

Australian Curriculum - Civics & Citizenship (3-10) - Strands and Sub-strands with Elaborations
 PROGRESSION IN 'CIVICS AND CITIZENSHIP SKILLS' IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED TEXT**.

General capabilities						
Literacy 	Numeracy 	ICT capability 	Critical and creative thinking 	Personal and social capability 	Ethical understanding 	Intercultural understanding
Cross-curriculum priorities						
Aboriginal and Torres Strait Islander histories and cultures 			Asia and Australia's engagement with Asia 	Sustainability 		



Foundation – Year 2

While there is no formal Civics and Citizenship curriculum for these years of schooling, students will have opportunities to develop relevant knowledge, understanding and skills in Foundation to Year 2 through other learning areas and subjects, as well as the general capabilities. Students will have opportunities to learn about civics and citizenship themes and concepts such as 'rules' as part of the school ethos/classroom setting, 'relationships', 'responsibilities', and interpersonal, communication and language skills. Students will build on these understandings and skills as they commence study of the Australian Curriculum: Civics and Citizenship in Year 3.

Year 3–6 curriculum focus

During these years of schooling, students typically begin to understand and recognise different points of view and draw on a range of experiences to inform their thinking and decision making. Students develop a better awareness of justice and fair play and they increasingly engage in discussions about community and national issues, with a focus on contemporary issues, in order to consider why and for whom decisions are made. They have a broader awareness of the world beyond Australia's national borders.

Through the Civics and Citizenship curriculum in Years 3 and 4, students develop their knowledge and understanding of how decisions can be made democratically, the purpose of government, rules and laws, community participation, and identity. In Years 5 and 6, students develop awareness of key aspects of Australia's Anglo-Celtic heritage, including the Westminster system, and knowledge and understanding of the key features and processes of Australia's system of government. Students examine civic issues and develop their understanding of citizenship in local, national, regional and global contexts, and the skills that enable active and informed citizenship.

Year 7–10 curriculum focus

During these years of schooling, students typically develop a broader awareness of and concern with civics and citizenship issues. Students are developing their capacities to think, act and engage with more complex explanations, and challenge and debate ideas. Students develop increasing independence in critical thinking and skill application. They further develop their awareness of global, regional, national and community issues and have a broader awareness of individual and group civic identity, the rights and responsibilities of being a citizen, and how citizens can influence governments.

Through the Civics and Citizenship curriculum in Years 7 and 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity. In Years 9 and 10 students develop their understanding of how Australia's democracy operates and enables change, the key features and role of the court system and a critical perspective on the influence of the media, including social media, within society. Students develop an understanding of Australia's roles and responsibilities at a global level and its international legal obligations. Students learn about the values and practices that enable a resilient democracy to be sustained.













































































STRANDS

*The civics and citizenship content at this year level involves two strands: **Civics and Citizenship Knowledge and Understanding**, and **Civics and Citizenship Skills**. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions,...

*...The **Knowledge and Understanding** strand provides the content focus through which particular skills are to be developed.

The sequencing and description of the **Civics and Citizenship Skills** in two-year bands (3–4, 5–6, 7–8, 9–10) may assist in multi-age programming by providing a common skills focus for the teaching and learning of the knowledge and understanding content.*

