

# Making Laws

## ACHCK061 ACHCK063

### Year 8

#### Essential concepts:

- Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.
- Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

#### Achievement standard:

- At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose.
- When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments.
- Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts.
- Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.
- Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<b>Content:</b> ACHCK061  <b>Skills:</b> WAHASS75  <b>Cross Curriculum Priorities:</b> ATSIHC, S	Lesson 1 & 2: Focus Question: <ul style="list-style-type: none"> <li>• What is democracy?</li> <li>• What is your perspective on a contemporary issue?</li> </ul> <ol style="list-style-type: none"> <li>1. Watch video as a class, Democracy - a short introduction.</li> <li>2. Discuss Think Deeper questions with students.</li> <li>3. Brainstorm possible contemporary issues to investigate. (This may include Indigenous</li> </ol>	<a href="#">VIDEO: Democracy – a short introduction 3m09s</a>  <a href="#">Sliding Scale</a>  <a href="#">VIDEO: This is what deforestation looks like 0m57s</a>  <a href="#">VIDEO: BP oil spill modelling 0m34s</a> <a href="#">VIDEO: Shark Cull Debate</a>		

<p><b>General Capabilities:</b> L, N, ICT, CCT, PSC, EU, IU</p>	<p>recognition or sustainability issues). Use some of these recommended videos as inspiration.</p> <ol style="list-style-type: none"> <li>Develop questions to lead their inquiry.</li> <li>Use sliding scale to judge usefulness of resources.</li> <li>Research the issue and develop an argument in support of or against the issue.</li> <li>Students create a response or action to the issue and present the response to the class.</li> </ol>	<p><a href="#">3m08s</a></p> <p><a href="#">VIDEO: The McGowan government does not believe culling sharks is the answer 3m</a></p> <p><a href="#">VIDEO: A Cheesy Love Story - The Ad Doritos Don't Want You to See 1m15s</a></p> <p><a href="#">VIDEO: Ocean Plastics Are A Huge Problem WWF-Australia 1m05s</a></p> <p><a href="#">WWF- Wildlife and Environmental Organisation Australia</a></p>		
<p><b>Content:</b> ACHCK061</p> <p><b>Skills:</b> WAHASS72</p> <p><b>Cross Curriculum Priorities:</b> ATSIHC, S</p> <p><b>General Capabilities:</b> L, N, ICT, CCT, EU</p>	<p>Lesson 3: Focus question:</p> <ul style="list-style-type: none"> <li>Which issue is most closely aligned to your personal beliefs?</li> </ul> <ol style="list-style-type: none"> <li>Research petitions and how to write one.</li> <li>As a class, choose one contemporary issue that everyone agrees is close to their heart.</li> <li>As a class have two petitions written up, for and against.</li> <li>Students choose one petition to sign.</li> <li>Discuss the value of petitions in our democracy.</li> </ol>	<p><a href="#">Constitutional Centre Loan Box Program * regional and remote schools only</a></p> <p><a href="#">Assessment Task</a></p> <p><a href="#">PEO: Petitions.</a></p> <p><a href="#">Mandatory Palm Oil labeling on all products in Australia by January 2020</a></p> <p><a href="#">Save the Hopman Cup</a></p> <p><a href="#">Close the Gap Petition</a></p> <p><a href="#">Start a petition</a></p> <p><a href="#">Change.org for more petitions</a></p> <p><a href="#">KWL Chart</a></p> <p><a href="#">Plastic Oceans – Rethink. Refill.</a></p>		<p><a href="#">Visit to Constitutional Centre of WA. Making Laws.</a></p> <p>A two part program that explores the constitutional powers given to the State Parliament to make laws. Students consider a contemporary issue and follow its path as it progresses from Bill to Act. <a href="#">Make a Booking.</a></p> <p><a href="#">Touring the Western Australian Parliament</a></p>
<p><b>Content:</b> ACHCK061</p> <p><b>Skills:</b></p>	<p>Lesson 4: Focus question:</p> <ul style="list-style-type: none"> <li>Personal Challenge: Consider issue and identify understandings and misconceptions.</li> </ul>	<p><a href="#">KWL Chart</a></p> <p><a href="#">Plastic Oceans – Rethink. Refill.</a></p>		<p><a href="#">Electoral Education Centre Visit the EEC</a></p>

<p>WAHASS64</p> <p><b>Cross Curriculum Priorities:</b> S</p> <p><b>General Capabilities:</b> L, ICT, CCT, EU</p>	<ol style="list-style-type: none"> <li>1. Think pair share. Consider the “single use plastic water bottle”. What are they, who uses them, who produces them, where are they used, why, what benefit do they bring to people? Also consider what damage they do to the environment.</li> <li>2. Is there anything you do know about them and don't know about them? Complete a KWL.</li> <li>3. With your partner, create a variety of statements about single use plastic water-bottles, some that are true and some that are false.</li> <li>4. Swap statements with others and see if you can guess which ones are true and false.</li> </ol>			
<p><b>Content:</b> ACHCK061</p> <p><b>Skills:</b> WAHASS75</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, N, ICT, CCT, PSC, EU</p>	<p>Lesson 5 &amp; 6: Focus Question:</p> <ul style="list-style-type: none"> <li>• How can we change the school to improve student educational needs? Plan for action.</li> </ul> <ol style="list-style-type: none"> <li>1. Brainstorm “what are the educational needs of the students”?</li> <li>2. Brainstorm potential issues at your school and ways to improve the educational needs of students.</li> <li>3. Form groups based on shared interests.</li> <li>4. Form a lobby group. Create a name, 2 shared beliefs, a plan for action and a budget. Devise ways to fund 50% of the changes.</li> <li>5. Each party nominates one person to be their nominee. Hold speeches to convince the students to vote for your candidate. E.g. 6 groups = 6 candidates.</li> <li>6. Hold a class election using preferential voting.</li> <li>7. Top scoring 3 candidates have a mandate to implement changes.</li> </ol>	<p><a href="#">PEO: Preferential Voting.</a></p> <p><a href="#">SBS: Lobby groups.</a></p> <p><a href="#">The role of pressure groups</a></p> <p><a href="#">VIDEO: Tips on how to behave in and for the courtroom in Australia 6m53s</a></p>		

<b>Key</b>	
ATSI HC	Aboriginal and Torres Strait Islander histories and cultures
AAA	Asia and Australia's engagement with Asia
S	Sustainability
L	Literacy
N	Numeracy
ICT	Information and Technology capability
CCT	Critical and creative thinking
PSC	Personal and social capability
EU	Ethical Understanding
IU	Intercultural Understanding