The Tasmanian Curriculum

Society and History

K–10 syllabus and support materials

Tasmania

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What is Society and History?

The Society and History syllabus and support materials reflect the changing nature of studies of society in an increasingly globalised world. Society and History has at its heart identity and citizenship and reflects multiple perspectives, including indigenous perspectives. It is an inquiry based interdisciplinary curriculum area that draws on history, geography, ecology, economics, law, philosophy, political science, psychology and sociology.

Society and History focuses on the study of identity, relationships and culture, civics and citizenship, systems, resources and the environment. History focuses on concepts and skills that specifically relate to time, continuity and change.

Why study Society and History?

The primary purpose of learning in Society and History is for young people to develop the ability to make reasoned and informed decisions as self-directed, ethical and responsible citizens of a culturally diverse, democratic society in an interdependent world. The study of Society and History provides opportunities for all students to become active, engaged, lifelong learners able to participate as responsible citizens and contribute to global sustainability through inquiry and analysis, and critical and reflective thinking.

Society and History provides students with opportunities to participate as informed and responsible citizens. Learning opportunities in Society and History enable students to make meaning of their learning in the context of their whole lives, develop a system of personal values, and act to promote democracy, social justice and ecological sustainability.

The skills, knowledge and understanding acquired in Society and History enable students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and active participants in Australian society.

Connections to further study in Years 11 and 12

Society and History during the compulsory years of schooling prepares students for subjects in the curriculum area of Studies of Society and Environment in the senior secondary years. In senior secondary studies of Behavioural Studies, Business Studies, History and Ideas and World and the Environment, students can extend their knowledge and understanding of relationships, culture, identity, democracy, systems, resources and the environment, and time, continuity and change.

Behavioural Studies	Business Studies	History and Ideas	World and the Environment
Family and Society	Accounting	Ancient Civilisations	Australia in Asia and the Pacific
Psychology	Business Studies	Australian Studies	Geography
Sociology	Economics	Issues in Society	Tasmanian Investigations
Working with Children		Legal Studies	Tourism Studies
		Modern World History	
		Religion and Philosophy	

Values, purposes and goals

Extensive community consultation in Tasmania has led to a set of values, purposes and goals that provide a firm foundation for providing students with a quality education. How schools enact these values, purposes and goals is guided by dialogue between the school and its community. They are evident in the school's curriculum programs, philosophy, classrooms and relationships. Society and History programs provide a strong basis for developing the values, purposes and goals of the Tasmanian Curriculum.

Values

Values guide decisions about curriculum and support students, teachers, parents, carers and the community. The shared values are:

- connectedness – developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing
- resilience – developing self-confidence and self-respect, optimism, perseverance and wellbeing
- achievement – attaining success, pursuing excellence and being proud of personal achievement
- creativity – valuing original ideas and demonstrating enterprise and innovation
- integrity – acting honestly, ethically and consistently
- responsibility – accepting individual and collective responsibility and contributing to sustainable community development, and
- equity – developing tolerance, respecting difference and encouraging distinctiveness.

Purposes

The shared purposes are that all Tasmanian students are learning to:

- learn
- live full, healthy lives
- relate, participate and care
- act ethically
- create purposeful futures, and
- think, know and understand.

Goals

The important goals for Tasmanian students are that they:

- are able to reason, question, make decisions and solve complex problems
- are able to create, communicate and convey ideas clearly and confidently
- have a positive vision for themselves and their future
- are well prepared to participate actively in our democratic community and as global citizens, and
- can understand science and technology and make thoughtful decisions about their application.

Learning, teaching and assessment principles

The following principles detail key beliefs about the role of teaching and assessment in the Tasmanian Curriculum.

Learning	Teaching	Assessment
... involves making meaning of the world	... develops understanding and the acquisition of knowledge and skills	... focuses on students demonstrating understanding in a range of curriculum areas
... is innate and lifelong	... is based on high expectations and a passion for learning	... is designed to improve learning and achievement
... is a personal process	... recognises individual differences, is inclusive and based on a broad range of teaching strategies	... builds opportunities for students to self-assess and negotiate criteria and assessment tasks
... connects prior knowledge and experiences to new information and contexts	... determines what students know and makes connections to student needs, interests and future possibilities	... information is based on valid processes and directly used to plan effective teaching
... is profoundly influenced by social interactions	... builds purposeful, positive relationships between all those involved in the educational process	... is fair and inclusive of judgements from students, peers, teachers, parents and others
... is affected by emotions	... provides a safe and positive learning environment	... allows for the development of wellbeing of all partners in the learning and teaching process
... is strongly influenced by personal identity and motivation	... builds positive expectations and confidence in the student	... provides timely, accurate and constructive feedback to the student
... depends on meaningful information and experiences	... involves the student in setting goals and connects what is taught to life and further learning	... enables the student to be clear about what is being assessed and how this connects to life and further learning
... is enhanced when students are aware of how thinking and learning occur	... explicitly focuses on thinking skills in all curriculum areas	... encourages students to reflect on their learning and development of thinking skills
... enables students to demonstrate their understandings in new ways	... demonstrates planning and teaching that allows students to transfer their learning to new problems and situations	... explicitly tests students' ability to apply their learning in new contexts

Structure of the Society and History curriculum

The content, processes, skills and concepts of the Society and History curriculum are organised into eight strands. These strands are interrelated and contain significant areas of overlap. It is not intended that these strands be taught separately. Many important concepts and skills in Society and History are best developed in more than one strand at the same time; for example, teaching about Australian government and politics might include a focus on strand 2 (Democratic values and processes), strand 5 (Responsible citizenship) and strand 6 (Historical inquiry).

Schools are best placed to make decisions about the learning needs of their students and to implement the Society and History curriculum in ways that provide all students with engaging, challenging and personalised opportunities to learn. The strands are:

1. **Identity, relationships and culture**
    Students learn to explain how people are similar and different, how they are connected through relationships, groups and networks and how they acknowledge and celebrate diversity. Key focus areas for this strand include:
    -   family, gender and community
    -   culture, beliefs and ethnicity (including indigenous perspectives)
    -   diversity
    -   cohesion and interdependence.

2. **Democratic values and processes**
    Students learn to explain democratic values and processes, justify democratic values and evaluate democratic processes. Students develop understanding of civic institutions and processes in Australian democracy, government, law and society (including indigenous perspectives). Key focus areas for this strand include:
    -   values such as fairness, freedom and equality
    -   rules, laws and decision making
    -   democratic processes such as voting, surveys, petitions, and consensus decision-making
    -   Australian government and law and its development over time.

3. **Interactions with the environment**
    Students learn to explain the local and global interconnections between people, resources and places and their influence on the environment. They investigate how particular aspects change or persist over time and space. Students gain an understanding of geographical space and the interdependence of natural and built environments through developing geographical knowledge and understanding. Key focus areas for this strand include:
    -   changing land use and care of places
    -   physical features of places
    -   natural and built environments
    -   management and use of resources
    -   conservation and sustainability.

4. **Interconnections between systems**
    Students learn to explain the local and global interconnections between economic, political and social systems, and how competing objectives influence the achievement of particular outcomes such as social justice, sustainable development and economic growth. Students consider the interdependence of these systems and how the choices and actions of groups such as governments affect quality of life. Key focus areas for this strand include:
    -   needs, wants and choice
    -   scarcity of resources
    -   production of goods and services
    -   consumerism
    -   social, economic, political and legal systems
    -   issues such as human rights and globalisation.

5. Responsible citizenship

Students investigate and evaluate strategies that promote democracy, conflict resolution, environmental sustainability, equity and social justice. They learn how to participate responsibly in civic life and work for the collective benefit of communities. They investigate appropriate democratic action that may positively influence change and improve the organisations that protect and represent people. Key focus areas for this strand include:

- rights and responsibilities of citizenship
- cooperation and working with others
- civic interests and beliefs
- the common good
- participating in the community
- taking action.

6. Historical inquiry

Students undertake historical inquiries into past events and explain and reflect on the value of the past in understanding the present, and in predicting, choosing and planning for the future. Historical inquiry emphasises people and places, how and why change has occurred over time, and how change can guide planning for the future. There is an emphasis on Tasmanian and Australian history including indigenous perspectives. Students consider how identity and values are shaped by the circumstances of the time and how differing viewpoints are used to understand the past and shape the present and future. Key focus areas for this strand include:

- time, continuity and change
- understanding and interpreting the past
- primary and secondary sources and evidence
- roles, intentions and motives of people in the past
- values, culture and traditions over time
- effects of past events on the present and future
- historical viewpoints, alternative versions and perspectives.

7. Philosophical inquiry

Students undertake philosophical inquiries to investigate controversial issues. They consider differing viewpoints, critically analyse ideas, information and issues they encounter and examine evidence using a fair-minded approach. They consider how people make judgements about right and wrong. Students consider concepts such as rights and responsibilities, democracy, sustainability and social justice. They develop their own beliefs, opinions and viewpoints and reflect on the position of others. They evaluate ethical dilemmas in their lives and in the world, take a stand that reflects their personal value systems, and explain and justify their position. Key focus areas for this strand include:

- evidence, facts, proof and truth
- understanding different viewpoints
- reasons, opinions and beliefs
- moral and ethical dilemmas.

8. Communication

Students learn to analyse and evaluate diverse texts and information and communication technologies. They use texts and ICT to describe and analyse events and issues and represent perspectives. They make meaning of texts, use texts for different purposes, audiences and situations, and critically analyse and transform information. Students use ICT to access and examine information, develop justifications for positions and beliefs, discuss and deepen their interpretations of events and issues and present information in a variety of ways. Key focus areas for this strand include:

- selecting appropriate information
- analysing information sources and texts
- evaluating how texts persuade and influence opinions
- creating information products.

Overview of Society and History

Students are provided with diverse, challenging and personalised learning opportunities that enable them to think, participate and communicate in all aspects of the Society and History curriculum. Performance criteria identify the achievement expected by students at each standard. These expectations are described in detail in the Society and History stages at each standard. There are eight performance criteria for the Society and History curriculum, as described below:

|	Strands	Performance criteria
1	**Identity, relationships and culture**	*Understand how culture and community shape identity and relationships*
2	**Democratic values and processes**	*Understand democratic values and processes in society, government and law*
3	**Interactions with the environment**	*Understand relationships between people, resources and places*
4	**Interconnections between systems**	*Understand social, economic and political systems and the connections between them*
5	**Responsible citizenship**	*Understand how individuals and groups can take action to positively influence change*
6	**Historical inquiry**	*Undertake historical inquiries in relation to continuity and change in society*
7	**Philosophical inquiry**	*Undertake philosophical inquiries into issues and beliefs in society*
8	**Communication**	*Acquire, critically examine and communicate information*
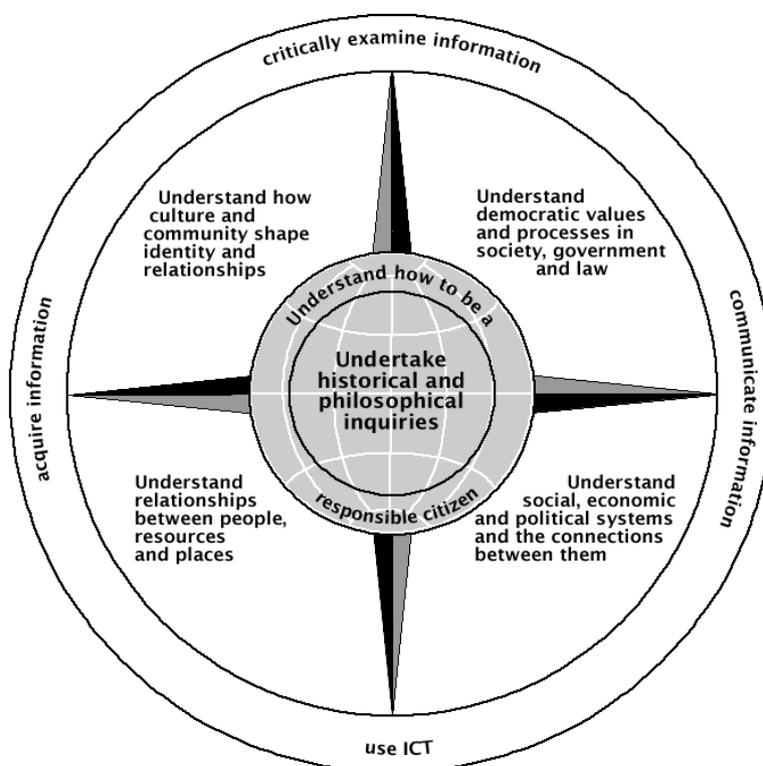
Figure 1: *Society and History curriculum*

National Statements of Learning for Civics and Citizenship

The *National Consistency in Curriculum Outcomes: Statements of Learning for Civics and Citizenship* (2006) provides a description of civic knowledge, skills and understandings and capacity for citizenship that all students in Australia should have the opportunity to attain. They identify the elements that are common in state and territory curriculum documents as well as what is essential for all students to learn.

The core content, learning opportunities, standards and stages in the Society and History syllabus incorporate directly, or reflect, the statements in the *Statements of Learning for Civics and Citizenship*. The year 3 statements are embedded in standard 2, year 5 in standard 3, year 7 in standard 4 and year 9 in standard 5. Teachers will be fulfilling the requirements for national consistency in curriculum outcomes when they provide students with opportunities to learn as specified in this syllabus.

In the sections of this document which describe the learning opportunities at standards, the shaded section identifies those that address the *Statements of Learning for Civics and Citizenship*. There is no shaded section in standard one because the *Statements of Learning for Civics and Citizenship* are only applicable from year 3. In the sections of this document that provide sample learning sequences, a tick (✓) identifies those that address the *Statements of Learning for Civics and Citizenship*.

Civics and Citizenship is a mandated area of the curriculum and schools must ensure that this area is included in any course design at a school level. National sample testing of year 6 and 10 students in Civics and Citizenship began in 2004 and is conducted every 3 years.

