

Online safety: F-6/7 Humanities and Social Sciences

F-6/7 Humanities and Social Sciences

The Australian Curriculum: Humanities and Social Sciences (HASS) from Foundation to Year 6/7, provides students with opportunities to: actively shape their lives through an expanding sense of themselves and their community; make reflective, informed decisions; value their place and role in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally. HASS gives students a deep understanding of the world they live in from a range of perspectives, past and present, online and offline, and supports them to develop an appreciation and respect for social, cultural and religious diversity as well as a sense of identity and belonging. Students develop their ability to question, think critically, solve problems, communicate and interact respectfully and make decisions in order to contribute to Australia's cohesive society and stable democracy.

Website links

Be Secure <https://www.esafety.gov.au/kids/be-an-esafe-kid/sharing-my-personal-information-online> (Lower Primary)

YeS Project <https://www.esafety.gov.au/educators/classroom-resources/yes-project>

Hector's World <https://www.esafety.gov.au/educators/classroom-resources/hectors-world>

Act eSafe (Lower Primary) <https://www.esafety.gov.au/media/3032>

Community groups <https://www.esafety.gov.au/educators/video-resource-library>

Collaborating <https://www.esafety.gov.au/educators/classroom-resources/lost-summer>

Locating and collecting information

<https://www.esafety.gov.au/educators/classroom-resources/young-and-esafe/critical-thinking>

Seeking support <https://www.esafety.gov.au/key-issues/esafety-guide>

Respectful relationships

F-6/7 Humanities and Social Sciences - Year 5

Evaluating and Reflecting

Content descriptions with elaborations:

Work in groups to generate responses to issues and challenges (ACHASSI102)

- using communication technologies to exchange information and to facilitate the development of a collaborative response
- applying enterprising and collaborative behaviours in a group activity (for example, working with others to make decisions about the best way to compare prices of products)

Civics and Citizenship

Content descriptions with elaborations:

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

- using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project)

F-6/7 Humanities and Social Sciences - Year 6

Evaluating and Reflecting

Content descriptions with elaborations:

Work in groups to generate responses to issues and challenges (ACHASSI130)

- participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others

Digital media literacy

F-6/7 Humanities and Social Sciences - Year 5

Researching

Content descriptions with elaborations:

Locate and collect relevant information and data from Primary sources and secondary sources (ACHASSI095)

- finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal and Torres Strait Islander communities, behaviours in sacred or significant sites, and considering sensitivities of people

Analysing

Content descriptions with elaborations:

Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)

- identifying stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics presented in sources and media of the past (for example, a newspaper caricature of a colonial era Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development)
- identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details)
- analysing texts relating to a school, club or government election (for example, speeches, advertisements, campaign materials, symbols, how to vote cards, result records) to determine who created them and their purpose

Communicating

Content descriptions with elaborations:

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and nondigital representations and disciplinespecific terms and conventions (ACHASSI105)

- selecting and applying appropriate media and strategies to suit their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes

F-6/7 Humanities and Social Sciences - Year 6

Researching

Content descriptions with elaborations:

Locate and collect relevant information and data from Primary sources and secondary sources (ACHASSI123)

- determining the most appropriate methods to find information (for example, personal observation, internet searches, primary and secondary sources) including using excursions and field trips (for example, a study trip to a wetlands, a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise, a bank)
- using a range of methods, including digital technologies, to gather relevant historical, geographical, social, economic and business data and information (for example, through online sources such as census data and databases, and/or interviews and surveys)
- identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes and recognising that internet domain names 'com', 'edu', 'gov' are indicators of the provenance of a source
- applying ethical research methods when conducting inquiries with people and communities, including using accepted protocols for consultation with local Aboriginal/Torres Strait Islander communities, and conforming with respectful behaviours in sacred or significant sites

Analysing

Content descriptions with elaborations:

Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126)

- identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations (for example, over-generalisations about the role of women, the contribution of Aboriginal and Torres Strait Islander Peoples, the work of politicians, the beliefs of religious groups)
- proposing reasons why stereotypes and over-generalisations are evident in sources and media of the past and discussing whether the underlying attitudes and values have changed or might have changed over time

Communicating

Content descriptions with elaborations:

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and nondigital representations and disciplinespecific terms and conventions (ACHASSI133)

- selecting and applying appropriate media and strategies to suit and enhance their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes