

# Three Levels of Government

## ACHASSK143 ACHASSK144

### Year 6

#### Essential concepts:

- Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments.
- Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

#### Achievement standard:

- Students recognise that Australia's democracy is based on the Westminster system, and describe the roles and responsibilities of each level of government and how laws are made.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p><b>Content:</b> ACHASSK143</p> <p><b>Skills:</b> WAHASS26 WAHASS27 WAHASS28</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT</p>	<p>Lesson 1: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What is democracy?</li> <li>• What does democracy look like in Australia?</li> </ul> <ol style="list-style-type: none"> <li>1. Create class brainstorm on 'democracy'.</li> <li>2. Create a class word wall, encourage students to write interesting and relevant words on cards and add them to the wall.</li> <li>3. Pose the question 'what does democracy look like in Australia'? Create a KWL chart.</li> <li>4. From the information in the "W" column students develop an inquiry question to guide their research. For example, what system of government do we have in Australia? Where did our system of government come from?</li> <li>5. Using inquiry question students locate and collect relevant information from primary and secondary sources.</li> </ol>	<p><a href="#">KWL chart three levels of government</a></p> <p><a href="#">Constitutional Centre Loan Box Program *regional and remote schools only.</a></p>		

<p><b>Content:</b> ACHASSK144</p> <p><b>Skills:</b> WAHASS59 WAHASS60</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT</p>	<p>Lesson 2: continuation of lesson 1</p> <ol style="list-style-type: none"> <li>1. Students complete the “L” column of their KWL chart and present their findings in a small group.</li> <li>2. Students evaluate learning about Australia’s democratic system of government in the context of the following questions; “Is the Westminster system of government the best system of government for Australia? Is there a better alternative”?</li> </ol>			<p><u><a href="#">Visit to Constitutional Centre of WA</a></u> This program focusses on the role and responsibilities of the three levels of government, including shared roles. Students participate in a series of interactive activities to reinforce their knowledge of the three levels of government. <u><a href="#">Make a booking</a></u></p>
<p><b>Content:</b> ACHASSK144</p> <p><b>Skills:</b> WAHASS61 WAHASS62 WAHASS63</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT</p>	<p>Lesson 3: Focus Questions:</p> <ul style="list-style-type: none"> <li>• How many levels of government do we have in Australia?</li> <li>• What are the responsibilities for each level?</li> <li>• What services are needed to run a country?</li> </ul> <ol style="list-style-type: none"> <li>1. Use the above focus questions to have a class discussion. Draw on students’ prior knowledge.</li> <li>2. As a class, watch the suggested video. During the video record six important pieces of information.</li> <li>3. Class discussion on responsibilities of three levels of government. Pose questions that encourage students to identify the correct level. e.g. If my dog gets out who do I call? The ranger. Which level of government is responsible for this? The local government.</li> <li>4. Assessment task: students choose an issue that is important to them. Write a letter to a representative at the appropriate level of government to address the issue.</li> </ol>	<p><u><a href="#">VIDEO and TRANSCRIPT Three Levels of Government 2m27s</a></u></p>	<p><u><a href="#">Assessment task</a></u></p>	

<p><b>Content:</b> ACHASSK143 and ACHASSK144</p> <p><b>Skills:</b> WAHASS61 WAHASS62 WAHASS63</p> <p><b>Cross Curriculum Priorities:</b> Nil</p> <p><b>General Capabilities:</b> L, CCT, ICT, PSC,</p>	<p>Lesson 4 &amp; 5: Class Debate</p> <ul style="list-style-type: none"> <li>• “Australia has the most effective system of government in the world”.</li> </ul> <ol style="list-style-type: none"> <li>1. Divide the class in two halves, for and against.</li> <li>2. Using acquired knowledge, students design an argument supporting the view they have been given. Individual presentations, two minutes per student. Students may use media in their presentations.</li> <li>3. If necessary, allow research time.</li> <li>4. Students present argument to the class. Alternate between for and against presentations.</li> <li>5. Reflect on presentations. Ask students to consider the arguments for and against and decide if they agree or disagree with the statement.</li> </ol>			
--	---	--	--	--

<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