



Humanities Department

Year 10 Economics

Unit Plan

| | |
|--|--|
| Unit: Introduction to Economics | Duration: Term 2 / 10 Weeks |
| Unit Outline | <p>Australian Curriculum Year Level Description: https://www.qcaa.qld.edu.au/p-10/aciq</p> <p>The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p> <p>The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.</p> <p>Key inquiry questions</p> <p>A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none">How is the performance of an economy measured?Why do variations in economic performance in different economies exist?What strategies do governments use to manage economic performance?How do governments, businesses and individuals respond to changing economic conditions? <p>https://www.qcaa.qld.edu.au/p-10/aciq</p> |
| | <p>This unit:</p> <p>The focus of the unit is to investigate a current event within the community. Students will conduct a Cost Benefit Analysis. Students will analyse the short and long term impact of government decisions and how they impact on the standard of living and economic growth.</p> |

THE ACHIEVEMENT STANDARD – highlight skills<https://www.qcaa.qld.edu.au/p-10/aciq>

By the end of Year 10, students **explain** why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They **analyse** factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They **explain** how businesses respond to **changing economic conditions** and improve productivity. Students **evaluate** the effect of organisational and workforce management on business performance.

When researching, students develop questions and formulate hypotheses to frame an investigation of an **economic** or business issue or **event**. They **gather** and **analyse** **reliable data and information** from different sources to **identify** trends, **explain** relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They **use cost-benefit analysis** and appropriate criteria to **propose and justify** a course of action. They **apply economics** and business **knowledge, skills** and **concepts** to familiar, unfamiliar and complex hypothetical problems. Students **develop** and present evidence-based **conclusions** and reasoned arguments incorporating different points of view. They use appropriate texts, subject-specific language, conventions and concepts. They **analyse** the intended and unintended effects of **economic** and business **decisions** and the potential consequences of **alternative actions**.

— ☐ GENERAL CAPABILITIES AND CROSS CURRICULUM PRIORITIES

VOCABULARY

(ESSENTIAL VOCABULARY STUDENTS MUST DEVELOP WITHIN THIS UNIT. IDENTIFY WHAT LEVEL OF VOCABULARY INSTRUCTION IS REQUIRED – 1: SIMPLE INSTRUCTION, 2: VOCABULARY MAPS, 3: FRAYER MODEL)

| LEVEL 1 | LEVEL 2 | LEVEL 3 | Levels of Vocab Instruction |
|---|---|---|--|
| Economics Consumers Business Income Wealth Government Employment Budget Tax Interest Rates | Economy Economic growth Resources Objectives Surplus Deficit Stabilise Trend Living standards Welfare Inflation (Price Stability) | Circular Flow Model Productivity Cost benefit analysis Macro and Microeconomics Gross Domestic Product The Business Cycle Regimen Sustainability Human Development Index Economic performance Henderson Poverty Line Current Account Deficit | <p><u>Level 1 – Simple concepts</u></p> <ul style="list-style-type: none"> • Mix ‘n ‘Match • Flash Cards • Quizlet etc • Word wall <p><u>Level 2 – Complex concepts</u></p> <ul style="list-style-type: none"> • Vocabulary Maps <p><u>Level 3 – Highly abstract concepts</u></p> <ul style="list-style-type: none"> • Frayer Model |

ASSESSMENT ITEMS

Due Date

SUMMATIVE

FORMATIVE

Draft:

Final:

Assessment Task 2: RA – Analytical Exposition

OPTIONS – Can change yearly.

1- Students investigate an economic factor and write an analytical essay focussing on this factor and its impact on Australia’s standard of living.

OR

2- Research and investigate a current event (Olympic Games). Students complete a Cost Benefit Analysis to determine whether the benefits of hosting the event outweigh the costs. Students will then write an analytical essay, arguing whether a nation or state should host event/s. Focus will be on economic growth and standard of living.

