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<td>Develop knowledge and understanding about ancient societies.</td>
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<td></td>
<td>Understand how ancient societies have provided foundations for modern society.</td>
<td>2, 3, 4, 5</td>
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<td></td>
<td>Develop an enhanced understanding of historical concepts such as time, and cause and effect.</td>
<td>1, 2, 3, 4, 5</td>
</tr>
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<td></td>
<td>Learning focus</td>
<td>Develop knowledge and understanding about ancient societies and how they have provided legacies and foundations for modern society.</td>
<td>2, 3, 4, 5</td>
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<tr>
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<td></td>
<td>Explore key concepts of ancient societies (e.g. democracy, governance, the rule of law, justice, religion, liberty, authority, leadership and culture).</td>
<td>2, 3, 4, 5</td>
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<td></td>
<td></td>
<td>Investigate daily life, the role and work of various groups, the division of labour between men and women, education, rituals and family.</td>
<td>2, 3, 4, 5</td>
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<td></td>
<td>Explore the values and beliefs of societies through their religions, myths and legends, and their social and political structures.</td>
<td>2, 3, 4, 5</td>
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<td>Examine how culture was expressed through art, music, literature, drama, festivals and education.</td>
<td>2, 3, 4, 5</td>
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<td></td>
<td>Learn about key events and individuals, and the influence of trade and contact with other cultures.</td>
<td>2, 3, 4, 5</td>
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<td></td>
<td>Historical reasoning and interpretation</td>
<td>Frame key research questions, plan investigations and report on findings.</td>
<td>1, 2, 3, 4, 5</td>
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<td></td>
<td></td>
<td>Use a range of primary and secondary sources (including visual sources) in investigations.</td>
<td>1, 2, 3, 4, 5</td>
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<td></td>
<td>Identify content, origin, purpose and context of historical sources.</td>
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<td></td>
<td>Evaluate historical sources for meaning, point of view, values and attitudes.</td>
<td>1, 2, 3, 4, 5</td>
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<td>Identify some of the strengths and limitations of historical documents.</td>
<td>1, 2, 3, 4, 5</td>
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<td>Use relevant historical conventions to document sources.</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
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<td></td>
<td>Use relevant historical evidence, concepts and conventions to present a point of view.</td>
<td>1, 2, 3, 4, 5</td>
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<td></td>
<td>Use a variety of forms to present own understanding.</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
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<td></td>
<td>Use historical concepts such as time, evidence, and change and continuity.</td>
<td>1, 2, 3, 4, 5</td>
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<td>Geographical knowledge and understanding</td>
<td>Demonstrate knowledge and understanding of characteristics of regions of Australia and those surrounding it including the Asia-Pacific.</td>
<td>6, 7, 8, 9, 10</td>
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<td>Explain, with examples, how physical and human interactions create variations within regions.</td>
<td>7, 8, 9, 10</td>
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<td>Use evidence and appropriate geographical language to explain contrasts within smaller regions, including Australia.</td>
<td>6, 7, 8, 9, 10</td>
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<td>Describe differences in culture, living conditions, outlook and attitudes to environmental issues in these regions.</td>
<td>7, 8, 9, 10</td>
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<td>Demonstrate an understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.</td>
<td>6, 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td>Learning focus</td>
<td>Use a variety of geographic tools and skills, and an inquiry-based approach, to investigate regions of Australia and those surrounding it including the Asia-Pacific.</td>
<td>6, 7, 8, 9, 10</td>
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<tr>
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<td>Explore how human and physical environments interact over time to change characteristics of regions.</td>
<td>7, 8, 9, 10</td>
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<td></td>
<td>Extend knowledge and understanding of physical phenomena (including natural hazards) and of the physical processes that produce them.</td>
<td>7, 8, 9</td>
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<td></td>
<td>Investigate tectonic plate movements and their consequences.</td>
<td>7, 8, 9</td>
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<td></td>
<td>Identify distribution patterns.</td>
<td>6, 7, 8, 9, 10</td>
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<td></td>
<td></td>
<td>Identify major physical features and their interrelationship with human activities (e.g. settlement).</td>
<td>6, 7, 8, 9, 10</td>
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<tr>
<td></td>
<td></td>
<td>Explore contrasts within Australia and surrounding regions through a study of smaller regions.</td>
<td>6, 7, 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciate differences in culture, living conditions and outlooks of people in Australia and surrounding regions.</td>
<td>7, 8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigate environmental issues, and suggest and evaluate policies for their effective management and the sustainable use of resources.</td>
<td>8, 9, 10</td>
</tr>
</tbody>
</table>

* In the case of the Humanities sub-domains for the Discipline-based Learning strand, both the standards and essential elements of the learning focus for Level 5 are incorporated in the grid.
## STRAND: Discipline-based Learning

