference between ‘trade deficit’ and ‘trade surplus.   **Suggested Lesson Activities:**   * Glossary Chart – key concepts * International Trade PPT * Mapping activity: ‘Australia’s top 10 two way trading partners’ * Jacaranda p. 243-246   Pearson p. 44-47   * To prompt the discussion, use the Trade Matters to me (World Trade Organization) clip at: [www.youtube.com/watch?v=Crby5WYko0g](http://www.youtube.com/watch?v=Crby5WYko0g) | **Learning Intention (LI):**   * Evaluate the impact of tourism on Australia’s economy. * Examine Australia’s interdependence with other economies, such as trade and tourism, such as trade links with the Asia region.   **Success Criteria (SC):**   * Explain how exchange rates can impact tourism to Australia. * Outline what the term ‘interdependence’ means’.   **Suggested Lesson Activities:**   * Pearson p. 48-51 * Pearson p. 57 Tourism to Australia activity: Prepare a digital presentation for the ‘destination Australia’ conference explaining the positive impact of tourism on Australia’s economy.   **Suggested Resources:**   * Tourism Statistics (Tourism Australia) <https://www.tourism.australia.com/en/markets-and-stats/tourism-statistics.html>. * Markets and Research (Tourism Western Australia) <https://www.tourism.wa.gov.au/Research-Reports/Pages/Research_Reports.aspx#/>. * Cambridge – pages 44-51, including end of section review questions and activities. | **Learning Intention (LI):**   * Understand the impact of global events on the Australian economy. * Review Australia’s interdependence with other economies, particularly in Asia region.   **Success Criteria (SC):**   * Provide examples of global events which have impacted our economy e.g. Chinese growth, GFC, Covid-19, Natural disasters   **Suggested Resources:**   * Jacaranda p. 251-256 * Pearson p. 54-55 * Locate the Department of Foreign Affairs Fact sheet for China under the list of countries at: * <https://www.dfat.gov.au/trade/resources/trade-and-economic-fact-sheets-for-countries-economies-and-regions> * COVID–19 coronovirus: Western Australian Government response (Government of Western Australia) <https://www.wa.gov.au/organisation/department-of-the-premier-and-cabinet/covid-19-coronavirus-western-australian-government-response>.   **Suggested Lesson Activities:**   * Jacaranda – 8.6 Exercise (Page 256) – Questions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.   Questions 7 and 9 link to the Asia region and global events in these areas. | **Learning Intention (LI):**   * Review the purpose and importance of trade. * Examine what the economy means * Examine examples of imports and exports associated with Australia.   **Success Criteria (SC):**   * Define with examples the terms- imports and exports, economy. * Using data, outline examples of trade with the Asia.   **Suggested Resources and Activities:**   * Glossary chart – imports and exports, economy * Imports - +ves and -ves handout (shared drive) * Jacaranda – pages 243-246 * Data Table – Page 245 Jacaranda. * Copy Figure 2 from page 244 of Jacaranda book. * Trade at work: [www.youtube.com/watch?v=Y0hAJG\_8qVg](http://www.youtube.com/watch?v=Y0hAJG_8qVg) * Global voices on the benefits of trade: [www.youtube.com/watch?v=sMG39vblKv8](http://www.youtube.com/watch?v=sMG39vblKv8) |
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| **Australia and the Global Economy**  *The role of the key participants in the Australian*[*economy*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy)*, such as consumers,*[*producers*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/producer)*, workers and the*[*government*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/government)  *Why and how participants in the global*[*economy*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy)*are dependent on each other, including the activities of transnational corporations in the*[*supply*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/supply)*chains and the impact of global events on the Australian*[*economy*](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/economy) | | | | | |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| 5 |  | **Learning Intention (LI):**   * Review what economy and economic system mean. * Review the four resources or factors of production. * Examine the participants in the Australian economy.   **Success Criteria (SC):**   * Define the term economy and economic system. * Outline why are the household sector and business sector dependent on each other.   **Suggested Resources:**   * The basics of economics handout from Week 3 * Glossary chart – economy * PowerPoints – ‘Participants in the Economy’. (shared drive) * Participants in the economy worksheet (shared drive) * [What is the Economy? (rba.gov.au)](https://www.rba.gov.au/education/resources/presentations/pdf/what-is-the-economy.pdf)   **Suggested Lesson Activities:**   * Glossary chart – add economic system, household sector, business sector, financial sector, government sector.   [Sectors in the Economy (rba.gov.au)](https://www.rba.gov.au/education/resources/learning-activities/pdf/activity-sectors-in-the-economy.pdf)   * Table – summarise the four categories of resources. * Draw and Label diagram (Circular Flow) and outline the relationships between the household and business sector, relate to interdependence.   [Complete the Circular Flow Model (rba.gov.au)](https://www.rba.gov.au/education/resources/learning-activities/pdf/activity-complete-the-circular-flow-model.pdf)  [Circular Flow Model (rba.gov.au)](https://www.rba.gov.au/education/resources/illustrators/pdf/circular-flow-model.pdf)   * Label and/or draw various circular flow models, including different sectors. * Exercise 8.2 – page 238-239 – Questions 1-10. There are suggested answers in shared drive | **Learning Intention (LI):**   * Review and examine the key participants in the Australian economy, including the type of economy Australia has. * Review the circular flow model and sectors in the economy.   **Success Criteria (SC):**   * Define ‘mixed market economy’. * Draw the five-sector circular flow model. * State the four factors of production.   **Suggested Resources:**   * Cambridge – Pages 41-42   **Suggested Lesson Activities:** | **Learning Intention (LI):**   * Examine multinational corporations and transnational corporations. * Recognise Australia’s relationship with the global economy and the role of Multinational Corporations – with a specific focus on Supply Chains.   **Success Criteria (SC):**   * Describe the growth and development of multinational corporations. * Explain the benefits and challenges associated with MNC’s. * Define supply chains and list different aspects of a supply chain.   **Suggested Resources:**   * Jacaranda p. 257-270 – Global Supply Chains – Nokia Case Study. * Pearson p. 52-55 * Cambridge – Pages 52-53 * From Bean to Brew: The Coffee Supply Chain (Visual Capitalist) <https://www.visualcapitalist.com/from-bean-to-brew-the-coffee-supply-chain/>.   **Suggested Lesson Activities:**   * Case study – Nokia. Examine raw materials, production of components, assembly, * PDF’s in shared drive related to car industry. * Global education – car industry resource. * 8.8 Exercise – Questions 1-10. Suggested answers in shared drive. * T-chart – benefits and challenges | **Learning Intention (LI):**   * Examine examples of MNC’s and TNC’s, including the largest ones. * Examine positives and negatives of MNC’s. * Examine responsibilities of MNC’s.   **Success Criteria (SC):**   * Completed T-Chart summarising positives and negatives. * Outline three responsibilities of MNC’s.   **Suggested Resources:**   * Jacaranda – pages 264 – 265. * Globalisation – trade and transnational corporations (Khan Academy) <https://www.khanacademy.org/test-prep/mcat/society-and-culture/demographics/v/globalization-trade-and-transnational-corporations>.   **Suggested Lesson Activities:**   * T-Chart – positives and negatives of MNC’s. |
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| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
