

AusVELS: Civics & Citizenship

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED TEXT**.

Based on VCAA materials

In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.'

Standards in the Civics and Citizenship domain are organised in two dimensions:

1. Civic knowledge and understanding
2. Community engagement.

Year Level	Learning Focus
Foundation	<p>As students work towards the achievement of Level 4 standards in Civics and Citizenship, they begin to develop a sense of belonging to the school community.</p> <p>They are introduced to the idea of the classroom being a community and they learn about respect and concern for others and being fair.</p> <p>They learn about classroom rules and why they are needed.</p> <p>They begin to compare classroom and family rules and other rules that they know about such as those for games and sport.</p> <p>Students explore their responsibilities and rights and those of others in familiar contexts such as the family, the classroom, the school playground and local recreation areas.</p> <p>Students learn about and celebrate special cultural, local, community and national days; for example, school sporting events and Clean Up Australia Day.</p>
Level 1	<p>As students work towards the achievement of Level 4 standards in Civics and Citizenship, they identify the range of groups to which they, their family members and their class belong.</p> <p>They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation.</p> <p>They explore the roles, rights and responsibilities of various family and community members.</p> <p>They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community.</p> <p>They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.</p> <p>Students begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources, and marking local and national celebrations and commemorations.</p> <p>They explore the purpose and benefits of school, community and national events.</p> <p>Students investigate the ways individuals, families, groups and communities can work to improve their environment.</p>
Level 2	<p>As students work towards the achievement of Level 4 standards in Civics and Citizenship, they identify the range of groups to which they, their family members and their class belong.</p> <p>They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation.</p> <p>They explore the roles, rights and responsibilities of various family and community members.</p> <p>They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community.</p> <p>They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.</p> <p>Students begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources, and marking local and national celebrations and commemorations.</p> <p>They explore the purpose and benefits of school, community and national events.</p> <p>Students investigate the ways individuals, families, groups and communities can work to improve their environment.</p>

AusVELS: Civics and Citizenship (F-8) - The Progressive Curriculum Framework

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Level 3	<p>As students work towards the achievement of Level 4 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community.</p> <p>They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. They explore the ways that Australians are connected to other regional and global communities.</p> <p>Students learn about some key events which contributed to the development of the Australian nation. They explore symbols and celebrations of Australia's and Victoria's past and present; for example, the Australian national flag, the ATSI flags, the Victorian flag, coats of arms, floral emblems, colours, flower, animal and bird emblems, the national anthem, Australia Day and the Queen's Birthday. They consider the meaning and values that are reflected in these celebrations and symbols. They consider what they value about Australia.</p> <p>Students explore how and why people make decisions and identify places where people come together to discuss issues and make decisions. They know that voting is a key method for group decision making in a democracy.</p> <p>Students learn about the purpose of government and some familiar services provided by government, particularly at the local level such as pre-schools, libraries, recreational facilities and waste and recycling collections. They look at the roles of some leaders and representatives such as prime minister, premier and mayor.</p> <p>Students learn about the different types of groups in the community and their functions; for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.</p> <p>They explore the differences between rules and laws, why we have them, what role they serve, and how they can be changed. They contribute to the development and support of classroom rules. They develop an understanding of the qualities of good laws, the importance of laws applying equally to everyone in a democracy, and the ways that laws are made.</p> <p>Students engage in democratic processes to plan and carry out activities and events at the school or in the local community. They participate in community, school- and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use; for example, by reducing, reusing and recycling paper and plastics, reducing use of fossil fuel by walking or cycling to school, reducing water consumption, and contributing to community events.</p>																
Level 4	<p>As students work towards the achievement of Level 4 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community.</p> <p>They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. They explore the ways that Australians are connected to other regional and global communities.</p> <p>Students learn about some key events which contributed to the development of the Australian nation. They explore symbols and celebrations of Australia's and Victoria's past and present; for example, the Australian national flag, the ATSI flags, the Victorian flag, coats of arms, floral emblems, colours, flower, animal and bird emblems, the national anthem, Australia Day and the Queen's Birthday. They consider the meaning and values that are reflected in these celebrations and symbols. They consider what they value about Australia.</p> <p>Students explore how and why people make decisions and identify places where people come together to discuss issues and make decisions. They know that voting is a key method for group decision making in a democracy.</p> <p>Students learn about the purpose of government and some familiar services provided by government, particularly at the local level such as pre-schools, libraries, recreational facilities and waste and recycling collections. They look at the roles of some leaders and representatives such as prime minister, premier and mayor.</p> <p>Students learn about the different types of groups in the community and their functions; for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.</p> <p>They explore the differences between rules and laws, why we have them, what role they serve, and how they can be changed. They contribute to the development and support of classroom rules. They develop an understanding of the qualities of good laws, the importance of laws applying equally to everyone in a democracy, and the ways that laws are made.</p> <p>Students engage in democratic processes to plan and carry out activities and events at the school or in the local community. They participate in community, school- and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use; for example, by reducing, reusing and recycling paper and plastics, reducing use of fossil fuel by walking or cycling to school, reducing water consumption, and contributing to community events.</p>																
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AusVELS: Civics and Citizenship (F-8) - The Progressive Curriculum Framework