Year Level Indicators	Year level descriptions	Civics and Citizenship Knowledge and Understanding				Civics and Citizenship Skills					
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations		
Year 3	<p>The Year 3 curriculum introduces students to democracy in the context of the familiar and personal. It explores an understanding of democracy as rule by the people through learning about decision making within communities. Students consider the purpose of creating rules for groups and how individuals participate in their community...</p> <p>Key questions</p> <ul style="list-style-type: none"> How are decisions made democratically? Why do we make rules? How can I participate in my community? <p>A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:</p> <p>acara AUSTRALIAN CURRICULUM, CITIZENSHIP AND GOVERNMENT AUTHORITY</p>	<p>Government and democracy</p> <p>* Making a decision as a whole class by allowing everyone to have a say and a vote</p> <p></p> <p>(ACHCK001)</p>	<p>Government and democracy</p> <p>* Discussing how it feels to be included or excluded from making decisions</p> <p></p> <p>* Identifying places in communities where decisions are made democratically</p>	<p>Pose questions about the society in which they live</p> <p>(ACHCS004)</p> <p></p>	<p>* Posing questions, for example, "How can we look after our environment?", "How can we make our community safer?"</p> <p>* Posing questions that involve evaluation, such as "How fair?"</p> <p></p>	<p>Distinguish facts from opinions in relation to civics and citizenship topics and issues</p> <p>(ACHCS005)</p> <p></p>	<p>Identifying facts and opinions in statements made during class discussions about civics topics</p> <p></p>	<p>Interact with others with respect, share views and recognise there are different points of view</p> <p>(ACHCS007)</p> <p></p>	<p>Implementing strategies to ensure multiple views are shared in group situations, for example taking turns to eliminate talking over others</p> <p>* Counting or graphing the results of class votes on issues or decisions</p> <p></p>	<p>Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms</p> <p>(ACHCS009)</p> <p></p>	<p>Presenting a position on a civics and citizenship issue relevant to their lives, for example consequences for breaking school rules</p> <p></p>
		<p>How and why people make rules</p> <p>(ACHCK002)</p> <p></p>	<p>Laws and citizens</p> <p>* Developing and justifying a set of fair rules for the school</p> <p>* Exploring cultural norms behind some rule making, such as removing shoes before entering places of cultural significance</p> <p>* Identifying how some rules can protect the rights of others, for example rules in the classroom</p> <p>* Identifying who has the authority to make rules, for example at school or in a sporting club</p> <p></p>	<p>Use information to develop a point of view</p> <p>(ACHCS006)</p> <p></p>	<p>Identifying different facts to support their point of view on issues that affect themselves and society, such as responsible pet ownership</p> <p></p>	<p>Work in groups to identify issues, possible solutions and a plan for action</p> <p>(ACHCS008)</p> <p></p>	<p>Allocating roles to members of a group to achieve a set goal</p> <p>* Identifying the pros and cons of using voting to make a group decision</p> <p>* Delegating tasks to develop a plan of action, for example reducing food packaging in schools</p> <p></p>	<p>Reflect on their cultural identity and how it might be similar and different from others</p> <p>(ACHCS010)</p> <p></p>	<p>Exploring students' personal family stories that reflect their cultural identity</p> <p>* Using appropriate terms, for example community, rules, decision making</p> <p>* Using digital technologies to share and discuss civics and citizenship ideas</p> <p></p>	<p>Exploring students' personal family stories that reflect their cultural identity</p> <p>* Considering how personal and family cultural identity may affect decisions</p> <p></p>	
		<p>Why people participate within communities and how students can actively participate and contribute</p> <p>(ACHCK003)</p> <p></p>	<p>Citizenship, diversity and identity</p> <p>* Identifying groups in the local community and exploring their purpose and contribute</p> <p>* Exploring how they could participate in a school or community project, for example raising money for a local or regional aid project that they have studied, or helping reduce pollution</p> <p>* Discussing the motivations of people who have contributed to communities, for example local community volunteers, leaders and elders</p> <p></p>	<p>Students pose questions about the society in which they live.</p>	<p>They share their views on an issue.</p>	<p>They present their ideas and opinions using civics and citizenship terms.</p>					
<p>Year 3 Achievement Standard</p> <p>acara AUSTRALIAN CURRICULUM, CITIZENSHIP AND GOVERNMENT AUTHORITY</p>	<p>NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p>	<p>Government and democracy</p> <p>By the end of Year 3, students explain how decisions can be made democratically.</p> <p>Laws and citizens</p> <p>They recognise the importance of rules.</p> <p>Citizenship, diversity and identity</p> <p>They describe how people participate in their community as active citizens.</p>	<p>Students pose questions about the society in which they live.</p>	<p>They share their views on an issue.</p>	<p>They present their ideas and opinions using civics and citizenship terms.</p>						

Year Level Indicators	Year level descriptions	Civics and Citizenship Knowledge and Understanding		Civics and Citizenship Skills							
		The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas or sub-strands at each year level: Government and democracy ; Laws and citizens ; and Citizenship, diversity and identity . Government and democracy involves a study of Australian democracy and the key institutions, processes and roles people play in Australia's system of government. Laws and citizens examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. Citizenship, diversity and identity explores the shared values of Australian citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.		The Civics and Citizenship Skills strand focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem solving and decision making; and communication and reflection. Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems. Analysis, synthesis and interpretation engages students in applying critical thinking skills and developing and accounting for different points of view. Problem solving and decision making involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action. Communication and reflection students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.							
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 4	The Year 4 curriculum introduces students to the purpose of local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity, and in particular how belonging to different groups can shape personal identity.... ...Key questions A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions: * How can local government contribute to community life? * What is the difference between rules and laws and why are they important? * How has my identity been shaped by the groups to which I belong? 	Government and democracy The purpose of government and some familiar services provided at the local level (ACHCK011)    	* Exploring what local government does, including the services it provides such as libraries, health, environment and waste, parks, pools and sport, arts, and pet management * Describing how local government services impact on the lives of students    	Pose questions about the society in which they live (ACHCS015)    	* Posing relevant questions, for example Who makes decisions about our local community?; 'What laws affect me?' * Discussing the different ways to find out information about a current event  	Distinguish facts from opinions in relation to civics and citizenship topics and issues (ACHCS016)  	* Distinguishing between facts and opinions when discussing a civics and citizenship issue, for example the compulsory use of bike helmets  	Interact with others with respect, share views and recognise there are different points of view (ACHCS018)    	* Conducting role plays which allow for equal presentation of viewpoints about a citizenship topic conducting a debate on a topic relevant to them and their community    	Present ideas and opinions on civics and citizenship topics and issues using civics and citizenship terms (ACHCS020)    	* Creating charts, pictorial stories, maps, and oral presentations, for example to explain the purpose of local government * Using appropriate terms, for example government, law and identity * Using digital technologies such as mind mapping software to make connections between local government services and how people benefit   
		The differences between rules and laws (ACHCK012)    	* Distinguishing between laws (for example speeding in school zones) and rules (for example sun safety in the school)    	Use information to develop a point of view (ACHCS017)    	* Considering information from more than one source before developing a point of view * Comparing different media coverage of a current event  	Work in groups to identify issues, possible solutions and a plan for action (ACHCS019)   	* Establishing roles and responsibilities in cooperative group work (such as leader/ chair, communicator, encourager, and recorder) * Devising multiple solutions to a civics and citizenship issue * Developing aims and identifying tasks for a plan of action, for example to improve local recreational facilities  	Reflect on their cultural identity and how it might be similar and different from others (ACHCS021)    	* Comparing family and community experiences such as religious celebrations with other class members to identify similarities and differences * Exploring stories about where people come from, for example Aboriginal and Torres Strait Islander Peoples, and people from countries of the Asia region   		
		Why laws are important (ACHCK013)    	* Exploring the purpose of laws and recognising that laws apply to everyone in society * Discussing examples of laws and why they are important to students' lives    								
		How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong (ACHCK014)    	* Identifying diversity through the different social, cultural, and religious groups students belong to * Listing and comparing the different purposes, beliefs, traditions and symbols used by groups * Recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions    								

Year 4 Achievement Standard




NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.


By the end of Year 4, students explain the role of local government and distinguish between rules and laws.
 Citizenship, diversity and identity
 They describe factors that shape a person's identity and sense of belonging.


Students pose questions about the society in which they live and use information to answer them.

They suggest solutions to an identified issue.

They develop and present their ideas and opinions on an issue using civics and citizenship terms.

