

Ethical Understanding learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Understanding ethical concepts and issues element						
Recognise ethical concepts	identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	critique generalised statements about ethical concepts
Explore ethical concepts in context	describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues
Reasoning in decision making and actions element						
Reason and make ethical decisions	identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance
Consider consequences	identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
Reflect on ethical action	identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of ethical responses to situations in various social contexts	analyse perceptions of occurrences and possible ethical response in challenging scenarios	evaluate diverse perceptions and ethical bases of action in complex contexts

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Exploring values, rights and responsibilities element						
Examine values	identify values that are important to them	discuss some agreed values in familiar contexts	identify and describe shared values in familiar and unfamiliar contexts	examine values accepted and enacted within various communities	assess the relevance of beliefs and the role and application of values in social practices	analyse and explain the interplay of values in national and international forums and policy making
Explore rights and responsibilities	share examples of rights and responsibilities in given situations	identify their rights and associated responsibilities and those of their classmates	investigate children's rights and responsibilities at school and in the local community	monitor consistency between rights and responsibilities when interacting face-to-face or through social media	analyse rights and responsibilities in relation to the duties of a responsible citizen	evaluate the merits of conflicting rights and responsibilities in global contexts
Consider points of view	express their own point of view and listen to the views of others	recognise that there may be many points of view when probing ethical dilemmas and identify alternative views	describe different points of view associated with an ethical dilemma and give possible reasons for these differences	explain a range of possible interpretations and points of view when thinking about ethical dilemmas	draw conclusions from a range of points of view associated with challenging ethical dilemmas	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Self-awareness element							
Recognise emotions	recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Recognise personal qualities and achievements	express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Understand themselves as learners	select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Develop reflective practice	recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

Personal and Social Capability learning continuum

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Self-management element							
Express emotions appropriately	recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and relationships	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Develop self-discipline and set goals	make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Work independently and show initiative	attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative to do so where appropriate	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Become confident, resilient and adaptable	identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

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Social awareness element							
Appreciate diverse perspectives	show an awareness for the feelings, needs and interests of others	acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Contribute to civil society		describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
Understand relationships		explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

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Social management element							
Communicate effectively	respond to the feelings, needs and interests of others	identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Work collaboratively		share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
Make decisions		identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision making and consider the usefulness of these in making their own decisions	assess individual and group decision-making processes in challenging situations	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
Negotiate and resolve conflict		listen to others' ideas, and recognise that others may see things differently from them	practise solving simple interpersonal problems, recognising there are many ways to solve conflict	identify a range of conflict resolution strategies to negotiate positive outcomes to problems	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

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Develop leadership skills	respond to the feelings, needs and interests of others	identify ways to take responsibility for familiar tasks at home and school	discuss ways in which they can take responsibility for their own actions	discuss the concept of leadership and identify situations where it is appropriate to adopt this role	initiate or help to organise group activities that address a common need	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

Year 4 Humanities & Social Sciences

Achievement Standard

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging.

Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.

Inquiry & Skills

Questioning

Pose questions to investigate people, events, places and issues (ACHASSI073)

Researching

Locate and collect information and data from different sources, including observations (ACHASSI074)

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)

Analysing

Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)

Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)

Evaluating & Reflecting

Draw simple conclusions based on analysis of information and data (ACHASSI079)

Interact with others with respect to share points of view (ACHASSI080)

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)

Communicating

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)

Year 4 Humanities & Social Sciences

Sequence information about people's lives and events (ACHASSI076)

Knowledge & Understanding	<p>History</p> <p>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)</p> <p>The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084)</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085)</p> <p>The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)</p>	<p>Civics & Citizenship</p> <p>The role of local government and the decisions it makes on behalf of the community (ACHASSK091)</p> <p>The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)</p> <p>The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</p>	<p>Geography</p> <p>The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)</p> <p>The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</p> <p>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)</p> <p>The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)</p>
	<p>Key Discussion Questions</p> <ul style="list-style-type: none"> • Why did the great journeys of exploration occur? • What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans? • Why did the Europeans settle in Australia? • What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers? 	<p>Civics & Citizenship</p> <ul style="list-style-type: none"> • 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? 	<p>Geography</p> <ul style="list-style-type: none"> • How does the environment support the lives of people and other living things? • How do different views about the environment influence approaches to sustainability? • How can people use environments more sustainably?

