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| **Curriculum alignment —** [**Year 4**](https://peo.gov.au/teach-our-parliament/units-of-work/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](https://peo.gov.au/teach-our-parliament/education-resources/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** |
| **Knowledge**ACHASSK092**Skills**ACHASSI078ACHASSI079ACHASSI081 | **Knowledge**AC9HS4K07**Skills**AC9HS4S05AC9HS4S06 | **Topic 1**Rules and laws | **Students will understand:** The difference between rules and laws. **Students will be able to:** Differentiate between rules and laws. |
| **Knowledge**ACHASSK092 **Skills**ACHASSI077ACHASSI080ACHASSI081ACHASSI082 | **Knowledge**AC9HS4K07**Skills**AC9HS4S04AC9HS4S06AC9HS4S07 | **Topic 2**Reasons for laws | **Students will understand:** The importance of rules and laws**Students will be able to:** Identify why rules and laws exist and use this knowledge to create their own rules and laws |
| **Australian Curriculum 8.4** | **Australian Curriculum 9.0** | **Topic** | **Learning goals and success criteria** |
| **Knowledge**ACHASSK092ACHASSK093**Skills**ACHASSI074ACHASSI075ACHASSI076 ACHASSI079ACHASSI080ACHASSI082 | **Knowledge**AC9HS4K07AC9HS4K09**Skills**AC9HS4S02AC9HS4S03AC9HS4S05AC9HS4S07 | **Topic 3**Land and law | **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.**Students will be able to:** Name at least one sacred site in Australia and its importance to Aboriginal and Torres Strait Islander peoples.  |
| **Knowledge**ACHASSK091**Skills**ACHASSI073ACHASSI081 | **Knowledge**AC9HS4K08**Skills**AC9HS4S01AC9HS4S06 | **Topic 4**Local government | **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.**Students will be able to:** Categorise different areas of law making using and describe the role of local council members. |