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| **Year level: 3/4/5** | | **Learning Area: Humanities and Social Sciences** | | | **Civics and Citizenship** | |
| **RELEVANT STATEMENTS FROM THE YEAR 3 ACHIEVEMENT STANDARD** | | **RELEVANT STATEMENTS FROM THE YEAR 4 ACHIEVEMENT STANDARD** | | | **RELEVANT STATEMENTS FROM THE YEAR 5 ACHIEVEMENT STANDARD** | |
| **Knowledge and Understanding**  **Civics and Citizenship**  Students describe how people participate in [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community) groups, and identify the benefits to both the individual and the [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community).  **Humanities and Social Sciences Skills**  At Standard, students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action. | | **Knowledge and Understanding**  **Civics and Citizenship**  Students identify the role of [local](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/local) [government](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/government) in the [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community), and recognise that people’s [identity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/identity) can be shaped through participation in a [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community) group.  **Humanities and Social Sciences Skills**  At Standard, students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts supported by researched information, and reflect on findings to propose an action. | | | **Knowledge and Understanding**  **Civics and Citizenship**  Students describe how participation in groups can benefit the [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community).  **Humanities and Social Sciences Skills**  At Standard, students use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe [cause and effect](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/cause-and-effect). They use a variety of appropriate formats to translate collected information and draw conclusions from [evidence](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/evidence) in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate [source](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/source) materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning. | |
| **YEAR 3 CONTENT** | **←YEAR 3/4→**  **Conceptual links** | | **YEAR 4 CONTENT** | **←YEAR 4/5→**  **Conceptual links** | | **YEAR 5 CONTENT** |
| Why people participate in [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community) groups, such as a school or [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community) project, and how students can actively participate and contribute to their [local](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/local) [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community) | Participation  Diverse community groups  Contribution  Shaping identity | | People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape [identity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/identity) | Diverse community groups  Shaping identity  Aims and functions of community groups | | Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community) groups (e.g. rural fire [services](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/services), emergency [services](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/services), youth groups) |
| **🡨COMMON UNDERSTANDINGS→**  ***Some suggested common understandings that could be applied across year groups for teaching*** | | | | | | |
| * Explore key words: participate, community, community groups, contribute, identity, diversity * How can people participate and contribute to their local community? * Why do people participate in community groups? * What are some examples of diversity in our community? * How does a diverse community group help to shape an individual’s identity? * What are some aims and functions of some community groups? * How can people work together and why do they try to fulfil the aims and functions of a diverse community group? | | | | | | |

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| **SUGGESTED LEARNING EXPERIENCES**  ***Ensure meaningful learning experiences explore the above common understandings*** | | | |
| * Identify some examples of specific community groups that individuals in the community belong to and explain the aims and function of these groups * Why are community groups important to society?   **→**Link to assessment activity Year 3: ‘*Community participation*’ <https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0006/194217/HASS-C-And-C-Year-3-Sample-Assessment-Task-Community-participation.pdf>   * Explore the ‘Act, Belong, Commit’ campaign **→** *Website link:* <http://www.actbelongcommit.org.au/news/act-belong-commit.html> * Analyse how the campaign ‘Act, Belong, Commit’ contributes to participation in the community and encourages a sense of belonging in individuals in the community * Identify the ways in which local government contribute to improving the quality of life for individuals in the community | | | |
| **SUGGESTED ASSESSMENTS**  ***Consider the learning experiences and identify the point/s of assessment for each year level (against the year level Achievement Standard)***  ***The assessment should be primarily skills-based, with content embedded. The product may be the same or vary between year levels.*** | | | |
| **Year 3** | **Year 4** | | **Year 5** |
| Translate information into different formats and give explanations, e.g. poster/TV commercial/interview. Include the following;   * Different community groups that exist in the local area. * Names and descriptions of different groups * Groups’ aims and functions * Benefits of belonging to community groups (to the individual and the community) * How the ‘Act, Belong, Commit’ campaign encourages participation in the community | Translate information into different formats and give explanations, e.g. poster/mind map/pamphlet/Powerpoint. Include the following;   * The role of local government in the community * How the ‘Act, Belong, Commit’ campaign encourages participation in the community * Benefits of belonging to community groups * How individuals can connect to others who have similar backgrounds/identities by participating in a community group (diversity) | | Use a variety of appropriate formats to translate information and draw conclusions from [evidence](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/evidence) in information, e.g. advertisement/newspaper article/instructional video/infographic/Prezi. Include the following;   * Analysis of the ‘Act, Belong, Commit’ campaign * How diverse community groups help to shape an individual’s identity * The ways that people work together in community groups to achieve aims, e.g. volunteers * How community groups can help the community |
| **CONSIDERATIONS WHEN LINKING THE ENGLISH CURRICULUM**  ***What authentic connections can be made across learning areas to develop connected programs?*** | | **CONSIDERATIONS WHEN LINKING THE MATHEMATICS CURRICULUM**  ***What authentic connections can be made across learning areas to develop connected programs?*** | |
| Visual language  Texts and the contexts in which they are used  Purpose and audience  *Vocabulary*  *Reading processes*  *Comprehension strategies*  *Creating texts* | | **Statistics and Probability**  Chance  Data representation and interpretation | |