Year Level Indicators	Year level descriptions	Civics and Citizenship Knowledge and Understanding		Civics and Citizenship Skills								
		<p>The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas or sub-strands at each year level: Government and democracy; Laws and citizens; and Citizenship, diversity and identity.</p> <p>Government and democracy involves a study of Australian democracy and the key institutions, processes and roles people play in Australia's system of government.</p> <p>Laws and citizens examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens.</p> <p>Citizenship, diversity and identity explores the shared values of Australian citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.</p>		<p>The Civics and Citizenship Skills strand focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem solving and decision making; and communication and reflection.</p> <p>Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems.</p> <p>Analysis, synthesis and interpretation engages students in applying critical thinking skills and developing and accounting for different points of view.</p> <p>Problem solving and decision making involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action.</p> <p>Communication and reflection students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.</p>								
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	
Year 5	<p>The Year 5 curriculum introduces students to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws impact on the lives of citizens. Students investigate the role of groups in our community...</p> <p>Key questions A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions: * What is democracy in Australia and why is voting in a democracy important? * How do laws affect the lives of citizens? * How and why do people participate in groups to achieve shared goals?</p> 	<p>Government and democracy</p> <p>The key values that underpin Australia's democratic system of government</p> <p>(ACHCK022)</p>	<p>* Discussing the meaning of democracy</p> <p>* Discussing the meaning and importance of the key values of Australian democracy such as freedom, equality, fairness and justice</p>	<p>Develop questions and gather a range of information to investigate the society in which they live</p> <p>(ACHCS028)</p>	<p>* Developing questions on a civics and citizenship issue (such as 'who', 'what', 'why', 'how', 'what if?')</p> <p>* Identifying possible sources of information relevant to an investigation</p>	<p>Identify over-generalised statements in relation to civics and citizenship topics and issues</p> <p>(ACHCS029)</p>	<p>* Identifying and challenging over-generalised statements within class discussions</p> <p>* Identifying stereotypes in media, such as those relating to age, gender and ethnicity</p>	<p>Interact with others with respect, identify different points of view and share personal perspectives and opinions</p> <p>(ACHCS031)</p>	<p>* Showing respect by listening to all viewpoints about a civics or citizenship issue</p> <p>* Identifying where points of view differ and discussing the reasons for the points of view that others have taken</p>	<p>Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts</p> <p>(ACHCS033)</p>	<p>* Identifying the audience and creating a digital presentation about an issue using communication strategies that appeal to and connect with that audience</p> <p>* Using terms and concepts appropriately, such as electoral process, democracy, legal system, and shared beliefs and values</p>	
		<p>The roles and responsibilities of electors and representatives in Australia's democracy</p> <p>(ACHCK023)</p>	<p>* Considering the responsibilities of electors, such as enrolling to vote, being informed and voting responsibly</p> <p>* Identifying the characteristics that would make for a 'good' representative at the local, state/territory, or national level</p>									
		<p>The key features of the Australian electoral process</p> <p>(ACHCK024)</p>	<p>* Exploring the secret ballot and compulsory voting as key features of Australia's democracy</p> <p>* Recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair</p> <p>* Clarifying who has the right to vote and stand for election in Australia</p> <p>* Discussing the democratic ideas behind preferential voting and proportional representation</p>									
		<p>Laws and citizens</p>										
		<p>How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples</p> <p>(ACHCK025)</p>	<p>* Categorising the different types of laws in our community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer)</p> <p>* Exploring how laws protect human rights, for example sex, disability, race and age discrimination law</p> <p>* Investigating whether environmental protection laws protect Aboriginal and Torres Strait Islander Peoples' traditional hunting and fishing rights and management of their Country/Place</p>	<p>Use and evaluate a range of information to develop a point of view</p> <p>(ACHCS030)</p>	<p>* Developing a position on a current event with supporting evidence from more than one source</p> <p>* Comparing the number of electors in some state or federal electorates to discuss issues of fairness in elections</p>	<p>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes</p> <p>(ACHCS032)</p>	<p>* Clarifying key group strategies and tasks to identify problems and possible solutions to an issue</p> <p>* Participating in a relevant democratic process, for example in the school's decision making processes such as student councils, parliaments, and voting</p>	<p>Reflect on personal roles and actions as a citizen in the school and in the community</p> <p>(ACHCS034)</p>	<p>* Analysing the civic activities that students can participate in and the benefits associated with working with others</p>			
		<p>The roles and responsibilities of key personnel in law enforcement and in the legal system</p> <p>(ACHCK026)</p>	<p>* Identifying and researching the different people associated with law enforcement (such as quarantine and customs officials, and police) and the legal system (such as judges and lawyers)</p>									
		<p>Citizenship, diversity and identity</p>										
<p>Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence</p> <p>(ACHCK027)</p>	<p>* Discussing how and why people volunteer for groups in their community, for example rural fire services, emergency services groups and youth groups</p> <p>* Using social media to share and discuss ideas about how people can work together as local, regional and global citizens, for example to develop sustainable communities</p> <p>* Examining Aboriginal and Torres Strait Islander organisations and the services they provide</p>											
Year 5 Achievement Standard	<p>NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p> 	<p>Government and democracy</p> <p>By the end of Year 5, students identify the values that underpin Australia's democracy and explain the importance of the electoral process.</p>		<p>Students develop questions and use information from different sources to investigate the society in which they live.</p>				<p>They identify possible solutions to an issue as part of a plan for action</p>		<p>Students develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.</p>		
		<p>Laws and citizens</p> <p>They describe the role of different people in Australia's legal system.</p>										
		<p>Citizenship, diversity and identity</p> <p>They identify various ways people can participate effectively in groups to achieve shared goals.</p>										