General Capabilities

Intercultural Understanding	✓	Critical & Creative Thinking	✓	Personal & Social		Ethical Behaviour	✓
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Numeracy	✓	Literacy	✓	ICT	✓
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Cross Curriculum Priorities					
ATSI Histories and Cultures		Asia		Sustainability	✓

Year 5 Humanities & Social Sciences

<p>Achievement Standard</p>	<p>By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.</p> <p>Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p> <p>By the end of Year 5, students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.</p> <p>Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.</p>				
<p>Inquiry & Skills</p>	<p>Questioning</p> <p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)</p>	<p>Researching</p> <p>Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)</p> <p>Sequence information about people’s lives, events,</p>	<p>Analysing</p> <p>Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)</p> <p>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns</p>	<p>Evaluating & Reflecting</p> <p>Evaluate evidence to draw conclusions (ACHASSI101)</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102)</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)</p>	<p>Communicating</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)</p>

Year 5 Humanities & Social Sciences

	developments and phenomena using a variety of methods including timelines (ACHASSI097)	and trends, and to infer relationships (ACHASSI100)	Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)	
Knowledge & Understanding	<p>History</p> <p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106)</p> <p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)</p> <p>The impact of a significant development or event on an Australian colony (ACHASSK108)</p> <p>The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)</p> <p>The role that a significant individual or group played in shaping a colony (ACHASSK110)</p>	<p>Civics & Citizenship</p> <p>The key values that underpin Australia's democracy (ACHASSK115)</p> <p>The key features of the electoral process in Australia (ACHASSK116)</p> <p>Why regulations and laws are enforced and the personnel involved (ACHASSK117)</p> <p>How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)</p>	<p>Geography</p> <p>The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)</p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)</p>	<p>Economics & Business</p> <p>The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)</p> <p>Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)</p> <p>Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)</p>
Key Discussion Questions	<p>History</p> <ul style="list-style-type: none"> • What do we know about the lives of people in Australia's colonial past and how do we know? • How did an Australian colony develop over time and why? • How did colonial settlement change the environment? • What were the significant events and who were the significant people that shaped Australian colonies? 	<p>Civics & Citizenship</p> <ul style="list-style-type: none"> • What is democracy in Australia and why is voting in a democracy important? • Why do we have laws and regulations? • How and why do people participate in groups to achieve shared goals? 	<p>Geography</p> <ul style="list-style-type: none"> • How do people and environments influence one another? • How do people influence the human characteristics of places and the management of spaces within them? • How can the impact of bushfires or floods on people and places be reduced? 	<p>Economics & Business</p> <ul style="list-style-type: none"> • Why do I have to make choices as a consumer? • What influences the decisions I make? • What can I do to make informed decisions?



General Capabilities							
Intercultural Understanding	✓	Critical & Creative Thinking	✓	Personal & Social	✓	Ethical Behaviour	✓
Numeracy		Literacy	✓	ICT			

Cross Curriculum Priorities					
ATSI Histories and Cultures	✓	Asia		Sustainability	✓

Year 6 Humanities & Social Sciences

Achievement Standard

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia’s democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

By the end of Year 6, students explain the role and importance of people, institutions, and processes to Australia’s democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.

Students develop appropriate questions to frame an investigation about the society in which they live. They locate, collect and organise useful information from a range of different sources to answer these questions. They examine sources to determine their origin and purpose and describe different perspectives. They evaluate information to draw conclusions. When planning for action, they identify different points of view and solutions to an issue. They reflect on their learning to identify the ways they can participate as citizens in the school or elsewhere. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and civics and citizenship terms and concepts.

Inquiry & Skills

Questioning	Researching	Analysing	Evaluating & Reflecting	Communicating
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)	Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123) Organise and represent data in a range of formats including tables, graphs and large- and	Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126) Examine different viewpoints on actions, events, issues and	Evaluate evidence to draw conclusions (ACHASSI129) Work in groups to generate responses to issues and challenges (ACHASSI130) Use criteria to make decisions and judgements and consider	Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms

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	<p>small-scale maps, using discipline-appropriate conventions (ACHASSI124)</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)</p>	<p>phenomena in the past and present (ACHASSI127)</p> <p>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)</p>	<p>advantages and disadvantages of preferring one decision over others (ACHASSI131)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)</p>	<p>and conventions (ACHASSI133)</p>
Knowledge & Understanding	<p>History</p> <p>Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134)</p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)</p> <p>Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)</p> <p>The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</p>	<p>Civics & Citizenship</p> <p>The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)</p> <p>The roles and responsibilities of Australia's three levels of government (ACHASSK144)</p> <p>The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)</p> <p>Where ideas for new laws can come from and how they become law (ACHASSK146)</p> <p>The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)</p> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)</p>	<p>Geography</p> <p>The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)</p> <p>Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)</p> <p>The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)</p> <p>Australia's connections with other countries and how these change people and places (ACHASSK141)</p>	<p>Economics & Business</p> <p>How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)</p> <p>The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)</p> <p>The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)</p>
Key Discussion Questions	<p>History</p> <ul style="list-style-type: none"> Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? 	<p>Civics & Citizenship</p> <ul style="list-style-type: none"> 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>Geography</p> <ul style="list-style-type: none"> How do places, people and cultures differ across the world? What are Australia's global connections between people and places? How do people's connections to places affect their perception of them? 	<p>Economics & Business</p> <ul style="list-style-type: none"> Why are there trade-offs associated with making decisions? What are the possible effects of my consumer and financial choices? Why do businesses exist and what are the different

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ways they provide goods and services?

General Capabilities

Intercultural Understanding	✓	Critical & Creative Thinking	✓	Personal & Social	✓	Ethical Behaviour	✓
Numeracy	✓	Literacy	✓	ICT	✓		

Cross Curriculum Priorities

ATSI Histories and Cultures	✓=	Asia		Sustainability	
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Year 7 Humanities & Social Sciences

Achievement Standard

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.

Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

By the end of Year 7, students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society.

Students formulate significant questions to investigate Australia's political and legal systems. They locate, collect and organise useful information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify and describe values and perspectives. They evaluate and synthesise information to draw conclusions. When planning for action, students take into account multiple perspectives to develop solutions to an issue. They reflect on their learning to identify ways they can be active and informed citizens. Students present ideas, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, and civics and citizenship terms and concepts.

Inquiry & Skills

Questioning

Construct significant questions and propositions to guide investigations about people, events, developments,

Researching

Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources (ACHASSI153)

Analysing

Examine primary sources and secondary sources to determine their origin, purpose and reliability (ACHASSI156)

Evaluating & Reflecting

Evaluate and synthesise evidence to draw conclusions (ACHASSI159)
Collaborate to generate alternatives in response to an issue or challenge, and

Communicating

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations,

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	<p>places, systems and challenges (ACHASSI152)</p>	<p>Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154)</p> <p>Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions (ACHASSI155)</p>	<p>Analyse primary sources and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present (ACHASSI157)</p> <p>Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)</p>	<p>compare the potential costs and benefits of each (ACHASSI160)</p> <p>Develop and use criteria to make informed decisions and judgements (ACHASSI161)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)</p>	<p>graphic representations and discipline-specific terms, conventions and concepts (ACHASSI163)</p>
<p>Knowledge & Understanding</p>	<p>History</p> <p>The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACHASSK164)</p> <p>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACHASSK165)</p> <p>Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACHASSK166)</p> <p>How historians and archaeologists investigate history, including excavation and archival research (ACHASSK167)</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources (ACHASSK168)</p> <p>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACHASSK169)</p>	<p>Civics & Citizenship</p> <p>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers (ACHASSK193)</p> <p>The process for constitutional change through a referendum (ACHASSK194)</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 (ACHASSK195)</p> <p>How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHASSK196)</p> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote</p>	<p>Geography</p> <p>Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)</p> <p>The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)</p> <p>The quantity and variability of Australia's water resources compared with other continents (ACHASSK184)</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)</p> <p>Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and</p>	<p>Economics & Business</p> <p>The ways consumers and producers interact and respond to each other in the market (ACHASSK199)</p> <p>Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHASSK200)</p> <p>Characteristics of entrepreneurs and successful businesses (ACHASSK201)</p> <p>Why individuals work, types of work and how people derive an income (ACHASSK202)</p>	

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<p>The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACHASSK170)</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACHASSK171)</p> <p>The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there (ACHASSK172)</p> <p>Roles of key groups in the ancient Greece, Egypt or Rome, including the influence of law and religion (ACHASSK173)</p> <p>The significant beliefs, values and practices of ancient Greece, Egypt or Rome, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACHASSK174)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACHASSK175)</p> <p>The role of a significant individual in ancient Egyptian, Greek or Roman history (ACHASSK176)</p> <p>The physical features of India or China and how they influenced the civilisation that developed there (ACHASSK177)</p> <p>Roles of key groups in Indian or Chinese society in this period, including the influence of law and religion (ACHASSK178)</p> <p>The significant beliefs, values and practices of Indian or Chinese society, with a particular emphasis on ONE of the following areas:</p>	<p>cohesion within Australian society (ACHASSK197)</p> <p>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHASSK198)</p>	<p>peoples of the Asia region (ACHASSK186)</p> <p>Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187)</p> <p>Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188)</p> <p>The influence of accessibility to services and facilities on the liveability of places (ACHASSK189)</p> <p>The influence of environmental quality on the liveability of places (ACHASSK190)</p> <p>The influence of social connectedness and community identity on the liveability of places (ACHASSK191)</p> <p>Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192)</p>	
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	<p>everyday life, warfare, or death and funerary customs (ACHASSK179)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs (ACHASSK180)</p> <p>The role of a significant individual in ancient Indian or Chinese history (ACHASSK181)</p>			
<p>Key Discussion Questions</p>	<p>History</p> <ul style="list-style-type: none"> • How do we know about the ancient past? • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies? 	<p>Civics & Citizenship</p> <ul style="list-style-type: none"> • 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>Geography</p> <ul style="list-style-type: none"> • How does people's reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? • What approaches can be used to improve the availability of resources and access to services? 	<p>Economics & Business</p> <ul style="list-style-type: none"> • Why is there a relationship between consumers and producers in the market? • Why is personal, organisational and financial planning for the future important for consumers and businesses? • How does entrepreneurial behaviour contribute to a successful business? • What types of work exist and in what other ways can people derive an income? •

Year 7 Civics & Citizenship

Achievement Standard	<p>By the end of Year 7, students explain features of Australia's Constitution, including the process for constitutional change. They explain how Australia's legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive 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. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.</p>			
Skills	<p>Questioning & Research</p> <p>Develop a range of questions to investigate Australia's political and legal systems (ACHCS054)</p> <p>Identify, gather and sort information and ideas from a range of sources (ACHCS055)</p>	<p>Analysis, Synthesis & Interpretation</p> <p>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056)</p>	<p>Problem Solving & Decision Making</p> <p>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057)</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 (ACHCS058)</p>	<p>Communication & Reflection</p> <p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059)</p> <p>Reflect on their role as a citizen in Australia's democracy (ACHCS060)</p>
Knowledge & Understanding	<p>Government & Democracy</p> <p>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)</p> <p>The process for constitutional change through a referendum (ACHCK049)</p>	<p>Laws & 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 (ACHCK050)</p>	<p>Citizenship, Diversity & Identity</p> <p>How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051)</p> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)</p> <p>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)</p>	
Key Discussion Questions	<ul style="list-style-type: none"> 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? 			

