

## **Year 3 Humanities and Social Sciences (HASS)**

### **Achievement Standard**

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

### **Assessable Elements**

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Knowledge and Understanding
- Questioning and researching
- Analysing, evaluating and reflecting
- Communicating

### **Delivery (mode, time requirements, lessons)**

Students have access to scheduled lessons each week. Lessons are delivered via our Learning Management System. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### **Student Requirements**

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

## Year 3 Humanities and Social Sciences (HASS)

Units, Learning Experiences and Summative Assessment		
<b>Semester 1</b>	<b>Term 1</b>	<p><b>Unit 1</b> <b>Our unique communities</b></p> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>• identify individuals, events and aspects of the past that have significance in the present</li> <li>• identify and describe aspects of their community that have changed and remained the same over time</li> <li>• explain how and why people participate in and contribute to their communities</li> <li>• identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>• pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>• sequence information about events and the lives of individuals in chronological order</li> <li>• communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul>
	<b>Term 2</b>	<p><b>Unit 1</b> <b>Our unique communities (continued)</b></p> <hr/> <p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Inquiry – Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?</li> <li>• Knowledge and Understanding, Analysing, Evaluating and Reflecting, Questioning and Researching, Communicating.</li> </ul>
<b>Semester 2</b>	<b>Term 3</b>	<p><b>Unit 2</b> <b>Exploring places near and far</b></p> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>• identify connections between people and the characteristics of places</li> <li>• describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li> <li>• interpret data to identify and describe simple distributions and draw simple conclusions</li> <li>• record and represent data in different formats, including labelled maps using basic cartographic conventions</li> <li>• describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li> <li>• explain the role of rules in their community and share their views on an issue related to rule-making</li> <li>• communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul>
	<b>Term 4</b>	<p><b>Unit 2</b> <b>Exploring places near and far (continued)</b></p> <hr/> <p><b>Summative assessment, criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Research – Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.</li> <li>• Knowledge and Understanding, Analysing, Evaluating and Reflecting, Questioning and Researching, Communicating.</li> </ul>

**Disclaimer** All of the above information is accurate at the time of development.