**Neverland Catholic College Civics and Citizenship/Geography Unit YEAR 6 Term 2 2015**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment Overview**

**In this unit, students investigate the impact of climate change on various people around the globe. In doing so, they develop a greater understanding of how they, as global citizens, can work together to create solutions so that the negative impacts of climate change are minimised both in their local community and overseas.** Over a **5-week** period, students are asked to assume the role of a selected citizen from around the world. These roles differ in their geographical, social, economic and political status and are selected for the student. As a class, The student will then, with teacher guidance, develop three inquiry questions to assist in the research of their character so that they will be able to construct a poster highlighting the various climate change related issues for their character. At the conclusion of the unit, the students will engage in a climate change symposium where they will present their posters in role.

**Due Date 3rd June**

**ACHIEVEMENT STANDARDS**

CIVICS AND CITIZENSHIP

By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia’s [democracy](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Democracy). They describe the role of parliaments in creating [law](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Law). Students explain what it means to be an Australian [citizen](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizen) and how people can participate as [global citizens](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Global+citizens).

When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live. When planning for action, they identify different points of view and solutions to an issue. Students develop and present their ideas and viewpoints using appropriate texts and [civics](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizenship) terms and concepts. They identify the ways they can participate as citizens in the school.

GEOGRAHPY

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from [local](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Local) to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they [change](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Change) places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, [scale](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Scale), legend, title and north point. Students interpret [data](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Data) and other information to identify and compare spatial distributions, patterns and [trends](http://www.australiancurriculum.edu.au/glossary/popup?a=SSCHGE&t=Trends), infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

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|  | Above Year Level Standard | At Year Level Standard | Below Year Level Standard |
| Civics and Citizenship Skills  |
| **Questioning and research** | Student has developed and answered the Inquiry Questions by gathering a range of information on the society they are investigating. They critique sources and select information that is accurate and without bias. | Student has developed and answered the Inquiry Questions by gathering a range of information on the society they are investigating. | Student has developed Inquiry Questions by gathering a limited amount of information on the society they are investigating. |
| **Problem solving and decision making** | Student can Interact with others with respect. Identify different points of view and share personal perspectives and opinions based on their research. The student is able to use both knowledge gained during their research and information presented by other students to offer solutions to climate change problems. | Student can Interact with others with respect. Identify different points of view and share personal perspectives and opinions based on their research. | Student has achieved some interaction with others . Student identifies issues in climate change but doesn’t offer their own point of view. |
| **Communication and reflection** | Student uses relevant terms when presenting on their characters views on climate change.Student has shown the ability to reflect on personal roles and actions as a [citizen](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizen) in their school and in their community and offers a range of solutions based on these reflections.  | Student uses relevant terms when presenting on their characters views on climate change.Student has shown the ability to reflect on personal roles and actions as a [citizen](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizen) in their school and in their community. | Student uses some civics and citizenships terms when presenting on their characters views on climate change.Student has shown limited ability to reflect on personal roles and actions as a [citizen](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizen) in their school and in their community. |
| Civics and Citizenship Knowledge and Understanding |
| **Citizenship, Diversity and Identity** | Student demonstrates a thorough understanding of what is meant by a global citizen and how they as a global citizen may have an obligation to positively contribute to well-being of the planet.Student displays knowledge of the various ways individuals can contribute to global citizenship and can clearly link this knowledge back to their own practices. | Student demonstrates a firm understanding of what is meant by a global citizen.Students display knowledge of the various ways individuals can contribute to global citizenship. | Student demonstrates a limited understanding of what is meant by a global citizen. |
| Geographical Inquiry and Skills |
| **Interpreting, Analysing and Concluding** | Student has independently sourced and interpreted a wide range of geographical data and other information and has identified patterns and trends from which a conclusion has been made. | Student has sourced and interpreted a range of geographical data and has identified patterns and trends from which a conclusion has been made.  | Student has, with assistance, sourced and interpreted a limited range of geographical data. |
| **Communicating** | The student has presented findings and ideas in a range of communication forms, using geographical terminology and has made explicit links to their character role. | The student has presented findings and ideas in a range of communication forms, using geographical terminology and have linked | The student has presented findings and ideas without the use of geographical terminology. |
| Geographical Knowledge and Understanding |
| **Economic, demographic and social characteristics** | Student understands that global issues have varying degrees of consequence on different people around the world due to economic, demographic and social factors. They provide clear evidence of how this implies to their character and offer examples of these consequences. | Student understands that global issues have varying degrees of consequence on different people around the world due to economic, demographic and social factors. They provide evidence of how this implies to their character. | Student has not demonstrated an understanding of how global issues have varying degrees of consequence on different people around the world due to economic, demographic and social factors.  |
| **Australia’s connection with other Countries** | Student acknowledges that Australia’s relationships with other countries can impact the living conditions of citizens locally and abroad. They offer insight for how this may occur and outline possible consequences for citizens should these relationships change. | Student acknowledges that Australia’s relationships with other countries can impact the living conditions of citizens locally and abroad. They offer some insight for how this may occur. | Student has not displayed an understanding of Australia’s relationships with other countries and how these relationships impact the living conditions of citizens locally and abroad.  |
| **OVERALL GRADE** | **ABOVE YEAR LEVEL STANDARD** | **AT YEAR LEVEL STANDARD** | **BELOW YEAR LEVEL STANDARD** |

Comments: