

<b>Title</b>	<b>My Community: NOW (2018) and THEN (1918)</b>
<b>Learning area</b>	<b>HASS Civics and Citizenship</b>
<b>Other LAs</b>	<b>HASS (History) English (Visual Literacy) Media Arts and Digital Technologies</b>
<b>Year Level(s)</b>	<b>Year 3</b>

## Background information

<b>Brief Description of the Task:</b>	Students take part in a group performance to demonstrate their understanding of participation, including the aims of community groups, how they function and the importance of such groups to individuals and society. Students create a television advertisement to convey these key ideas. Full lesson details and suggested resources are outlined on this SCSA Sample Assessment Task: <a href="https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0006/194217/HASS-C-And-C-Year-3-Sample-Assessment-Task-Community-participation.pdf">https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0006/194217/HASS-C-And-C-Year-3-Sample-Assessment-Task-Community-participation.pdf</a>
<b>Context summary</b>	<b>WA Curriculum Content Descriptor:</b> Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community
<b>Description of purpose (Learning Intention)</b>	To assess students' understanding of community participation.

## Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student presentations)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	Key Concepts History Civics and Citizenship	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	
Participation		Rights and Responsibilities		Democracy			
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

## Relevant Aspects of the Achievement Standard

*Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.*

At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. 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.

Students identify the importance of **rules** and the democratic processes that groups follow when making decisions. They describe how people participate in **community** groups, and identify the benefits to both the individual and the **community**.

Students describe an example of **continuity** and **change** over time in a given area. They identify the contribution of different cultural groups on a **community**. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical **significance**.