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|  | Years 7–8 band plan — Australian Curriculum: Civics and Citizenship |

## Implementation year: School name:

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| Identify curriculum | Humanities and social sciences learning area | Humanities and social sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.  In the Australian Curriculum, the humanities and social sciences learning area comprises four subjects: history, geography, economics and business, and civics and citizenship. Each subject has been conceptualised in ways appropriate for that subject area:   * history focuses on evidence, change and continuity, cause and effect, significance, empathy, perspectives, and contestability * geography focuses on place, space, environment, interconnection, sustainability, scale, and change * civics and citizenship focuses on government and democracy, law and citizens, and citizenship, diversity and identity * economics and business focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures.   Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors interrelate.  The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century. | |
| Phase curriculum focus[[1]](#footnote-1) | Years 7–8 curriculum focus  During these years of schooling, students typically develop a broader awareness of and concern with civics and citizenship issues. Students are developing their capacities to think, act and engage with more abstract concepts, follow more complex explanations, and challenge and debate ideas. Students develop increasing independence in critical thinking and skill application. They further develop their awareness of global, regional, national and community issues and have a broader awareness of individual and group civic identity, the rights and responsibilities of being a citizen, and how citizens can influence governments.  Through the civics and citizenship curriculum, in Years 7 and 8 students develop knowledge and understanding of Australia’s political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia’s legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity. In Years 9 and 10 students develop their understanding of how Australia’s democracy operates and enables change, the key features and role of the court system, and a critical perspective on the influence of the media, including social media, within society. Students develop an understanding of Australia’s roles and responsibilities at a global level and its international legal obligations. Students learn about the values and practices that enable a resilient democracy to be sustained. | |
| Year-level descriptions1 | Year 7  The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students examine the Australian [Constitution](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Constitution) and how its features, principles and values shape Australia’s [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy). They look at how the rights of individuals are protected through the justice system. Students also explore how Australia’s [secular](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Secular) system of government supports a diverse society with shared values.  The [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) content at this year level involves two strands: [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge and understanding, and [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge, understanding and skills at this year level is provided by the following **key questions**:   * How is Australia’s system of democratic government shaped by the [Constitution](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Constitution)? * What principles of justice help to protect the individual’s rights to justice in Australia’s system of [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law)? * How is Australia a diverse society and what factors contribute to a cohesive society?   **Year 8**  The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy). Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity).  The [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) content at this year level involves two strands: [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge and understanding, and [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge, understanding and skills at this year level is provided by the following **key questions**:   * What are the freedoms and responsibilities of citizens in Australia’s [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy)? * How are laws made and applied in Australia? * What different perspectives are there about national [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity)? | |
| Identify curriculum | **Achievement standards[[2]](#footnote-2)** | **Year 7**  By the end of Year 7, students [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. They [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) how Australia’s legal system is based on the principle of justice. Students [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) the importance of shared values, and [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) the diverse nature of Australian society.  When researching, students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) a range of questions and gather and [analyse](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Analyse) information from different sources to [investigate](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=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](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) solutions to an issue. Students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) ways they can be active and informed citizens.  **Year 8**  By the end of Year 8, students [analyse](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Analyse) features of Australian democracy, and [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) features of Australia’s democracy that enable active participation. They [recognise](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Recognise) different types of law in Australia and [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) how laws are made. They [analyse](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Analyse) issues about national identity in Australia and the factors that contribute to people’s sense of belonging.  When researching, students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) a range of questions to [investigate](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Investigate) Australia’s political and legal systems and [critically analyse](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Critically%20analyse) information gathered from different sources for relevance. They [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=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](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) solutions to an issue. Students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) ways they can be active and informed citizens in different contexts. | |
| **Course organisation** | The Australian Curriculum: Civics and Citizenship is organised in two related strands — civics and citizenship knowledge and understanding, and civics and citizenship skills. The two strands are to be integrated in the development of a teaching and learning program. The knowledge and understanding strand provides the content focus through which particular skills are to be developed. The sequencing and description of the civics and citizenship skills in two-year bands (3–4, 5–6, 7–8, 9–10) may assist in multi-age programming by providing a common skills focus for the teaching and learning of the knowledge and understanding content.  The band plan for civics and citizenship is organised to:   * provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools * align with the Australian Curriculum: Civics and Citizenship, which is organised in year levels for the achievement standard and for knowledge and understanding content descriptions, and in bands that span two years for skills content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using the Australian Curriculum: Civics and Citizenship content descriptions and achievement standards.   The band plan course organisation allows schools to implement the Australian Curriculum: Civics and Citizenship:   * in a term or a semester * in only one year of a two-year band (not in every year from Years 3 to 8) * as an elective stand-alone subject in Years 9 and 10 (which may involve additional school-based content). | |
| Teaching and learning | Unit overview | Unit 1 — Exploring how Australia’s legal and political systems protect its citizens[[3]](#footnote-3) | Unit 2 — Exploring influences that shape citizenship in Australia’s democracy[[4]](#footnote-4) |
| Time allocation  Unit 1: 50% of total teaching time  Unit 2: 50% of total teaching time | **Key questions:**   * How is Australia’s system of democratic government shaped by the Constitution? * What principles of justice help to protect the individual’s rights to justice in Australia’s system of law? * How is Australia a diverse society and what factors contribute to a cohesive society?   Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.  In this unit, students study key features of Australia’s system of government and explore how this system aims to protect all Australians. They examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. Students look at how the rights of individuals are protected through the justice system. They explore how Australia’s secular system of government supports a diverse society with shared values.  Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. | **Key questions:**   * What are the rights, liberties and obligations of citizens in Australia’s democracy? * What are the foundations and principles of Australia’s legal system? * What different perspectives are there about national identity?   Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.  In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.  Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. |
| General capabilities and cross-curriculum priorities | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asia |
| Key | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | |
| Develop assessment | Assessment | Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. | |
| Unit 1 – Exploring how Australia’s legal and political systems protect its citizens | Unit 2 – Exploring influences that shape citizenship within Australia’s democracy |
| The assessment will gather evidence of the student’s ability to:   * explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy * explain how Australia’s legal system is based on the principle of justice * identify the importance of shared values, and explain the diverse nature of Australian society * develop a range of questions and gather and analyse information from different sources to investigate Australia’s political and legal systems * consider different points of view on civics and citizenship issues * take into account multiple perspectives to develop solutions to an issue as part of a plan for action * develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts * identify ways they can be active and informed citizens. | The assessment will gather evidence of the student’s ability to:   * analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation * recognise different types of law in Australia and explain how laws are made * analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging * develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance * explain different points of view on civics and citizenship issues * take into account multiple perspectives, use democratic processes, and develop solutions to an issue as part of a plan for action * develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts * identify ways they can be active and informed citizens in different contexts. |
| Making judgments and feedback | Consistency of teacher judgments | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. |

## Content descriptions for Years 7–8 Civics and Citizenship

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| |  |  |  |  | | --- | --- | --- | --- | | Concepts[[5]](#footnote-5) | Knowledge and understanding | Unit 1 | Unit 2 | | Government and democracy  Involves a study of Australian democracy and the key institutions, processes and roles people play in Australia’s system of government | The purpose and value of the Australian [Constitution](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Constitution) [(ACHCK047)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK047) [Year 7] | ✓ |  | | The key features of government under the Australian [Constitution](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Constitution) with a focus on: the [separation of powers](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Separation%20of%20powers), the roles of the Houses of Parliament, and the [division of powers](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Division%20of%20powers) [(ACHCK048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK048) [Year 7] | ✓ |  | | The process for constitutional change through a [referendum](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Referendum) [(ACHCK049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK049) | ✓ |  | | The freedoms that enable active participation in Australia’s [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy) within the bounds of [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law), including freedom of speech, association, assembly, religion and movement [(ACHCK061)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK061) [Year 8] |  | ✓ | | How citizens can participate in Australia’s [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy), including use of the electoral system, contact with their elected representatives, use of lobby groups, and [direct action](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Direct%20action) [(ACHCK062)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK062) [Year 8] |  | ✓ | | Laws and citizens  Examines Australia’s legal system, the creation of laws and the rights and legal obligations of Australian citizens | How Australia’s legal system aims to provide justice, including through the [rule of law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rule%20of%20law), presumption of innocence, [burden of proof](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Burden%20of%20proof), right to a fair trial and right to legal representation [(ACHCK050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK050) [Year 7] | ✓ |  | | How laws are made in Australia through parliaments (statutory [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law)) and through the courts ([common law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Common%20law)) [(ACHCK063)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK063) [Year 8] |  | ✓ | | The types of [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law) in Australia, including criminal [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law) and civil [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law), and the place of Aboriginal and Torres Strait Islander [customary law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Customary%20law) [(ACHCK064)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK064) [Year 8] |  | ✓ | | Citizenship, diversity and identity  Explores citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity | How Australia is a [secular](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Secular) nation and a [multi-faith](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Multi-faith) society [(ACHCK051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK051) [Year 7] | ✓ |  | | How values, including freedom, respect, inclusion, [civility](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civility), responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society [(ACHCK052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK052) [Year 7] | ✓ |  | | Judeo-Christian traditions of Australian society and religions practised in contemporary Australia [(ACHCK065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK065) [Year 8] |  | ✓ | | Different perspectives about Australia’s national [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity), including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian  [(ACHCK066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK066) [Year 8] |  | ✓ | | How national [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity) can shape a sense of belonging in Australia’s [multicultural](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Multicultural) society [(ACHCK067)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK067) [Year 8] |  | ✓ | | |  |  |  | | --- | --- | --- | | Civics and citizenship skills | Unit 1 | Unit 2 | | Questioning and research | | | | Develop a range of questions to investigate Australia's political and legal systems [(ACHCS054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS054) | ✓ | ✓ | | Identify, gather and sort information and ideas from a range of sources [(ACHCS055)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS055) | ✓ | ✓ | | Analysis, synthesis and interpretation | | | | Critically analyse information and ideas from a range of sources in relation to [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) topics and issues [(ACHCS056)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS056) | ✓ | ✓ | | Problem solving and decision making | | | | Appreciate multiple perspectives and use strategies to mediate differences [(ACHCS057)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS057) | ✓ | ✓ | | Use democratic processes to reach consensus on a course of action relating to a [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) or [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) issue and plan for that action [(ACHCS058)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS058) | ✓ | ✓ | | Communication and reflection | | | | Present evidence-based [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) arguments using subject-specific language [(ACHCS059)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS059) | ✓ | ✓ | | Reflect on their role as a [citizen](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizen) in Australia’s [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy) [(ACHCS060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS060) | ✓ | ✓ | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Civics and Citizenship (May 2014), [www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10](file:///C:\Users\chol\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\SQKHWSHC\www.australiancurriculum.edu.au\humanitiesandsocialsciences\civicsandcitizenship\Curriculum\F-10) [↑](#footnote-ref-1)
2. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Civics and Citizenship (May 2014), [www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10](file:///C:\Users\chol\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\SQKHWSHC\www.australiancurriculum.edu.au\humanitiesandsocialsciences\civicsandcitizenship\Curriculum\F-10) [↑](#footnote-ref-2)
3. Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 7 content descriptions and achievement standard. [↑](#footnote-ref-3)
4. Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 8 content descriptions and achievement standard. [↑](#footnote-ref-4)
5. The concepts for civics and citizenship understanding are derived from the content descriptions and achievement standards, and are supported by civics and citizenship skills. The year-level description provides information about the development of concepts for civics and citizenship understanding. The definitions of these concepts are based on descriptions in the Australian Curriculum: Civics and Citizenship (May 2014), [www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10](http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10) [↑](#footnote-ref-5)