(THESE ARE WAYS IN WHICH YOU WILL GATHER EVIDENCE OF STUDENT LEARNING / SKILL DEVELOPMENT THROUGHOUT THE UNIT OF WORK. HIGHLIGHT AS APPROPRIATE)

TOOLS – these are what you might use:

TECHNIQUES – this is how you might use the tools:

RUNNING RECORDS
CRITERIA FOR SUCCESS
RESEARCH PROJECTS
ANNOTATED WORK SAMPLES
WRITTEN TESTS
MULTIPLE CHOICE TESTS
EXTENDED RESPONSE
GROUPS DISCUSSION
ORAL PRESENTATION
WRITTEN TASKS
PORTFOLIO

TEACHER OBSERVATION
PEER FEEDBACK
STUDENT SELF-ASSESSMENT
FOCUSED ANALYSIS
STUDENT/TEACHER CONSULTATION



| | | | | | | | |
|---|---|---|--|--------------------|-------------------------|--|--|
| Student Name: | | Teacher: | | RESULTS | | | |
| Class: | | Draft Date: | | D1 | | | |
| Due Date: | | Due Date: | | D2 | | | |
| CONTEXT | In order to promote economic growth and continue to improve a nation's standard of living, the government encourages investment. This investment can be encouraged by hosting events. These events, if successful, can stimulate economic growth and improve the standard of living via various economic, social and cultural factors. | | | | D3 | | |
| | Task: Investigative Research Assignment Text Type: Analytical Essay | | | | D4 | | |
| <ul style="list-style-type: none"> Research and investigate the 2018 Gold Coast Commonwealth Games. Complete a Cost Benefit Analysis to determine whether the benefits of hosting the event outweigh the costs. Write an analytical essay, arguing whether a nation or state should host event/s. Your research will be able to justify your analysis. Use correct essay structure and referencing techniques. | | | | | | | |
| Guidelines for completing this task are provided on the following page/s. | | | | | | | |
| CCEs | <ul style="list-style-type: none"> Identify Investigate Evaluate Explain Justify Government objectives Economic growth Price stability Standard of living Efficient allocation of resources Cost benefit analysis Circular flow of income | | | | 2019 Year 10 Economics. | | |
| VOCAB | <ul style="list-style-type: none"> Economic growth Price stability Standard of living Efficient allocation of resources Cost benefit analysis Circular flow of income | | | | | | |
| Conditions | | | | | | | |
| Audience: | | Gold Coast Local Council | | | | | |
| Class working time: | | 4 weeks | | | | | |
| Length: | | 400-500 words | | | | | |
| Final Submission Requirements: | | Research notes, journal and draft are to be submitted with final task | | | | | |
| Materials allowed: | | Students will have limited access to library, newspapers and internet sites | | | | | |
| Other: | | Students will need to save work in 3 places. | | | | | |
| Student Acknowledgement: | | | | Student Signature: | | | |
| I acknowledge that this is my original work. If I have used research material, it has been correctly referenced. I give my fellow students permission to use and reproduce my work for publication and presentation purposes. School policy regarding plagiarism and assessment is located in the student diary. | | | | Date: | | | |

ASSESSMENT AUDIT – KNOWLEDGE (CONTENT) AND UNDERSTANDING:

(THIS IS THE CURRICULUM KNOWLEDGE OR CONTENT SPECIFIC TO THE ASSESSMENT TASK/S – THESE CAN BE USED TO WRITE THE LEARNING INTENTIONS – KNOWLEDGE AND UNDERSTANDING)

Government objectives

Economic growth

Price stability

Standard of living

Circular flow of income

Cost benefit analysis

Opportunity cost

Economic factors

Cultural factors

Social factors

Environmental factors

Short and long term impacts

SKILLS (CCES) BEING ASSESSED:

(THESE ARE THE SKILLS THAT THE ASSESSMENT IS TESTING. THESE CAN BE USED TO WRITE THE LEARNING INTENTIONS – SKILLS)

https://www.qcaa.qld.edu.au/downloads/senior/qcs_cce_descriptors.pdf

Those CCEs highlighted are the main ones being assessed

1. Recognising letters, words and other symbols
2. Finding material in an indexed collection:
3. Recalling/remembering:
4. Interpreting the meaning of words or other symbols
5. Interpreting the meaning of pictures/illustrations
6. Interpreting the meaning of tables or diagrams or maps or graphs
7. Translating from one form to another:
 - ☐ verbal information (in English)
 - ☐ graphs
 - ☐ mathematical material given in words
 - ☐ pictures
 - ☐ diagrams
9. Using correct spelling, punctuation, grammar
10. Using vocabulary appropriate to a context
11. Summarising/condensing written text:
12. Compiling lists/statistics:
13. Recording/noting data:
14. Compiling results in a tabular form:
15. Graphing:
16. Calculating with or without calculators
20. Setting out/presenting/arranging/displaying
21. Structuring/organising extended written text
26. Explaining to others:
27. Expounding a viewpoint:

28. Empathising:

29. Comparing, contrasting:

30. Classifying:

31. Interrelating ideas/themes/issues

32. Reaching a conclusion which is necessarily true provided a given set of assumptions is true:

Deducing

33. Reaching a conclusion which is consistent with a given set of assumptions:

Inferring

35. Extrapolating:

Logically extending trends or tendencies beyond the information/data given

38. Generalising from information:

41. Hypothesising:

42. Criticising:

43. Analysing:

44. Synthesising:

45. Judging/evaluating:

46. Creating/composing/devising

48. Justifying:

49. Perceiving patterns:

Recognising and identifying designs, trends and meaningful relationships within text.

52. Searching and locating items/information:



HUMANITIES Department

Year 10 Economics and Business Lesson Overview

This Ferny Grove State High School Unit is based on

Unit ? Economics and Business

Duration: 10 Week Term 2

Teaching and Learning Sequence and Related Resources

| Week 1 – Revisit Economic Objectives | | |
|--|--|--|
| Lesson 1 | Lesson 2 | Lesson 3 |
| <p>Title: Contemporary micro-economic issues Learning Intentions KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • CBA • Principles of CBA • Who uses CBA's? • Various levels of analysis (What are they?) • How to conduct a cost-benefit analysis? • Taking account of time a.k.a. Discounting • Limitations • Sunk Costs • Ethics • Goal of maximising profit • <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • Identify costs • Identify benefits • Identify direct and indirect effects <p>Text References: Additional Resources: <i>See introductory lesson for CBA on G drive</i> Supporting learning resources:</p> | <p>Title: What is a CBA? Learning Intentions KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • A Cost Benefit Analysis <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • Deconstruct the elements of a CBA • Identify the costs of the alternatives of a decision. • Identify the benefits of the alternatives of a decision. • Analyse the costs and benefits of a decision. • Suggest a choice, based on cost-benefit analysis. • Writing of a Cost and benefit analysis <p>Text References: <i>See "First CBA lesson" on G drive</i> Additional Resources: <i>Handouts 1 – 6 to students</i> Supporting learning resources: <i>Handouts</i></p> <ol style="list-style-type: none"> 1. Distribute copies of Handout/Visual 1: Two hours of My Time 2. Review again the definitions of costs and benefits. Ask the students to suggest their rationales for their recommendations for Kimberly. For which alternative did the benefits exceed the costs? 3. Explain that now they will look at a slightly more complicated cost-benefit decision. Distribute copies of Handout 2: Stadiums: Benefits, Costs and the "It" Factor. | <p>Title: What is a CBA? (CONT) Learning Intentions KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> • A Cost Benefit Analysis <p>SKILL – students will learn to:</p> <ul style="list-style-type: none"> • Deconstruct the elements of a CBA • Identify the costs of the alternatives of a decision. • Identify the benefits of the alternatives of a decision. • Analyse the costs and benefits of a decision. • Suggest a choice, based on cost-benefit analysis. <p>Text References: <i>See "First CBA lesson" on G drive</i> Additional Resources: <i>Handouts 1 – 6 to students</i> Supporting learning resources: <i>Handouts</i></p> <ol style="list-style-type: none"> 1. Distribute copies of Handout/Visual 1: Two hours of My Time 2. Review again the definitions of costs and benefits. Ask the students to suggest their rationales for their recommendations for Kimberly. For which alternative did the benefits exceed the costs? 3. Explain that now they will look at a slightly more complicated cost-benefit decision. Distribute copies of Handout 2: Stadiums: Benefits, Costs and the "It" Factor. 4. Referring to Dr. Heath's article, ask the students to identify the two issues related to Paul Brown Stadium and Great American Ballpark. |

| | | |
|--|--|---|
| <p><i>Read this story about a couple who actually use costs-benefit analysis to make everyday decisions.</i> http://www.theaustralian.com.au/news/world/love-between-the-cost-benefit-spreadsheets/story-fnb64oi6-1226308455154 <i>Costs-benefit analysis activity on Three Gorges Dam in China</i> http://www.econedlink.org/lessons/index.php?id=347&type=educator</p> <p><i>Interactive excel tool</i> http://www.cbabuilder.co.uk/</p> <p>ASOT:</p> | <p>4. Referring to Dr. Heath’s article, ask the students to identify the two issues related to Paul Brown Stadium and Great American Ballpark.</p> <p>5. Explain to the students that the Bengals request is required as part of their contract with the county and that the Red’s request is to speed-up the timeline for currently planned improvements.</p> <p>6. Ask about the other benefits of having professional sports teams playing in updated stadiums. This is what Dr. Heath calls “It.” Ask: What is “It”?</p> <p>Lesson Conclusion</p> <p>To conclude, ask some of these questions:</p> <p>Will a better image for the city as a result of better stadiums draw more visitors?</p> <p>Will a better image for the city help Cincinnati companies recruit employees?</p> <p>Do people who do not even attend games benefit from the stadiums?</p> <p>How will it affect the city if either the Reds or Bengals move to another city?</p> <p>Will graduates of UC or Xavier leave or stay because of the city’s image?</p> <p>Should public investment spending benefit privately-owned businesses?</p> <p>If we spend \$15 million upgrading the stadiums, what do we give up?</p> <p>Finally, ask again: What is “It” worth?</p> <p>Key Vocabulary Terms</p> <p>Benefit: Monetary or non-monetary gain received because of an action taken or a decision made.</p> <p>Cost: An amount that must be paid or spent to buy or obtain something. The effort, loss or sacrifice necessary to achieve or obtain something.</p> <p>Cost-Benefit Analysis: A process of examining the advantages (benefits) and disadvantages (costs) of each available alternative in arriving at a decision.</p> <p>Opportunity Cost: The second-best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another.</p> <p><u>Task: Students to write a CBA Essay about the two scenarios : Stadium upgrade or scoreboard upgrade (Two lessons)</u></p> | <p>5. Explain to the students that the Bengals request is required as part of their contract with the county and that the Red’s request is to speed-up the timeline for currently planned improvements.</p> <p>6. Ask about the other benefits of having professional sports teams playing in updated stadiums. This is what Dr. Heath calls “It.” Ask: What is “It”?</p> <p>Lesson Conclusion</p> <p>To conclude, ask some of these questions:</p> <p>Will a better image for the city as a result of better stadiums draw more visitors?</p> <p>Will a better image for the city help Cincinnati companies recruit employees?</p> <p>Do people who do not even attend games benefit from the stadiums?</p> <p>How will it affect the city if either the Reds or Bengals move to another city?</p> <p>Will graduates of UC or Xavier leave or stay because of the city’s image?</p> <p>Should public investment spending benefit privately-owned businesses?</p> <p>If we spend \$15 million upgrading the stadiums, what do we give up?</p> <p>Finally, ask again: What is “It” worth?</p> <p>Key Vocabulary Terms</p> <p>Benefit: Monetary or non-monetary gain received because of an action taken or a decision made.</p> <p>Cost: An amount that must be paid or spent to buy or obtain something. The effort, loss or sacrifice necessary to achieve or obtain something.</p> <p>Cost-Benefit Analysis: A process of examining the advantages (benefits) and disadvantages (costs) of each available alternative in arriving at a decision.</p> <p>Opportunity Cost: The second-best alternative (or the value of that alternative) that must be given up when scarce resources are used for one purpose instead of another.</p> <p><u>Task: Students to write a CBA Essay about the two scenarios : Stadium upgrade or scoreboard upgrade</u></p> |
|--|--|---|

| Week 2 – What is a Cost Benefit Analysis (CBA)? | | |
|--|--|---|
| Lesson 1 | Lesson 2 | Lesson 3 |
| <p>Title: Applying a CBA to an event</p> <p>Learning Intentions</p> <p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> Do a Cost and Benefit analysis | <p>Title: Cost/Benefit Analysis</p> <p>A Methodology for Sound Decision Making</p> <p>Learning Intentions</p> <p>KNOWLEDGE – students will learn about:</p> | <p>Title: Applying a CBA</p> <p>Learning Intentions</p> <p>KNOWLEDGE – students will learn about:</p> <ul style="list-style-type: none"> The cost and benefit of student’s chosen events <p>SKILL – students will learn to:</p> |

SKILL – students will learn to:

- The student will participate in a prepared simulation focusing on Costs/Benefit Analysis
- The students will review the economic concepts: Cost/Benefit Analysis, Choice, Consequences, Unintended Consequences
- Each student should complete the assessment.
- Read the Scenario.
- List your costs and benefits of making such a decision in the chart provided.
- Analyse the costs and benefits.
- Decide whether to travel to your cousin's house or stay home this summer.
- List your decision and tell why you made that decision in the space provided at the bottom.

Text References:

Additional Resources: [See second lesson on CBA on G drive](#)

Supporting learning resources: See lesson Procedures in document on G drive (Second lesson on CBA)

Economic Terms:

Cost/Benefit Analysis - A process of examining the advantages (benefits) and disadvantages (costs) of each available alternative in arriving at a decision.

Choice - Decision made or course of action taken after examining the benefits and costs of the decision. The decision has greater benefits than costs.

Consequences - A result or effect of an action or decision; may be positive or negative.

Unintended Consequence - The unexpected and unplanned results of a decision or action.

- Business decision making

SKILL – students will learn to:

- Analyse scenarios and consider pros and cons to come up with a decision.
- Cost/Benefit Analysis (CBA) - a comparative analysis of estimates of the costs and the benefits of undertaking a particular action in order to determine if taking the action is worthwhile.
- The procedure to complete an effective Cost/Benefit Analysis is a four-step process:
 1. Try to determine all of the costs associated with taking a particular action. Try to determine all of the benefits associated with taking that action.
 2. Try to estimate the monetary value of each cost and total them.
 3. Try to estimate the monetary value of each benefit and total them.
 4. Finally, compare the total costs versus the total benefits to determine if the action is worth taking.

Text References: [Third lesson on CBA on G drive \(PDF Document\)](#)

Students will read different scenarios where they will

Additional Resources:

Supporting learning resources:

DOL HOM:

- Explain the background to chosen event.
- Present information
- Analyse the advantages and disadvantages
- Explain the impact on economic growth and standard of living due to this event occurring.

Text References: [\(E Book – Chapt 1-3\), for content reference if required.](#)

Additional Resources: [Internet resources](#)

Supporting learning resources: [Any relevant news items, websites etc.](#)

DOL HOM:

Week 3 – Investigate a current event using CBA cont.

Title: Investigate the advantages and disadvantages of a city holding an event. (Analysis of the 2018 Olympic Games).
Learning Intentions
KNOWLEDGE – students will learn about:

- The 2018 Olympic Games and why did we hold them.

SKILL – students will learn to:

- Collaboratively work together to source information from newspapers and websites on the advantages and disadvantages of the GC hosting the Olympic Games.
- Categorise information into advantages and disadvantages
- Analyse links between the standard of living and economic growth.

Text References: **Fourth Lesson Pros and Cons of the Olympics (G drive) or**
<https://www.aperianglobal.com/social-cultural-impacts-hosting-olympic-games/>
Additional Resources: *Newspapers collected during the duration of the event. Govt websites, various documentaries*
Supporting learning resources:
<https://www.aperianglobal.com/social-cultural-impacts-hosting-olympic-games/>
DOL HOM:

Title: Handout Assignment
Learning Intentions
KNOWLEDGE – students will learn about:

- Assignment topic and how to use research journal

SKILL – students will learn to:

- Analyse and discuss task sheet
- Analyse and discuss Research Guide
- Analyse information based on previous event.
- Devise Research Focus Questions

Text References:
Additional Resources: H/O – Advantages of hosting an economic event
Supporting learning resources:
DOL HOM:

Title: CBA – Olympic Games
Learning Intentions
KNOWLEDGE – students will learn about:

- Guidelines for assignment
- How to construct inquiry questions

SKILL – students will learn to:

- Analyse other events around the world that have been successful.
- Develop inquiry questions
- Research information

Text References:
Additional Resources: Task sheet, journal, sources
Supporting learning resources: Evidence on T Drive.

Week 4 – Investigate the advantages and disadvantage of chosen event eg 2018 Olympic Games and H/O Assignment

Title: CBA – Olympic Games
Learning Intentions
KNOWLEDGE – students will learn about:

- Referencing and correct note taking

SKILL – students will learn to:

- Reference – in text and compose a bibliography
- Organise notes correctly
- Research

Text References:
Additional Resources: Task sheet, journal, sources
Supporting learning resources: T Drive, student diary, p 8&9
DOL HOM:

Title: CBA – Olympic Games
Learning Intentions
KNOWLEDGE – students will learn about:

- Referencing and correct note taking

SKILL – students will learn to:

- Reference – in text and compose a bibliography
- Organise notes correctly
- Research

Text References:
Additional Resources: Task sheet, journal, sources
Supporting learning resources: T Drive, student diary, p 8&9
DOL HOM:

Title: CBA – Olympic Games
Learning Intentions
KNOWLEDGE – students will learn about:

- How to compose an analytical essay

SKILL – students will learn to:

- Plan work accordingly
- Construct an analytical essay

Text References:
Additional Resources: *Task sheet, journal.*
Supporting learning resources: *T Drive sources, Writing techniques booklet*
DOL HOM:

Week 5 – Research Assignment

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Advantages and disadvantages of hosting an event.

SKILL – students will learn to:

- Research
- Note take and start to write their essay

Text References:
Additional Resources: *Task sheet, journal*
Supporting learning resources: *T Drive, sources, writing techniques booklet*

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Advantages and disadvantages of hosting an event.

SKILL – students will learn to:

- Research
- Note take and start to write their essay

Text References:
Additional Resources: *Task sheet, journal*
Supporting learning resources: *T Drive, sources, writing techniques booklet*

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Advantages and disadvantages of hosting an event.

SKILL – students will learn to:

- Research
- Note take and start to write their essay

Text References:
Additional Resources: *Task sheet, journal*
Supporting learning resources: *T Drive, sources, writing techniques booklet*

DOL HOM:

Week 6 – Research

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Advantages and disadvantages of hosting an event.