Year Level	Learning Focus												
Level 5	<p>As students work towards the achievement of Level 6 standards in Civics and Citizenship, they learn about the origins and establishment of the Australian nation at Federation. They examine the nature of the Australian federal system of governance that developed. They consider the effects of Australian federation on the democratic rights of different groups of people such as Aboriginal and Torres Strait Islander (ATSI) people, women and non-British migrants.</p> <p>Students learn about the three levels of government in Australia and investigate examples of the functions and services of these governments such as currency, defence, education, health, parks and libraries. They examine other features of Australian democracy; for example, the role of government in representing the people, the key tasks of a member of parliament or councillor, how parliament makes laws and the importance of voting. They learn about the values of democracy, and the rights and responsibilities of citizenship.</p> <p>They consider the experiences of diverse cultural groups, including ATSI communities, and their contributions to Australian identity. They consider the values important in a multicultural society such as respect and tolerance.</p> <p>Students learn about the processes of making and changing laws and the role of the courts and police. They consider important principles such as the independence of the judiciary, equality before the law, and the presumption of innocence. They compare Australian legal processes with those of other cultures, such as those of ATSI communities. Students understand that when Australians travel overseas, the laws of other countries apply to them.</p> <p>Students understand the ways in which Australian citizens are influenced by and can influence local, state, national, regional and global decisions and movements, including issues of sustainability. They investigate the social and political links between Australia and other countries in the Asia-Pacific region and explore global developments and their potential impact on Australia. They understand that protecting the environment requires that people work together as citizens and consumers and participate in appropriate actions as environmental stewards or in other civic action to effect positive change. Students research an issue, or issues using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issue/s.</p> <p>Students explore ways in which they can actively participate in their school and community. They investigate the qualities of leadership through past and present examples. They are provided with opportunities to participate in school events and experience class and school leadership roles and their responsibilities.</p>												
Level 6	<p>As students work towards the achievement of Level 6 standards in Civics and Citizenship, they learn about the origins and establishment of the Australian nation at Federation. They examine the nature of the Australian federal system of governance that developed. They consider the effects of Australian federation on the democratic rights of different groups of people such as Aboriginal and Torres Strait Islander (ATSI) people, women and non-British migrants.</p> <p>Students learn about the three levels of government in Australia and investigate examples of the functions and services of these governments such as currency, defence, education, health, parks and libraries. They examine other features of Australian democracy; for example, the role of government in representing the people, the key tasks of a member of parliament or councillor, how parliament makes laws and the importance of voting. They learn about the values of democracy, and the rights and responsibilities of citizenship.</p> <p>They consider the experiences of diverse cultural groups, including ATSI communities, and their contributions to Australian identity. They consider the values important in a multicultural society such as respect and tolerance.</p> <p>Students learn about the processes of making and changing laws and the role of the courts and police. They consider important principles such as the independence of the judiciary, equality before the law, and the presumption of innocence. They compare Australian legal processes with those of other cultures, such as those of ATSI communities. Students understand that when Australians travel overseas, the laws of other countries apply to them.</p> <p>Students understand the ways in which Australian citizens are influenced by and can influence local, state, national, regional and global decisions and movements, including issues of sustainability. They investigate the social and political links between Australia and other countries in the Asia-Pacific region and explore global developments and their potential impact on Australia. They understand that protecting the environment requires that people work together as citizens and consumers and participate in appropriate actions as environmental stewards or in other civic action to effect positive change. Students research an issue, or issues using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issue/s.</p> <p>Students explore ways in which they can actively participate in their school and community. They investigate the qualities of leadership through past and present examples. They are provided with opportunities to participate in school events and experience class and school leadership roles and their responsibilities.</p>												
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AusVELS: Civics and Citizenship (F-8) - The Progressive Curriculum Framework

Year Level	Learning Focus														
Level 7	<p>As students work towards the achievement of Level 8 standards in Civics and Citizenship, they study the origins of democracy and various other types of government in an historical context. They learn about how past societies such as Ancient Greece and Rome have influenced modern democracies. They learn how Australian democracy developed from an autocracy to a modern democracy and the British foundations of Australian democracy.</p> <p>Students learn about significant milestones in the development of Australian law, governance and rights. They explore the historical origins of some political rights, such as universal suffrage, secret ballot and payment of parliamentarians. They consider examples of the fight for political rights such as the Eureka movement, the eight-hour day and fair working conditions, Aboriginal and Torres Strait Islander rights and the vote for women. They look at the origins of Australian citizenship and how it can be acquired.</p> <p>Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.</p> <p>Students consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.</p> <p>Through historical and contemporary examples, including those from Australia, students are introduced to the values and qualities of leadership. Students are provided with opportunities to take on a variety of leadership roles. They develop skills required for active and informed citizenship and use these in class and community contexts. For example, they use cooperative decision making to design and evaluate a group project, seek a variety of opinions and use a voting method to determine the majority view about an issue.</p> <p>Students examine the ways in which Australians are connected to other people in the Asia-Pacific region and around the world. They explore the responsibilities of global citizenship for individuals, organisations and governments and the roles and responsibilities of companies, producers and consumers in relation to sustainability. They explore ways in which countries work together to protect the environment.</p> <p>Students interact with a variety of groups and organisations in civic and community events. With assistance, they seek opportunities to actively engage in school, local and community events. They research issues and events of importance to the community, recognise a range of perspectives, and propose possible solutions and actions. These issues may be related to matters such as environmental sustainability, social justice and human rights and may have local, national and global significance.</p>														
Level 8	<p>As students work towards the achievement of Level 8 standards in Civics and Citizenship, they study the origins of democracy and various other types of government in an historical context. They learn about how past societies such as Ancient Greece and Rome have influenced modern democracies. They learn how Australian democracy developed from an autocracy to a modern democracy and the British foundations of Australian democracy.</p> <p>Students learn about significant milestones in the development of Australian law, governance and rights. They explore the historical origins of some political rights, such as universal suffrage, secret ballot and payment of parliamentarians. They consider examples of the fight for political rights such as the Eureka movement, the eight-hour day and fair working conditions, Aboriginal and Torres Strait Islander rights and the vote for women. They look at the origins of Australian citizenship and how it can be acquired.</p> <p>Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.</p> <p>Students consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.</p> <p>Through historical and contemporary examples, including those from Australia, students are introduced to the values and qualities of leadership. Students are provided with opportunities to take on a variety of leadership roles. They develop skills required for active and informed citizenship and use these in class and community contexts. For example, they use cooperative decision making to design and evaluate a group project, seek a variety of opinions and use a voting method to determine the majority view about an issue.</p> <p>Students examine the ways in which Australians are connected to other people in the Asia-Pacific region and around the world. They explore the responsibilities of global citizenship for individuals, organisations and governments and the roles and responsibilities of companies, producers and consumers in relation to sustainability. They explore ways in which countries work together to protect the environment.</p> <p>Students interact with a variety of groups and organisations in civic and community events. With assistance, they seek opportunities to actively engage in school, local and community events. They research issues and events of importance to the community, recognise a range of perspectives, and propose possible solutions and actions. These issues may be related to matters such as environmental sustainability, social justice and human rights and may have local, national and global significance.</p>														
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