General Capabilities

Intercultural Understanding	✓	Critical & Creative Thinking	✓	Personal & Social	✓	Ethical Behaviour	✓
Numeracy	✓	Literacy	✓	ICT	✓		

Cross Curriculum Priorities

ATSI Histories and Cultures	✓	Asia		Sustainability	✓
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Year 8 Civics & Citizenship

<p>Achievement Standard</p>	<p>By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people’s sense of belonging.</p> <p>When researching, students develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.</p>			
<p>Skills</p>	<p>Questioning & Research</p> <p>Develop a range of questions to investigate Australia’s political and legal systems (ACHCS068)</p> <p>Identify, gather and sort information and ideas from a range of sources (ACHCS069)</p>	<p>Analysis, Synthesis & Interpretation</p> <p>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)</p>	<p>Problem Solving & Decision Making</p> <p>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071)</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 (ACHCS072)</p>	<p>Communication & Reflection</p> <p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073)</p> <p>Reflect on their role as a citizen in Australia’s democracy (ACHCS074)</p>
<p>Knowledge & Understanding</p>	<p>Government & Democracy</p> <p>The freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)</p> <p>How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</p>	<p>Laws & Citizens</p> <p>How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)</p> <p>The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)</p>	<p>Citizenship, Diversity & Identity</p> <p>The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065)</p> <p>Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)</p> <p>How national identity can shape a sense of belonging in Australia’s multicultural society (ACHCK067)</p>	
<p>Key Discussion Questions</p>	<ul style="list-style-type: none"> • What are the freedoms and responsibilities of citizens in Australia’s democracy? • How are laws made and applied in Australia? • What different perspectives are there about national identity? 			

General Capabilities

Intercultural Understanding	✓	Critical & Creative Thinking	✓	Personal & Social	✓	Ethical behaviour	✓
Numeracy		Literacy	✓	ICT	✓		

Cross Curriculum Priorities

ATSI Histories and Cultures	✓	Asia	Sustainability	
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Year 9 Civics & Citizenship				
Achievement Standard	<p>By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.</p> <p>When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.</p>			
Skills	<p>Questioning & Research</p> <p>Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082)</p> <p>Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083)</p>	<p>Analysis, Synthesis & Interpretation</p> <p>Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)</p> <p>Account for different interpretations and points of view (ACHCS085)</p>	<p>Problem Solving & Decision Making</p> <p>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)</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 (ACHCS087)</p>	<p>Communication & Reflection</p> <p>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088)</p> <p>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)</p>
Knowledge & Understanding	<p>Government & Democracy</p> <p>The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075)</p> <p>How citizens' political choices are shaped, including the influence of the media (ACHCK076)</p> <p>The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)</p>	<p>Laws & Citizens</p> <p>The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077)</p> <p>The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)</p>	<p>Citizenship, Diversity & Identity</p> <p>How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079)</p> <p>The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</p> <p>How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)</p>	
Key Discussion Questions	<ul style="list-style-type: none"> • What influences shape the operation of Australia's political system? • How does Australia's court system work in support of a democratic and just society? • How do citizens participate in an interconnected world? 			

General Capabilities							
Intercultural Understanding	✓	Critical & Creative Thinking	✓	Personal & Social	✓	Ethical behaviour	✓
Numeracy	✓	Literacy	✓	ICT	✓		

Cross Curriculum Priorities					
ATSI Histories and Cultures	✓	Asia		Sustainability	✓

Year 10 Civics & Citizenship				
Achievement Standard	By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.			
	When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use appropriate texts, subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.			
Skills	Questioning & Research Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS095) Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS096)	Analysis, Synthesis & Interpretation Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS097) Account for different interpretations and points of view (ACHCS098)	Problem Solving & Decision Making Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)	Communication & Reflection Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS101) Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)
	Knowledge & Understanding	Government & Democracy The key features and values of Australia's system of government compared with at least ONE other system of government in the Asia region (ACHCK090) The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)		Laws & Citizens The role of the High Court, including in interpreting the Constitution (ACHCK092) How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)
Key Discussion Questions		<ul style="list-style-type: none"> How is Australia's democracy defined and shaped by the global context? How are government policies shaped by Australia's international legal obligations? What are the features of a resilient democracy? 		

General Capabilities							
Intercultural Understanding	✓	Critical & Creative Thinking	✓	Personal & Social	✓	Ethical behaviour	✓
Numeracy	✓	Literacy	✓	ICT	✓		

Cross Curriculum Priorities					
ATSI Histories and Cultures	✓	Asia		Sustainability	✓