Year Level Indicators	Year level descriptions	Civics and Citizenship Knowledge and Understanding		Civics and Citizenship Skills							
		The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas or sub-strands at each year level: Government and democracy ; Laws and citizens ; and Citizenship, diversity and identity . Government and democracy involves a study of Australian democracy and the key institutions, processes and roles people play in Australia's system of government. Laws and citizens examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. Citizenship, diversity and identity explores the shared values of Australian citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.		The Civics and Citizenship Skills strand focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem solving and decision making; and communication and reflection. Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems. Analysis, synthesis and interpretation engages students in applying critical thinking skills and developing and accounting for different points of view. Problem solving and decision making involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action. Communication and reflection students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.							
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 6	<p>The Year 6 curriculum provides a study of the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They explore the obligations that people may have as global citizens...</p> <p>Key questions A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions: * What are the roles and responsibilities of the different levels of government in Australia? * How are laws developed in Australia? * What does it mean to be an Australian citizen?</p> 	<p>Government and democracy</p> <p>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts (ACHCK035)</p> <p>The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (ACHCK036)</p>	<p>* Explaining the role of the monarchy and its representatives in Australia including the Governor-General, and the parliaments and courts in Australia's system of government</p> <p>* Recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government</p> <p>* Investigating sites virtually or in situ associated with key democratic institutions to explore their roles, such as Parliament House in Canberra</p> <p>* Clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal)</p> <p>* Identifying instances where there may be multiple levels of government involved, for example in relation to the environment such as management of the Murray-Darling river system</p>	<p>Develop questions and gather a range of information to investigate the society in which they live (ACHCS040)</p> <p>* Developing a range of questions on a civics and citizenship issue, such as 'who', 'what', 'why', 'how', 'what if'</p> <p>* Clarifying ways to find out answers to questions, such as deciding whether it is better to use personal observation, internet sources, books, interviews, surveys, reports, blogs</p>	<p>Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS041)</p> <p>* Exploring facts and opinions in sources to identify and challenge over-generalisations</p> <p>* Identifying and challenging stereotypes in media</p>	<p>Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043)</p> <p>* Taking responsibility for respectful interactions with others</p> <p>* Analysing where points of view differ about global issues and clarifying the reasons for the points of view that others have taken</p>	<p>Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS045)</p> <p>* Developing a digital presentation that evaluates a civics and citizenship feature, issue or idea, for example the Australian citizenship pledge</p> <p>* Planning a media campaign for a specific purpose, such as to encourage people to enrol to vote</p> <p>* Using terms and concepts appropriately, such as Westminster system, courts, monarchy, and the three levels of government</p>	<p>Developing a digital presentation that evaluates a civics and citizenship feature, issue or idea, for example the Australian citizenship pledge</p> <p>* Planning a media campaign for a specific purpose, such as to encourage people to enrol to vote</p> <p>* Using terms and concepts appropriately, such as Westminster system, courts, monarchy, and the three levels of government</p>			