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of standards/learning focus*</th>
<th>Chapter number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geospatial skills</td>
<td>Standards and learning focus</td>
<td>Collect geographical information from electronic and print media.</td>
<td>6, 7, 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td>Analyse, evaluate and present geographical information, using a range of forms including satellite images and atlas maps.</td>
<td>6, 7, 8, 9, 10</td>
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<tr>
<td></td>
<td>Construct overlay theme maps using map conventions of scale, legend, title and north point.</td>
<td>8</td>
<td></td>
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<tr>
<td></td>
<td>Identify and gather geographical information from fieldwork, and organise, process and communicate it using a range of forms.</td>
<td>6, 10</td>
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<td></td>
<td>Recognise that parts of the Earth’s surface can be represented in various ways, at different scales, and from different perspectives.</td>
<td>6, 7, 8, 9, 10</td>
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</tr>
<tr>
<td></td>
<td>Apply knowledge and understanding of scale, grid references, legend and direction to use maps, photographs, satellite images and text from electronic media as sources of spatial information.</td>
<td>6, 7, 8, 9, 10</td>
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<tr>
<td></td>
<td>Use a range of techniques (e.g. sketch maps, graphs, and electronic media such as GISs and spreadsheets) to collect, process, present and analyse data.</td>
<td>6, 7, 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>Humanities – Economics</td>
<td>Standards and learning focus</td>
<td>Explain the nature of the economic problem and how economic choices involve trade-offs with immediate and future consequences.</td>
<td>11</td>
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<tr>
<td></td>
<td>Explain key factors that influence the Australian economy, including factors of production, resource use, ownership and management, and types of businesses.</td>
<td>11</td>
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<tr>
<td></td>
<td>Identify and describe ways the government influences economic activity and outcomes at the personal, local and national level.</td>
<td>11</td>
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<td></td>
<td>Make informed economic and consumer decisions, demonstrating the development of personal financial literacy.</td>
<td>11</td>
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<tr>
<td></td>
<td>Learning focus</td>
<td>Understand the concepts of scarcity, opportunity cost and resource allocation, and how these influence the Australian economy.</td>
<td>11</td>
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<tr>
<td></td>
<td>Examine the use, ownership and management of resources in personal, business and community contexts.</td>
<td>11</td>
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<tr>
<td></td>
<td>Appreciate economic choices involve trade-offs with immediate and future consequences.</td>
<td>11</td>
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<tr>
<td></td>
<td>Develop personal financial literacy skills and appreciate importance of being an informed consumer; practise making informed consumer decisions.</td>
<td>11</td>
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</tr>
<tr>
<td></td>
<td>Economic reasoning and interpretation</td>
<td>Use the inquiry process to plan economic investigations, analyse and interpret data, and form conclusions supported by evidence.</td>
<td>11</td>
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<td></td>
<td>Form and express opinions on economic issues that interest and/or impact on the individual personally, or locally and/or nationally.</td>
<td>11</td>
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</tr>
</tbody>
</table>

## STRAND: Physical, Personal and Social Learning

| CIVICS AND CITIZENSHIP | Civic knowledge and understanding | Explain the origins and features of representative government. | 12 |
| Community engagement | | Identify significant developments in governance and achievement of political rights in Australia. | 12 |
| | Explain key features of Australian governments, including levels of government, houses of parliament, political parties and citizen representation. | 12 |
| | Describe the purposes of laws and the processes of creating and changing them. | 12, 13 |
| | Identify and question the features and values of Australia’s political and legal systems. | 12, 13 |
| | Participate in school and community events, and in activities that contribute to environmental sustainability or community action. | 12 |
| | Explain different perspectives on contemporary issues and propose possible solutions to problems. | 11, 12, 13 |
| | Use democratic processes when working in groups on class and community projects. | 11, 12, 13 |
| | Present points of view on contemporary issues and events, using appropriate supporting evidence. | 11, 12, 13 |

* In the case of the Humanities sub-domains for the Discipline-based Learning strand, both the standards and essential elements of the learning focus for Level 5 are incorporated in the grid.

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The following examples highlight the structure and main features of the textbook and the additional facilities offered when using the CD-ROM.

**Chapter 2**

**ANCIENT EGYPT**

**INTRODUCTION**

People settled along the Nile River in Egypt about 5000 years ago. Their culture developed new farming and building techniques and a form of government that allowed for the management of the surrounding resources. Today people travel from all over the world to see the magnificent monuments and paintings built by the ancient Egyptians. These treasures help us to understand life in this land of the pharaohs.

**Historical reproducibility and understanding**

- Learn about change and its impact on the lives of ancient Egyptians.
- Examine examples of how life, economy, and society operated centuries ago.
- Understand how the culture of ancient Egypt is reflected in the art, architecture, and literature of the era.
- Assess the influence of ancient Egypt on the development of later eras.
- Reflect on the enduring relevance of ancient Egypt to contemporary society.

**Chapter content is linked to domain dimensions.**

The opening photograph stimulates interest and discussion.

**Glossary**

- **HIERARCHY OF GODS**
  - **OSIRIS**: God of the dead, ruler of the afterlife.
  - **isis**: Goddess of love, marriage, fertility, and motherhood.
  - **RE**: God of the sun.
  - **HATHOR**: Goddess of love, fertility, and motherhood.
  - **HOTEPSEDES**: God of truth and justice.

- **HUMANSTRUC**
  - **NOMARCH**: The highest official in a nomos or administrative region.
  - **HIEROGLYPHIC**: An ancient Egyptian script used for writing.
  - **PISTY**: A tool with a curved blade, used for cutting grass.
  - **ANKH**: A symbol of life, often depicted as ankh-shaped objects.
  - **NAGA**: A large, elongated snake-like creature associated with ancient Egyptian mythology.

- **INFLUENCES**
  - **EGYPTIAN**: Influences from Egyptian culture.
  - **GREEK**: Influences from Greek culture.
  - **ROMAN**: Influences from Roman culture.
  - **NATIVE**: Influences from Native American culture.
  - **JAPANESE**: Influences from Japanese culture.

**Historical sources are numbered by section for easy cross-referencing and the type of source is clearly identified in the caption.**

**Questions in Activities and SkillEssentials provide opportunities to use ICT.**

**Large-scale illustrations with extensive and informative labels bring to life processes and concepts.**

Key words in bold are defined in a glossary at the start of each chapter. When using the book on CD-ROM, the bold words are linked to definitions.
### 12.7 Citizenship: Rights and Responsibilities

#### Clear and student-friendly text

**Activities**

1. Understand the meaning of individual rights and responsibilities in Australia.
2. Explain why some individual rights can only be exercised in certain situations.
3. Identify the rights and responsibilities of a citizen.
4. Write a short essay on the importance of individual rights and responsibilities.

#### ICT Made Easy icons signpost opportunities to access clear and friendly instructions via Jacaranda's website.

![Weblinks to useful sites are provided and kept up to date on the Jacaranda Essentials Humanities website.](www.jacoline.com.au/ictme)

### 11.4 Scarcity

#### Why do we need an economy?

Every country has a need for an economy. Each country needs to produce goods and services that are necessary for the survival of its people.

**Activities**

1. Explain the role of the economy in a country.
2. Identify the different types of economies.
3. Create a poster on the importance of an economy.

#### ICT Made Easy icons signpost opportunities to access clear and friendly instructions via Jacaranda's website.

![Links are made in the activities to the domains of Communication, Thinking, ICT, and Design, Creativity, and Technology. Activities are structured for different learning styles and abilities and include teamwork, in-depth learning and strategies to encourage participation in community activities.](www.jacoline.com.au/ictme)
ABOUT THE CD-ROM

The entire Jacaranda Essentials Humanities 1 textbook is on the CD-ROM in PDF format. As well, the CD-ROM contains many stand-alone interactive components, which have been linked to relevant chapters. These components can be used in a variety of ways, including:
- as individual or group activities in the classroom
- as homework activities or extended assignments.

The stand-alone interactive components are:
- Geography skills learning objects, individual programs that give information (generally in animation format) on a specific geographic skill. These learning objects also include eTivities which in turn test the skill. Designed for about 5–10 minutes engagement.
- Time trap of truth, an interactive fact or fiction ‘game’ requiring recall skills, providing broad information and testing knowledge of core concepts. Designed for approximately 10–20 minutes engagement.
- wiZdom, an interactive ‘game’ for visual learners providing information and testing knowledge of core concepts within a specific topic area. Designed for approximately 30 minutes engagement.
- Investigator, a deep learning tool where investigation of the content provided culminates in writing a summary or recommendations. Designed for approximately 20–30 minutes engagement.
- Site study, an interactive deep learning activity where, on the given subject, the user must investigate the evidence, form an opinion and complete an activity based on their opinion. Designed for approximately 30–50 minutes engagement.

Multimedia activities can be accessed by clicking on the CD-ROM icon.
Links to interactive components can be found on the pages listed in the table below.

The CD-ROM also contains the following features:
- Key term links: Click on the key terms in each spread (highlighted) to view their definitions. Click on the definition box to hide it.
- Activities links: All activity panels link to Microsoft Word templates so the activities can be completed and printed. Click on the Activities heading to access these activities.
- Links to websites: All websites referred to in Activities panels are linked to the Internet.

TROUBLESHOOTING
If you have problems with the operation of the CD-ROM:
- Check that you have the right equipment (see Minimum System Requirements on the CD label).
- Either phone, fax, email or write to John Wiley & Sons Australia.

Phone: Multimedia Assistant 07 3859 9649
Fax: 07 3859 9755 (Attention: Multimedia Assistant)
email: multimedia@johnwiley.com.au

Address: Multimedia Assistant
John Wiley & Sons Australia, Ltd
PO Box 1226
MILTON QLD 4064

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<th>wiZdom</th>
<th>Investigator</th>
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