

YEAR 9 – SCOPE & SEQUENCE (2016)

	UNIT	AusVELS KEY CONTENT & KEY SKILLS	COMMON ASSESSMENT TASKS	STAFF
TERM 1	<p>Human Rights</p> <p>Students learn about human rights, focusing on:</p> <ul style="list-style-type: none"> The development of human rights Human rights infringements Organisations that fight for the protection of human rights <p>Action young people can take to promote human rights</p>	<p><u>Civics and Citizenship & Interpersonal Development:</u></p> <ul style="list-style-type: none"> Investigate the nature and history of the concept of human rights Become aware of national and international legislation designed to protect human rights Explore human rights issues at the national and international level Investigate human rights of ATSI communities / other groups within Australia Develop their knowledge of local and global values and beliefs Explore barriers to achieving positive relationships, especially between groups with differing values and beliefs Discuss the importance of empathy 	<p><i>Hurdle Task 1 – Investigating Organisations</i></p> <p>In groups, Students develop an idea for their own social justice organization.</p> <hr/> <p><i>CAT 1 – Case Study Solution and Action Plan</i></p> <p>Students explain a human rights issue (national or global) and develop a solutions-oriented action plan for the issue. Students will present their report as an oral class presentation.</p>	<p>Gillian Andrews – 9A</p> <p>Amanda Barrett – 9C, 9D, 9G and 9H</p> <p>Trishna Sohal – 9B, 9E and 9F</p>
TERM 2	<p>Stepping Stones & Future Pathways</p> <p>Students explore their future pathways and engage in:</p> <ul style="list-style-type: none"> Resume writing Applying for part-time jobs Mock interviews Future career exploration (education and training requirements, back-up plans, MIPS, etc.) Workers Rights 	<p><u>Work Studies (Australian Curriculum):</u></p> <ul style="list-style-type: none"> Skills for learning and work Career and life design Plan and implement strategies and processes to improve their learning Enhance their potential to realise their aspirations and personal wellbeing Investigate a wide range of occupations, and the skills and personal qualities required in these fields Investigate formal and informal recruitment processes Source career information and resources 	<p><i>Hurdle Task 1 – Resume & Cover Letter</i></p> <p>Students prepare a cover letter and resume in order to apply for part-time jobs</p> <hr/> <p><i>Hurdle Tasks 3 and 4</i></p> <p>Students complete a choice of tasks that prepare them for ‘near-future’ part time work (Hurdle Task 3) and ‘distant-future’ career development (Hurdle Task 4)</p> <hr/> <p><i>CAT – Mock Interview</i></p> <p>Students participate in mock interviews with industry members (group interviews and individual interview, if successful)</p>	
TERM 3	<p>Community Day Inquiry Project</p> <p>Students plan and execute a stall or activity for the ‘Community Day’, which aims to promote the City of Casey. Students engage in:</p> <ul style="list-style-type: none"> Communication workshops Basic economics workshops Business planning Marketing planning Running a stall 	<p><u>Economics:</u></p> <ul style="list-style-type: none"> Use the inquiry process to plan economics investigations, analyse and interpret data, and form conclusions supported by evidence Develop personal financial literacy skills Learn about the nature of business and business ownership <p><u>Communication & Creativity:</u></p> <ul style="list-style-type: none"> Use a range of creative thinking strategies to generate ideas <p><u>Personal Learning & Interpersonal Development:</u></p> <ul style="list-style-type: none"> Work in diverse teams to complete tasks with several interrelated components, with limited teacher input 	<p><i>Hurdle Task 1 – Business plan</i></p> <p>Students complete business and marketing plans, considering their financial and resource requirements, in preparation of the Community Day</p> <hr/> <p><i>CAT 1 – Marketing / Branding CAT</i></p> <p>Students use creative thinking strategies to develop a brand for their stall/activity for the Community Day</p> <hr/> <p><i>CAT 2 – Community Day Reflection</i></p> <p>Students reflect on their learning and contribution to the Community Day</p>	
TERM 4	<p>Work Experience Preparation (5 week mini-unit)</p> <p>Students source and arrange Work Experience in preparation for Year 10, in a relevant industry that they aspire to enter in the future. Students engage in:</p> <ul style="list-style-type: none"> Understanding Industries and Enterprising Areas of interest and Suitability Choosing companies and applying Create Work Experience Portfolio 	<p><u>Work Studies</u></p> <ul style="list-style-type: none"> Developing knowledge and understanding of, and experience in, the world of work Reality that the world of work is changing Work skills and attributes needed for 21st century workplaces Understanding of self and a realistic appreciation of their individual interests, values, preferences and strengths <p><u>Industry and Enterprise:</u></p> <ul style="list-style-type: none"> Identify personal and social competencies Research and report on a range of personal career goals Collate and organize statistical data related to employment 	<p><i>Hurdle Task 1 – Work Placement Organisation</i></p> <p>Students contact possible employers to organise their upcoming work experience</p> <hr/> <p><i>CAT 1 – My Future Plan</i></p> <p>Students consider the requirements for their future career pathway and estimates their needs/wants for their future lifestyle</p>	