		<p>Laws and citizens</p> <p>How state/territory and federal laws are initiated and passed through parliament (ACHCK037)</p>	<p>* Discussing where ideas for new laws can come from, for example in response to a community concern</p> <p>* Investigating the stages of the passage of a bill</p> <p>* Observing an Australian parliament in session, in situ or virtually</p>	<p>Use and evaluate a range of information to develop a point of view (ACHCS042)</p> <p>* Connecting information from various sources to defend a position, for example about the responsibilities associated with Australian citizenship</p>	<p>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044)</p> <p>* Identifying the advantages and disadvantages of different options for taking action on a civics and citizenship issue</p> <p>* Determining the best option for action on an issue by surveying people's views and opinions, analysing the data, and debating and voting on the action</p>	<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046)</p> <p>* Discussing the civic activities that students can participate in and the benefits of active and informed citizenship</p>					
		<p>Citizenship, diversity and identity</p> <p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHCK038)</p>	<p>* Investigating how people become Australian citizens</p> <p>* Discussing the Australian citizenship pledge to explore the values and dispositions that characterise Australian citizenship</p> <p>* Clarifying the formal rights and responsibilities of Australian citizenship</p> <p>* Exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship, for example those of Asian heritage</p>	<p>Identify over-generalised statements in relation to civics and citizenship topics and issues (ACHCS041)</p> <p>* Exploring facts and opinions in sources to identify and challenge over-generalisations</p> <p>* Identifying and challenging stereotypes in media</p>	<p>Interact with others with respect, identify different points of view and share personal perspectives and opinions (ACHCS043)</p> <p>* Taking responsibility for respectful interactions with others</p> <p>* Analysing where points of view differ about global issues and clarifying the reasons for the points of view that others have taken</p>	<p>Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts (ACHCS045)</p> <p>* Developing a digital presentation that evaluates a civics and citizenship feature, issue or idea, for example the Australian citizenship pledge</p> <p>* Planning a media campaign for a specific purpose, such as to encourage people to enrol to vote</p> <p>* Using terms and concepts appropriately, such as Westminster system, courts, monarchy, and the three levels of government</p>					
		<p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)</p>	<p>* Identifying the obligations people may consider they have as global citizens, such as an awareness of human rights issues, concern for the environment and sustainability, and being active and informed about global issues</p> <p>* Describing dual citizenship and its implications for identity and belonging</p> <p>* Using a current global issue, such as immigration across borders and clearing native forests to establish palm oil plantations, to discuss the concept of global citizenship</p>	<p>Use and evaluate a range of information to develop a point of view (ACHCS042)</p> <p>* Connecting information from various sources to defend a position, for example about the responsibilities associated with Australian citizenship</p>	<p>Work in groups to identify issues and develop possible solutions and a plan for action using decision making processes (ACHCS044)</p> <p>* Identifying the advantages and disadvantages of different options for taking action on a civics and citizenship issue</p> <p>* Determining the best option for action on an issue by surveying people's views and opinions, analysing the data, and debating and voting on the action</p>	<p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046)</p> <p>* Discussing the civic activities that students can participate in and the benefits of active and informed citizenship</p>					
		<p>By the end of Year 6, students explain the purpose of key institutions and levels of government in Australia's democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens.</p>	<p>Citizenship, diversity and identity</p>	<p>When researching, students develop questions and gather and analyse information from different sources to investigate the society in which they live.</p>	<p>When planning for action, they identify different points of view and solutions to an issue.</p>	<p>Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.</p>					

