

Title	My Local Government
Learning area	HASS (Civics and Citizenship)
Other LAs	HASS (History) English (Writing/Speaking/Listening)
Year Level(s)	Year 4

Background information

Brief Description of the Task:	Project-Based Learning (PBL) investigation of Local Government, by questioning and researching <i>100 years of MY local council</i> . Students will prepare a range of questions to interview a local councillor about the history and role of the Local Government in their region, by using a questioning framework such as Charles Wiederhold's Question Matrix to promote high-order thinking in the development of questions and plan a set of appropriate interview questions. They will then report findings to another Year 4 school group in your area. Useful resources can be found here http://walga.asn.au/About-Local-Government/History.aspx
Context summary	WA Curriculum Content Descriptor: The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management) (ACHASSK091)
Description of purpose (Learning Intention)	By designing their own investigation, students will build on their understanding of civics and citizenship through the concepts of democratic values , rights and responsibilities , and participation. As they question and interview a local government representative, the purpose and services of local government and how this contributes to community life, will further expand their understandings of civics and citizenship.

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

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 role of [local government](#) in the [community](#), and recognise that people's [identity](#) can be shaped through participation in a [community](#) group. They distinguish between [rules](#) and laws and identify that [rights and responsibilities](#) are important in maintaining [social cohesion](#).

Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the [local](#) to [global scale](#). Students recognise that people have different views on the [sustainable](#) use of natural resources and describe how they can be managed and protected.