**What might a fairer world look like and how can I help?**

**Secondary AC focus area: General Capabilities**

*ICT* – Investigating with ICT; creating with ICT; communicating with ICT; managing and operating ICT.

*Critical & Creative Thinking* – Inquiring, identifying, exploring and organising information; generating ideas, possibilities and **actions**; Reflecting on thinking and processes.

*Personal & Social* – self management; social awareness; social management; Understanding ethical concepts and issues; reasoning in decision making and actions; exploring values, rights and responsibilities.

*Intercultural Understanding* – recognising culture and developing respect; interacting and empathising with others; reflecting on intercultural experiences.

Additional AC areas:

**Language**: for social interaction.

**Literature**: reflecting on the context of cultures and situations. Personal responses to ideas, characters and viewpoints. Experimentation & adaptation.  **Literacy:** Speaking & listening. Oral presentations. Purpose & audience, reading processes, comprehension strategies, persuasive devices, using visual elements, creating texts & use of software.

**Mathematics:** Data representation & interpretation, construct displays, make financial plans, profit and loss, describe & interpret data.

**Science:** Biological – survival affected by physical conditions. Knowledge to inform community decisions, solve problems affecting peoples’ lives. Compare data. Communicate ideas.

**History**: Where & why people come to Australia. Experiences of Aboriginal people. Locating sources of information. Compare info from a range of sources. Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women and children

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Within my presentation I utilised Terry Heick’s, A Project-Based Learning Specturm: 25 Questions to Guide you PBL planning.

[www.teachthought.com](http://www.teachthought.com) and

Project-Based Learning Unit: <https://www.google.com.au/search?q=project+based+learning+units&espv=2&biw=1920&bih=857&source=lnms&tbm=isch&sa=X&ved=0CAcQ_AUoAmoVChMIxMmN-YSKyQIVBC-mCh2vnwf2#imgrc=b2FgfO0iQTOiDM%3A>

**Major AC area: Humanities & Social Science**

*Yr4 – Inquiry Questions.* How have laws affected the lives of people? What is the significance of the environment?

*Yr5- Inquiry Questions.* What is the relationship between environments and my roles as a consumer and citizen? How have people enacted their values and perceptions about their community, other people and places?

*Yr6 – Inquiry questions.* How have values shaped Australian society, its system of government and citizenship? How have experiences of democracy and citizenship differed between groups and in Asia? How has Australia developed as a society with global connections, and what is my role as a global citizen?

Geography: Developing students’ understanding of place, space, environment, interconnection, change and sustainability. Exploring the relationship between climate, environment and human actions (yr5). Examining the way spaces within places are organised and managed (yr5). Geographical diversity and variety of connections between people and places, in particular, Asia (yr6). Examine connections with other countries and the effects of these interconnections (yr6).

Civics and citizenship: Understanding about government, laws and citizens, and citizenship, diversity and identity. Introduced to key values such as freedom, equality, fairness and justice (yr5). Students investigate how diverse groups cooperate and participate in our community (yr5). Students reflect on the rights and responsibilities that being a citizen entail and explore obligations that people may have as a global citizen.

Economics and business:

Understand why decisions need to be made when allocating resources for society’s needs and wants (yr5). Making choices relating to financial matters (yr5). Limited nature of resources means we need to make choices regarding allocation (yr6). Choosing the way they provide goods and services (yr6). Consider the effect of financial decisions on individuals.

**Achievement Standards:** By end of year 6 students describe, compare and explain the diverse characteristics of different places in different locations from local to global. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. Students describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. They identify and describe alternative views on how to respond to an issue or challenge. They identify different viewpoints; interpret information and data to describe patterns and trends to draw evidence-based conclusions. They reflect on their learning to propose action in response to an issue or challenge and identify the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of texts and modes (yr6). They work with others to generate alternative responses to an issue and reflect on their learning to independently propose action, identifying the possible effects of their proposal (yr5).