Year Level Indicators	Year level descriptions	Civics and Citizenship Knowledge and Understanding		Civics and Citizenship Skills												
		<p>The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas or sub-strands at each year level: Government and democracy; Laws and citizens; and Citizenship, diversity and identity.</p> <p>Government and democracy involves a study of Australian democracy and the key institutions, processes and roles people play in Australia's system of government.</p> <p>Laws and citizens examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens.</p> <p>Citizenship, diversity and identity explores the shared values of Australian citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.</p>		<p>The Civics and Citizenship Skills strand focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem solving and decision making; and communication and reflection.</p> <p>Questioning and research involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems.</p> <p>Analysis, synthesis and interpretation engages students in applying critical thinking skills and developing and accounting for different points of view.</p> <p>Problem solving and decision making involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action.</p> <p>In Communication and reflection students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.</p>												
		Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations					
<p>Year 7 Achievement Standard</p> <p>The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values...</p> <p>...Key questions A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions: * How is Australia's system of democratic government shaped by the Constitution? * What principles of justice help to protect the individual's rights to justice in Australia's system of law? * How is Australia a diverse society and what factors contribute to a cohesive society?</p> <p></p>	<p>Government and democracy</p> <p>The purpose and value of the Australian Constitution</p> <p>(ACHCK047)</p> <p>The key features of government under the Australian Constitution with a focus on the separation of powers, the roles of the Houses of Parliament, and the division of powers</p> <p>(ACHCK048)</p> <p>The process for constitutional change through a referendum</p> <p>(ACHCK049)</p> <p>Laws and citizens</p> <p>How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation</p> <p>(ACHCK050)</p> <p>Citizenship, diversity and identity</p> <p>How Australia is a secular nation and a multi-faith society</p> <p>(ACHCK051)</p> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society</p> <p>How groups, including Aboriginal and Torres Strait Islander Peoples, express their particular identities, how this influences their perceptions of others, and others' perception of them</p> <p>(ACHCK053)</p>	<p>Government and democracy</p> <p>* Discussing the key ideas that underpin the Australian Constitution</p> <p>* Discussing the advantages of having a written constitution</p> <p>* Exploring the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power</p> <p>* Exploring the division of powers between state/territory and federal levels of government using an issue such as water management, education or health</p> <p>* Describing the role of the Governor-General and the different roles of the House of Representatives and the Senate</p> <p>* Describing the process by which referendums to change the Australian Constitution are initiated and decided</p> <p>* Exploring examples of attempts to change the Australian Constitution by referendum, for example the successful vote on the Constitution Alteration (Aboriginals) 1967 or the unsuccessful vote on the Constitution Alteration (Establishment of Republic) 1999</p> <p>Laws and citizens</p> <p>* Discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors</p> <p>* Exploring how Australians can receive access to justice and legal representation, such as through legal aid</p> <p>* Discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof</p> <p>Citizenship, diversity and identity</p> <p>* Defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today</p> <p>* Identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources</p> <p>* Exploring the diversity of spiritualities among Aboriginal and Torres Strait Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam</p> <p>* Identifying values shared by Australians and deciding which ones could also be considered universal values</p> <p>* Identifying how human rights values are consistent with Australian values</p> <p>* Investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole</p> <p>* Investigating how and why the visible aspects of people's cultural identity (for example dress, gestures, traditions/customs, accent/language) can influence interactions between people</p> <p>* Considering how Australia's location in the Asian region influences interactions between Australians and those living in the region</p>	<p>Questioning and research</p> <p>Develop a range of questions to investigate Australia's political and legal systems</p> <p>(ACHCS054)</p> <p>Analysis, synthesis and interpretation</p> <p>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues</p> <p>(ACHCS056)</p> <p>Problem solving and decision making</p> <p>Appreciate multiple perspectives and use strategies to mediate differences</p> <p>(ACHCS057)</p> <p>Communication and reflection</p> <p>Present evidence-based civics and citizenship arguments using subject-specific language</p> <p>(ACHCS059)</p>	<p>Questioning and research</p> <p>* Developing a key question such as "How does the law protect all individuals?" and related questions to inform the investigation, for example "What is the presumption of innocence?"</p> <p>* Evaluating data from a survey to draw conclusions about a current event or issue</p>	<p>Problem solving and decision making</p> <p>* Identifying the influences or circumstances that may have informed different perspectives about a civics and citizenship issue</p> <p>* Identifying where there is a common understanding or points of agreement in a discussion as a basis for resolving a conflict or differences</p>	<p>Communication and reflection</p> <p>* Using appropriate terms and concepts such as rule of law, separation of powers and secular nation</p> <p>* Using digital technologies and graphic displays for a specific audience, purpose and context, for example to argue the case for a constitutional change</p>	<p>Questioning and research</p> <p>Identify, gather and sort information and ideas from a range of sources</p> <p>(ACHCS055)</p> <p>Using a range of sources of information to show religious diversity in Australia, such as articles, graphs, charts, and statistics</p> <p>* Categorising information under headings that are the focus for research</p>	<p>Problem solving and decision making</p> <p>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action</p> <p>(ACHCS058)</p> <p>Developing a plan of action that incorporates a consultation process to ensure a range of views are heard and people are provided with opportunities to respond</p>	<p>Communication and reflection</p> <p>Reflect on their role as a citizen in Australia's democracy</p> <p>(ACHCS060)</p> <p>Recognising their own emotional reactions when interacting with people who are different from them</p> <p>* Raising awareness of different perspectives, for example about sustainability challenges</p>							
										<p>Year 7 Achievement Standard</p> <p>NOTE: The standards are not divided into Strands or Sub-strands in the Australian Curriculum documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.</p>	<p>Government and democracy</p> <p>By the end of Year 7, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy.</p> <p>Laws and citizens</p> <p>They explain how Australia's legal system is based on the principle of justice.</p> <p>Citizenship, diversity and identity</p> <p>Students identify the importance of shared values, and explain the diverse nature of Australian society.</p>	<p>When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems.</p>	<p>They consider different points of view on civics and citizenship issues.</p>	<p>Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts.</p>		
															<p>When planning for action, students take into account multiple perspectives to develop solutions to an issue</p>	<p>They identify ways they can be active and informed citizens.</p>