

Rules brainstorm



Rules and laws sort

Unsure	If you are over 18, vote for your representative in parliament	Demonstrate good sportsmanship when playing or observing sport
	Don't run with scissors	Be polite and kind to each other
Laws	Stop if the traffic lights are red	Students must go to school
	Wear a seatbelt	Talk quietly in the library
	Share toys with your friends and family	Wear a helmet when riding your bike
Rules	Don't steal	Don't speed
	Take turns when playing boardgames	Go to bed by 8pm



Planet lawless



Identify 3 laws: _____

Identify 3 rules: _____

Did you know?

In NSW, you can be fined up to \$2,200 if you splash mud on bus passengers when you're driving your car.



In NT, you can be fined \$200 if you are a musician or busker who 'play musical instruments so as to annoy'.

In Victoria it is illegal to do business with pirates. If you do, you could go to prison for up to 10 years!



In TAS, taking or possessing a meteorite is worth a fine of nearly \$1600.

In WA Police also have the power to stop and search a vehicle suspected of carrying more than 50kg of potatoes.



In SA you could be fined up to \$250 if you ring someone's doorbell without good reason!

In QLD, taxis must carry a bale of hay in the boot.



What is the new law?

Why did you choose it?

Why do you think it is important?

What could happen if this law is not in place?

What do you already know?

Fill in the question bubbles below with the information you already know. If you don't know the answer to the questions in the bubbles, you could ask your visitor for the answers!

Who will you be interviewing?	Why are you interviewing this person?	What is their job called?
How long have they been doing their job for?	What are their main duties?	

What 3 things would you like to know?

Write these questions in the box at the bottom of the sheet. These will be the questions you ask your visitor.

QUESTION	ANSWER
1 _____ _____ _____ _____	_____ _____ _____ _____
2 _____ _____ _____ _____	_____ _____ _____ _____
3 _____ _____ _____ _____	_____ _____ _____ _____

What is the sacred site called?

Where is it located?

How old is it?

What is it made from?

What does it look like?

Who are the traditional owners?

Why is the site sacred?

What happens here?

Other interesting facts





1. In the word cloud above, circle the areas that local government is responsible for and write them below:

2. How many local governments are there across Australia? _____

3. Why did local governments become popular in the 1970s? _____

4. Do local governments have more power than state government? Yes / No

5. Do local governments have more power than the federal government? Yes / No



Laws that affect the
whole of Australia



Laws that affect the
state or territory



Laws that affect
the local area

What is the name of this local council/shire/government? _____

Where is it? _____

How many people live in this local area? _____

What are some of the services they look after?

What are some things the local government has been working on lately?

What is something you would want to contact one of your local representatives about?

Other interesting information.

Curriculum alignment — Year 4

After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 4 Australian HASS Curriculum sub-strand: Civics and Citizenship.

Australian Curriculum 8.4

Knowledge

By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging.

Skills

Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.

Australian Curriculum 9.0

Knowledge

By the end of Year 4, students describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Skills

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

Unit assessment overview

This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment tasks are a proposal for a new law and a poster research task. These tasks align to the Year 4 Australian HASS Curriculum sub-strand: Civics and Citizenship, including the skills components. [PEO quizzes](#) could be used as further assessment items. Teachers will need to develop an appropriate marking criterion and rubric using the relevant Australian Curriculum content descriptors.

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p>Knowledge ACHASSK092</p> <p>Skills ACHASSI078 ACHASSI079 ACHASSI081</p>	<p>Knowledge AC9HS4K07</p> <p>Skills AC9HS4S05 AC9HS4S06</p>	<p>Topic 1 Rules and laws</p>	<p>Students will understand: The difference between rules and laws.</p> <p>Students will be able to: Differentiate between rules and laws.</p>
<p>Knowledge ACHASSK092</p> <p>Skills ACHASSI077 ACHASSI080 ACHASSI081 ACHASSI082</p>	<p>Knowledge AC9HS4K07</p> <p>Skills AC9HS4S04 AC9HS4S06 AC9HS4S07</p>	<p>Topic 2 Reasons for laws</p>	<p>Students will understand: The importance of rules and laws</p> <p>Students will be able to: Identify why rules and laws exist and use this knowledge to create their own rules and laws</p>

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p>Knowledge ACHASSK092 ACHASSK093</p> <p>Skills ACHASSI074 ACHASSI075 ACHASSI076 ACHASSI079 ACHASSI080 ACHASSI082</p>	<p>Knowledge AC9HS4K07 AC9HS4K09</p> <p>Skills AC9HS4S02 AC9HS4S03 AC9HS4S05 AC9HS4S07</p>	<p>Topic 3 Land and law</p>	<p>Students will understand: The importance of sacred Aboriginal and Torres Strait Islander sites and the laws and customs of Aboriginal and Torres Strait Islander peoples.</p> <p>Students will be able to: Name at least one sacred site in Australia and its importance to Aboriginal and Torres Strait Islander peoples.</p>
<p>Knowledge ACHASSK091</p> <p>Skills ACHASSI073 ACHASSI081</p>	<p>Knowledge AC9HS4K08</p> <p>Skills AC9HS4S01 AC9HS4S06</p>	<p>Topic 4 Local government</p>	<p>Students will understand: That each of the three levels of government are responsible for different areas of law making as well as the role of local council members.</p> <p>Students will be able to: Categorise different areas of law making using and describe the role of local council members.</p>