

PLANNING & PROGRAMMING PROFORMA USING SACSA FRAMEWORK

LEARNING AREA: SOSE **YEAR LEVEL:** 10 **UNIT TITLE:** Economy and Society **DURATION:** Approx. 10 weeks

NAME: Mr. James Richardson

UNIT OVERVIEW

It can be argued that economics is the language of the modern world: since capitalism and free enterprise are the main systems that allow wealth to be developed in our modern society, it is essential that students develop an understanding of business theory/practice, and how business impacts upon both their lifestyles and society at large. This unit will provide students with the opportunity to develop a basic knowledge of fundamental economic concepts and will also help them to understand the basics of business theory and how government policies can impact upon businesses. Students will be encouraged to consider the relationships/interconnections between business and society, and business and the community. Essentially, the unit will allow students to develop a fundamental understanding of business/economic theory, Australia's market society, and the government's role in managing the business environment. Completion of this unit will help to prepare students for the world of work in the 21st century and will act as a good introduction for business based subjects in the SACE.

STRANDS

- Place, space and environment
- Societies and cultures
- Social systems

ESSENTIAL LEARNINGS

Futures	√	Identity
Interdependence	√	Thinking
Communication	√	Literacy

SKILLS/METHODOLOGIES

- Students will develop a basic understanding of the economic problem and other fundamental economic theories
- Students will develop an elementary understanding of business theory and management
- Students will be able to conceptualise the importance and value of money
- Students will be able to identify the basic role of the government in the economy and its use of policies to influence businesses and consumers
- Students will be able to conceptualise how globalisation impacts upon Australia's economy and local Australian businesses
- Teacher will guide students through these concepts/issues by using didactic instruction and textbook resources
- Learning techniques such as class brainstorming, mind maps, discovery learning (independent research), class discussions/debates and group work will also be used.

TEACHING and LEARNING ACTIVITIES	T/ Line	RESOURCES	ASS ACTIVITIES (F=formative S=summative)	OUTCOMES
<ul style="list-style-type: none"> Teacher to engage students in class discussion: what is an economy? What is the economic problem? How does business impact upon our lives? Why is business important? Students to design a title page for this topic in their workbooks. Students to copy down basic introductory notes on economic theory – teacher to put up notes on whiteboard and guide students through the concepts. Complete the assessment activities from Jacaranda SOSE 3, pp. 242 – 243 Design an information brochure for primary school students (Years 6 – 7) explaining what are needs and wants. <p><i>For each of the following learning activities, the teacher will engage students in class discussion as well as providing didactic guided instruction. Each activity will encourage students to engage in group work, brain storming and independent research:</i></p> <ul style="list-style-type: none"> Complete the assessment activities from Jacaranda SOSE 3, p. 245 <ul style="list-style-type: none"> Complete the assessment activities from Jacaranda SOSE 3, p. 247 	<p>Weeks 1 and 2</p> <p>3</p> <p>4</p>	<p>Student workbooks and stationery, teacher notes, Jacaranda SOSE Alive 3 textbook</p> <p>For the rest of this unit: Student workbooks and stationery, Jacaranda SOSE Alive 3 textbook, and access to computers/internet /library in order to do research.</p>	<p>F – class discussion/brainstorming/note taking/reading and writing down teacher notes S – Title page</p> <p>F - class discussion/brainstorming/note taking/reading pp. 242-243 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 243</i> S – Information brochure</p> <p>F - class discussion/brainstorming/note taking/reading pp. 244-245 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 245</i></p> <p>F - class discussion/brainstorming/note taking/reading pp. 246-247 from <i>Jacaranda SOSE Alive 3</i> S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 247</i></p>	<ul style="list-style-type: none"> Describe the economic problem and explain how land, labour, capital and management are used to create goods and services to satisfy needs and wants. Define the terms ‘needs’ and ‘wants’ to show that I clearly understand the difference between them. Use real life examples to illustrate the differences between needs and wants. Provide examples of jobs for each of the different types of industries. Think about how much the jobs people do have changed over time. Read and interpret data that are presented in the form of a table. Understand what production means and how it is related to our needs and wants. Understand the difference between a business and a non – profit organisation. Describe the different ways in which businesses can be owned

<ul style="list-style-type: none"> • Complete the assessment activities from Jacaranda SOSE 3, p. 249 • Complete a 400 word research assignment on a non – profit organisation. 	5		<p>F - class discussion/brainstorming/note taking/reading pp. 248-249 from <i>Jacaranda SOSE Alive 3</i></p> <p>S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 249</i></p> <p>S – 400 word research report on non-profit organization</p>	<ul style="list-style-type: none"> • Describe the nature of the marketplace and explain what purposes it serves. • Conduct research to find out about some early forms of money. • Understand the differences between surplus, balanced and deficit budgets.
<ul style="list-style-type: none"> • Complete the assessment activities from Jacaranda SOSE 3, p. 251 	6		<p>F - class discussion/brainstorming/note taking/reading pp. 250-251 from <i>Jacaranda SOSE Alive 3</i></p> <p>S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. -251</i></p>	<ul style="list-style-type: none"> • Understand the impact that interest rate rises have on different sectors of the community. •Use examples to explain the difference between exports and imports.
<ul style="list-style-type: none"> • Complete the assessment activities from Jacaranda SOSE 3, p. 253 	7		<p>F - class discussion/brainstorming/note taking/reading pp. 252-253 from <i>Jacaranda SOSE Alive 3</i></p> <p>S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 253</i></p>	<ul style="list-style-type: none"> • Draw conclusions about Australia’s exports by interpreting graphs. • Develop a television advertisement for an Australian export product.
<ul style="list-style-type: none"> • Complete the assessment activities from Jacaranda SOSE 3, p. 255 • Group activity: Design an advertisement to encourage an overseas market to buy an Australian product. 	8 and 9		<p>F - class discussion/brainstorming/note taking/reading pp. 254-255 from <i>Jacaranda SOSE Alive 3</i></p> <p>S - Complete the assessment activities from <i>Jacaranda SOSE Alive 3, p. 255</i></p> <p>F – Preparation for whole of topic test</p>	<ul style="list-style-type: none"> • Understand what globalisation and free trade mean. • Appreciate that globalisation has economic benefits and disadvantages for all Australians. <p>SACSA 5.4, 5.7, 5.10, 5.11, 5.12</p>

<ul style="list-style-type: none">• Test on whole of topic	10		F – Preparation for whole of topic test S – Test on whole of topic	
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