SKILL – students will learn to:

- Research
- Note take and start to write their essay

Text References:
Additional Resources: *Task sheet, journal*
Supporting learning resources: *T Drive, sources, writing techniques booklet*

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Advantages and disadvantages of hosting an event.

SKILL – students will learn to:

- Research
- Note take and start to write their essay

Text References:
Additional Resources: *Task sheet, journal*
Supporting learning resources: *T Drive, sources, writing techniques booklet*

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Advantages and disadvantages of hosting an event.

SKILL – students will learn to:

- Research
- Note take and start to write their essay

Text References:
Additional Resources: *Task sheet, journal*
Supporting learning resources: *T Drive, sources, writing techniques booklet*

DOL HOM:

Week 7 – Research + Draft

Title: CBA - Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Drafting and editing work
- Recap criteria

SKILL – students will learn to:

- Analyse criteria sheet and use as a checklist.
- Edit work accordingly

Text References:
Additional Resources: *Task sheet, Journal,*
Supporting learning resources: *T Drive sources, Writing techniques booklet*

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Cont to draft and editing work

SKILL – students will learn to:

- Write and draft work with teacher and individually

Text References:
Additional Resources: *Task sheet, journal*
Supporting learning resources: *T Drive sources, Writing techniques booklet*

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Cont to draft and edit work

SKILL – students will learn to:

- Write and draft work
- Cross reference bibliography etc

Text References:
Additional Resources: As above
Supporting learning resources:

DOL HOM:

Week 8 Research + Draft

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Cont to draft and edit work

SKILL – students will learn to:

- Write and draft work with teacher and individually

Text References:
Additional Resources:
Supporting learning resources: As above

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Cont to draft and edit work

SKILL – students will learn to:

- Write and draft work
- Cross reference bibliography etc

Text References:
Additional Resources: As above
Supporting learning resources:

DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:

- Cont to draft and edit work

SKILL – students will learn to:

- Write and draft work
- Cross reference bibliography etc

Text References:
Additional Resources: As above
Supporting learning resources:

DOL HOM:

Week 9 Research + DUE DATE

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:
 • Editing final check list
SKILL – students will learn to:
 •
Text References: Review –
Additional Resources: As above
Supporting learning resources:

 DOL HOM:

Title: CBA – Olympic Games
 Learning Intentions
KNOWLEDGE – students will learn about:
 • Editing final check list
SKILL – students will learn to:
 •
Text References: Review –
Additional Resources: As above
Supporting learning resources:

 DOL HOM:

Title: CBA – Olympic Games – ASSIGNMENT DUE
 Learning Intentions
KNOWLEDGE – students will learn about:
 • How to give and receive feedback
SKILL – students will learn to:
 • Analyse assignment process
 • Analyse the positive and negatives
 • Discuss areas of improvement etc
Text References: Refer to previous lesson
Additional Resources:
Supporting learning resources:

 DOL HOM:

Week 10 – CLOSE ACTIVITY + Introduction to History

Title: How do economic indicators impact on businesses?
 Learning Intentions
KNOWLEDGE – students will learn about:
 • How do businesses respond to different economic circumstances?
SKILL – students will learn to:
 • Analyse ‘Undercover Bosses’
 • Identify problems that businesses face.
 • Explain how various economic factors impact on businesses (Eg – interest rates, inflation, tax rates etc)

Text References: All relevant Chapters
Additional Resources: ‘Undercover Bosses’
Supporting learning resources:

 DOL HOM:

Title: Cont on from previous lesson
 Learning Intentions
KNOWLEDGE – students will learn about:
 • How do businesses respond to different economic circumstances?
SKILL – students will learn to:
 • Analyse and discuss questions from previous lesson.

Text References: All relevant chapters
Additional Resources: ‘Undercover Bosses’
Supporting learning resources:

 DOL HOM:

Title:
 Learning Intentions

KNOWLEDGE – students will learn about:
 •
SKILL – students will learn to:
 •

Text References:
Additional Resources:
Supporting learning resources:

 DOL HOM: