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| **Curriculum alignment —** [**Year 3**](https://peo.gov.au/teach-our-parliament/units-of-work/year-3/) |
| After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 3 Australian HASS Curricul­­um, sub-strand: Civics and Citizenship. |
| **Australian Curriculum 8.4****Knowledge**By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens.**Skills**Students pose simple questions about the society in which they live. They collect information from sources to answer these questions. They examine information to identify a point of view and draw simple conclusions. Students share their views on an issue and describe how they participate in a group. They present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms. | **Australian Curriculum 9.0****Knowledge**By the end of Year 3, students describe the importance of rules and people’s contributions to communities.**Skills**Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. They propose actions or responses. Students use ideas from sources, and 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 journal entry, an active citizenship research task and a proposal for a community project. These tasks align to the Year 3 Australian HASS Curricul­­um, sub-strand: Civics and Citizenship, including the skills components. 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** |
| **Knowledge**ACHASSK071**Skills**ACHASSI052ACHASSI057ACHASSI059ACHASSI060 | **Knowledge**AC9HS3K06**Skills**AC9HS3S01AC9HS3S06 | **Topic 1**What are rules? | **Students will understand:**What rules are and why we have them.**Students will be able to:**Define what a rule is and explain why they are important. |
| **Knowledge**ACHASSK071**Skills**ACHASSI052ACHASSI054ACHASSI058ACHASSI060ACHASSI061 | **Knowledge**AC9HS3K06**Skills**AC9HS3S01AC9HS3S03AC9HS3S05AC9HS3S06AC9HS3S07 | **Topic 2**Fair rules | **Students will understand:**The importance of developing and justifying a set of fair rules and consequences for the class.**Students will be able to:**Explain and identify important features of rules  |
| **Australian Curriculum 8.4** | **Australian Curriculum 9.0** | **Topic** | **Learning goals and success criteria** |
| **Knowledge**ACHASSK070ACHASSK071**Skills**ACHASSI056ACHASSI058ACHASSI060 | **Knowledge**AC9HS3K06**Skills**AC9HS3S04AC9HS3S05AC9HS3S06 | **Topic 3** Making decisions | **Students will understand:**The importance of making decisions democratically. **Students will be able to:**Make a decision as a class by allowing everyone to have a say and a vote. |
| **Knowledge**ACHASSK072**Skills**ACHASSI053ACHASSI052ACHASSI055ACHASSI056ACHASSI061 | **Knowledge**AC9HS3K07**Skills**AC9HS3S02AC9HS3S04AC9HS3S07 | **Topic 4** People in the community | **Students will understand:**the motivations of people who have contributed to communities.**Students will be able to:**Identify at least one individual’s contribution and why it was recognised (for example, an individual who was awarded an Order of Australia). |
| **Knowledge**ACHASSK072**Skills**ACHASSI052ACHASSI056ACHASSI059ACHASSI061 | **Knowledge**AC9HS3K07**Skills**AC9HS3S01AC9HS3S04AC9HS3S07 | **Topic 5**Improving our community | **Students will understand:**The importance and purpose of community groups. **Students will be able to:**Identify groups in the local community explore their purpose. |