## Links with Humanities and Social Sciences

#### Strand: Inquiry and Skills; Evaluating and Reflecting

**Content description**: Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others ([ACHASSI103](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/hass/curriculum/f-10?layout=1#cdcode=ACHASSI103&level=5&page=2)).
**Explanation**: Environmental causes and effects of Australia’s development, and the relationship between humans and their environment, are investigated throughout this sequence.

Students explore how the characteristics of environments are influenced by humans, and they investigate solutions to environmental issues. The content provides opportunities for students to develop humanities and social sciences understanding through key concepts, including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.

In order to create the eco-calculator, students need to investigate the challenges that lead to environmental impact and identify some solutions. Students reflect on the choices people make and express the reasoning that influences those choices. They also identify the impact of everyday decisions of their audience in relation to environmental issues; this needs to be investigated in order to show the weightings of different users’ answers. When giving feedback to the user in response to their answers, students need to evaluate the possible options people could take to resolve challenges (for example, limiting waste or reducing electricity use).

#### Strand: Inquiry and Skills; Evaluating and Reflecting

**Content description**: Work in groups to generate responses to issues and challenges ([ACHASS102](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/hass/curriculum/f-10?layout=1#cdcode=ACHASSI102&level=5)).
**Explanation**: Students work with others to generate responses to the input data from the calculator. Students need to decide what the desired outcome of the eco-calculator will be and use this decision to drive responses to the answers people put into the calculator. The final assessment given to users as feedback to their eco-footprints data will have an explanation of their environmental impact, and steps that users can take to ensure they improve their eco-footprint.

In order to do this, students need to identify what the issues are and list ideas of how to limit environmental impact. Within the group students may need to take on different roles (for example, leader, scribe, decision-maker) and determine ways to make decisions, whether through a vote or through a similar process. Students may need to share their ideas, give suggestions and make compromises when coming to a conclusion. They discuss the possible effects of their proposed action and anticipate challenges.