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| 6 |  | **Learning Intention (LI):**   * Examine what globalisation means. * Investigate positive and negative effects of globalisation.   **Success Criteria (SC):**   * Define with an example what globalisation means. * Outline four positive effects and outline four negative effects of globalisation.   **Suggested Resources:**   * Jacaranda – pages 266 – 267   **Suggested Lesson Activities:**   * T-Chart – positives and negatives of globalisation. * Students to write points to have a class discussion. Appoint class to be on one side, either positives or negatives. | **Learning Intention (LI):**   * Review globalisation * Examine what globalisation means for Australia. * Review key topics from Week 3-5.   **Success Criteria (SC):**   * Define globalisation in your own words. * Outline impacts of globalisation.   **Suggested Resources:**   * Jacaranda – pages 266 – 267. * Trade and Globalization (Our World in Data): <https://ourworldindata.org/trade-and-globalization>   **Suggested Lesson Activities:**   * 8.9 Exercise – Questions: 1, 2, 3, 4, 5, 6, 9 and 10. * Ask students to think about ‘sustainability’ and globalisation. SEE – What are the social, economic and environmental impacts of globalisation. They can use their T-Chart from the previous lesson. | **Catch up Lesson –**  **Make sure you have addressed all topics in the lessons up until now.** | **Learning Intention (LI):**   * Review key topics in preparation for the assessment. * Discuss key topics, using a structured revision sheet.   **Success Criteria (SC):**   * Complete all revision questions on the revision sheet.   **Suggested Resources:**   * Revision sheet – shared drive   **Suggested Lesson Activities:**   * Revision lesson – either use structured revision sheet, Kahoot (developed by teacher) etc |
| **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 |  | **MONDAY**  **Assessment**  **Task 1 –**  **In-class Task**  **(Written response, including Source Analysis and Source Interpretation)** | **Learning Intention (LI):**  **Success Criteria (SC):**  **Suggested Resources:**   * [What is Money? (rba.gov.au)](https://www.rba.gov.au/education/resources/explainers/pdf/what-is-money.pdf)   **Suggested Lesson Activities:** | **Learning Intention (LI):**  **Success Criteria (SC):**  **Suggested Resources:**  **Suggested Lesson Activities:** | School Development Day (SDD)  Friday 31/5/24 |
| **Consumers and Risk** | | | | | |
| **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)**)** | | | | | |
| 8 |  | **WA Day**  **(No school)**  **Public Holiday** | **\*\*\* Check all students have a copy of Task 2\*\*\***  **Make sure a copy of Task 2 is on CONNECT!**  **Learning Intention (LI):**   * Examine what is meant by financial risk, including the four main types – liquidity risk, market risk, operational risk and credit risk * Examine what scams, debt and identity theft mean.   **Success Criteria (SC):**   * Define financial risk and provide an example. * Outline what scams, debt and identity theft mean.   **Suggested Resources:**   * Jacaranda HASS 9 WA 2nd Edition – pages 287-289   **Suggested Lesson Activities:**   * Glossary chart – include key terms * Check your understanding – questions 1, 2, 3, 4, 5, 6, 7 (Page 289) * Apply your understanding – questions 8, 9, 10   As a class go over the requirements of Task 2. Ask students to start working on their KWL Chart at the end of the lesson. For homework, ask students to consider the two graphic organisers they might use. | ***In-class Lesson – Students are to work on their Task 2.***  **Please book computers** | ***In-class Lesson – Students are to work on their Task 2.***  **Please book computers** |

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| **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**  **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** | | | | | |
| 9 |  | ***In-class Lesson – Students are to work on their Task 2.***  **Please book computers** | ***In-class Lesson – Students are to work on their Task 2.***  **Please book computers** | **Learning Intention (LI):**   * Review the term ‘financial risk’ in relation to the topics being studied. * Examine similarities and differences between banks, credit unions and building societies.   **Success Criteria (SC):**   * Define the term ‘banks’, ‘credit unions’ and building societies’. * Outline the terms mortgage an interest.   **Suggested Resources:**   * Jacaranda HASS 9 WA 2nd Edition – pages 279-282   **Suggested Lesson Activities:**   * Glossary chart – add in the key terms * Complete 9.2 activities – Questions: 1, 2 and 3.   (Incorporates analysing and evaluating skills – HASS).   * Apply your understanding: page 283 – Questions: 6, 7, 8, 9, 10. | **Learning Intention (LI):**   * Examine different types of investment. * Examine benefits and risks of each type of investment.   **Success Criteria (SC):**   * Outline what ‘shares’ are. * Define the term dividend. * Outline what term deposits and managed funds mean.   **Suggested Resources:**   * Jacaranda HASS 9 WA 2nd Edition – pages 283-285 * Clips: Behind the News   <https://www.abc.net.au/btn/high/buy-now-pay-later/102092662>   * <https://www.abc.net.au/btn/high/cashless-society/103132612>   **Suggested Lesson Activities:**   * Glossary Chart – add key terms to your notes. * KWL chart – Topic: Shares. * Graphic Organisers or A3 page folded – using headings – shares, term deposits and managed funds. Examine benefits and risks for each. * Complete Activity 9.3 Comparing Term Deposits. * 9.3 Exercise: Complete: Check your understanding: Questions: 1, 2, 3, 4, 5, 6. * 9.3 Exercise: Complete: Apply your understanding: Questions: 8, 10 |
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| **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. 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**  **The nature of**[**innovation**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/innovation)**and how businesses seek to create and maintain a**[**competitive advantage**](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/competitive-advantage)**in the market, including the global market** | | | | | |
| 10 |  | **Learning Intention (LI):**   * Review types of investments. * Review debt, scams and identity theft. * Examine ways consumers can protect themselves from financial risk.   **Success Criteria (SC):**   * Provide examples of common types of scams. * Outline three types of financial risk.   **Suggested Resources:**   * Jacaranda HASS 9 WA. 2nd Edition: page 288 * Glossary chart from previous lesson. * Jacaranda HASS 9 WA. 2nd Edition: page 290-293   **Suggested Lesson Activities:**   * Complete revision questions based around the LI. * Match the definitions with the types of financial risk. * 9.4 Exercise: Complete ‘Apply your understanding’, page 289. Questions: 8, 9, 10. | **Learning Intention (LI):**   * Review ways that consumers can protect themselves from financial risk. * Examine what insurance means, including types. * Review previous knowledge such as what does ‘debt’ mean. Including what is good and bad debt.   **Success Criteria (SC):**   * Define superannuation, insurance and savings. * Outline three types of insurance. * Outline examples of good and bad debt.   **Suggested Resources:**   * Jacaranda HASS 9 WA. 2nd Edition: page 290-293   **Suggested Lesson Activities:**   * Glossary chart – add insurance and examples/types of insurance. * DISCUSS -page 293 Jacaranda. Ask for students to think about and provide feedback and have a class discussion. * 9.5 Exercise – page 294. Check your understanding – Questions: 1, 2, 3, 4, 5, 6, 7 * 9.5 Exercise – page 294. Apply your understanding – Questions: 9, 10, 11, 12, 16 * T-chart – good and bad debt.   **Hand out - Revision Sheet** | **Learning Intention (LI):**   * Review the ways people can protect themselves from financial risk. * Examine the concept ‘competitive advantage’ and ‘innovation’.   **Success Criteria (SC):**   * Outline three ways people can protect themselves from financial risk. * Define the term innovation and provide examples. * Differentiate between product and process innovation.   **Suggested Resources:**   * Jacaranda HASS 9 WA. 2nd Edition: page 301-309 * Clip – Behind the News:   <https://www.abc.net.au/btn/high/hollywood-ai/102989076>  **Suggested Lesson Activities:**   * **Brainstorm –** ask students to brainstorm ways business can produce goods or services better than their competitors. * **Jacaranda video** eLesson – you will need to log in – **Being enterprising.** * Examine Figure 2, The Six Key Steps towards Business Innovation. Discuss what each step means. * Look at the two case studies examples – Process Innovation (Bertalli’s Alpine Breads) and Product Innovation (McDonald’s Create Your Taste). * **Jacaranda video** eLesson – you will need to log in – **Robotics in an automobile factory.** * 10.2 Exercise – page 294. Check your understanding – Questions: 1, 2, 3, 4, 5 | **Learning Intention (LI):**   * Examine the benefits and drawbacks (limitations) of a range of emerging techniques for gaining and maintaining a competitive advantage in the market.   **Success Criteria (SC):**   * Outline three emerging techniques being used by businesses to keep competitive in the market. * Define social media and provide an example of how a business might use social media.   **Suggested Resources:**   * Jacaranda HASS 9 WA. 2nd Edition: page 305-309   **Suggested Lesson Activities:**   * **KWL Chart** – Social Media and Business. Ask students to write what they know about social media and business. * Positives and negatives – **Think-Pair-Share.** Ask students to complete a think pair share about the positives and negatives of social media and business. * Complete 10.3 Activities – top of page 309 * 10.3 Exercise – page 309. Check your understanding – Questions: 1, 2, 3, 4, 5 * 10.3 Exercise – page 309. Apply your understanding – Questions: 6, 7, 8 |
| **Week** | **Notes** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| **The way the work environment is changing in contemporary Australia and the implication for current and future work** | | | | | |
| 11 |  | **Learning Intention (LI):**   * Examine the changing demands in a competitive market. * Examine why (reasons for) customer demand can change. * Investigate ways a business can reduce costs.   **Success Criteria (SC):**   * Define the term ‘competitive market’. * State four reasons why demand of customers in any market can change. * Outline two ways business can reduce costs.   **Suggested Resources:**   * Jacaranda HASS 9 WA. 2nd Edition: page 310-313   **Suggested Lesson Activities:**   * Brainstorm reasons using the list on page 310. * 10.4 Exercise – page 313. Check your understanding – Questions: 1, 2, 3, 4, 5, 6 * 10.3 Exercise – page 313. Apply your understanding – Questions: 7, 8 * Look at Figure 3 on page 315, summarise the seven ways on to file paper.   **Revision Sheet** | **TUESDAY**  **Assessment**  **Task 3 –**  **In-class Task**  **(Written response). Including validation questions for Task 2.** | **Learning Intention (LI):**   * Review key participants from earlier in term, as this will help to understand major participants in the Australian workplace. * Examine the changing roles of employees.   **Success Criteria (SC):**   * Outline the four major participants in the Australian workplace. * Differentiate between an employer and an employee. * List skills you think are most likely to help you succeed in your working life.   **Suggested Resources:**   * Jacaranda HASS 9 WA. 2nd Edition: page 330-338 * Clip – BTN:   <https://www.abc.net.au/btn/classroom/future-of-work/14038532>  <https://www.abc.net.au/btn/classroom/aussie-future-report/11229476>  <https://www.abc.net.au/btn/high/ai-jobs/102476002>   * <https://www.fya.org.au/app/uploads/2021/09/new-work-order-2015.pdf>   **Suggested Lesson Activities:**   * **Jacaranda video** eLesson – you will need to log in – **The changing work environment** * **DISCUSS –** Page 335   Complete the task as a class and discuss together.   * 11.3 Exercise – page 338. Check your understanding – Questions: 1, 2, 3, 4, 5 * 11.3 Exercise – page 338. Apply your understanding – Questions: 6, 7, 8, 9 | **Learning Intention (LI):**   * Examine employer and government responsibilities. * Examine what is meant by workplace health and safety.   **Success Criteria (SC):**   * Outline examples of entitlements under the national employment standards. * Outline what a workplace agreement is.   **Suggested Resources:**   * Jacaranda HASS 9 WA. 2nd Edition: page 339-344   **OR**  *You can complete the ‘Thinking Big Research Project’ Workplace Evolution Presentation. Divide sections up, so each class member contributes and discuss at the end of the lesson.*  *(Modify the task)*  **Suggested Lesson Activities:**   * **DISCUSS –** Page 341   Complete the task as a class and discuss together.   * 11.4 Exercise – page 341. Check your understanding – Questions: 1, 2, 3, 4, 5 |