Literacy in Society and History

Every Society and History teacher is a teacher of literacy. Study and participation in Society and History provides students with many opportunities to develop literacy skills. Students learn and apply appropriate language conventions and use Society and History specific concepts and language to think, communicate, and participate. Students use literacy in Society and History to develop their personal identity, express themselves, learn to interact with others and examine relationships and issues through language. It is important that teachers use varied text forms, role play, scenarios, inquiry and reflection to provide students with diverse opportunities to understand Society and History.

Numeracy in Society and History

Every Society and History teacher is a teacher of numeracy. Study and participation in Society and History provides students with many focused opportunities to develop numeracy skills. As students learn to think, communicate and participate in Society and History, they are developing numeracy understanding, knowledge and skills that enable them to become confident problems solvers, critical thinkers, effective communicators, lifelong learners and active participants in Australian society. Students use numeracy in Society and History to measure, calculate, graph, and create and interpret data including statistics. They learn to solve problems and make inferences in relation to the systems that operate in society, changes in the environment, and the long term future of the planet. The strong emphasis in Society and History on the use of numeracy skills provides students with many opportunities to understand the complexities of the diverse society in which they live.

Thinking in Society and History

Thinking is central in the Tasmanian Curriculum. A key purpose for education in Tasmania is ensuring students are learning to think, know and understand. An important goal for students is that they are able to reason, question, make decisions and solve complex problems. Students provided with opportunities to develop thinking skills across the curriculum are better equipped for their life, education and personal pathways and able to take their place as informed and active citizens in the community.

Every Society and History teacher is a teacher of thinking. The skills of thinking are best taught explicitly, using the content, processes and skills of Society and History. Thinking is embedded in the Society and History curriculum through the learning opportunities described for each of the performance criteria. Teaching thinking skills effectively in Society and History involves:

- taking students' thinking to a higher level using the content, skills and processes of each strand
- being explicit about the thinking requirements and skills of each strand
- using recognised inquiry approaches in each strand, and specifically involving students in historical and philosophical inquiry
- providing opportunities for students to monitor, regulate and evaluate their own learning and thinking in each strand through the use of reflective thinking.

Information and communication technologies in Society and History

Students use ICT as a valuable tool in their learning, particularly in acquiring, examining and using information. In Society and History students use ICT as a tool in inquiry to analyse, transform and present collected data and information. ICT assists students to develop justifications for positions and beliefs, discuss issues and deepen their interpretations of issues and events in order to develop new understanding. ICT supports students to think critically, both on their own and through collaboration, to resolve dilemmas, ask challenging questions, take stands on issues, judge propositions and theories, make decisions and take action on significant issues.

Students also evaluate information and sources for authenticity, credibility, authority, validity, bias, accuracy and (where appropriate) currency. ICT also provides students undertaking historical inquiry with an increasing range of information to develop their understanding of the chronology of particular events, to support comprehension, analysis and interpretation of sources, research and issues, and develop skills in historical and philosophical reasoning.

Lifelong learning

The Tasmanian Curriculum enables students to become lifelong learners. The values, purposes and learning goals of the Tasmanian Curriculum are common to all curriculum areas and collectively describe the valued attributes of Tasmanian students.

Lifelong learners are:
- inquiring and reflective thinkers
- effective communicators
- self-directed and ethical people
- responsible citizens
- world contributors.

The Kindergarten to Year 10 Society and History curriculum provides opportunities for students to develop these attributes.

Teaching for learning

High quality teaching has a significant impact on student learning and achievement.

Effective teachers of Society and History:

- understand the content and assessment requirements of Society and History
- establish and maintain engaging, safe and challenging learning environments
- understand the needs of learners and know how learning best occurs
- teach for understanding and make connections across curriculum areas
- have high and achievable expectations of student achievement
- express clear values and purposes for education and learning in Society and History
- intervene and design interesting, motivating and rewarding learning experiences
- build independent, self-regulated learners
- explicitly focus on thinking skills including inquiry
- explicitly teach literacy and numeracy skills
- use a diversity of teaching strategies
- critically reflect on their practice
- innovate in their own classroom and collaborate with peers
- make learning interesting, relevant and personal for all students
- teach and learn beyond the classroom and school
- use ICT in their teaching, assessment and professional learning
- establish and nurture effective partnerships with parents and the school community
- use assessment in ways that improve student learning
- use assessment in ways that inform their teaching
- establish and use networks for learning, teaching and assessing
- demonstrate a commitment to ongoing professional learning.

Teaching and learning are more effective when the key focus is on the student at the centre: acquiring the understanding, skills and attributes needed to achieve their individual potential, establish a commitment to lifelong learning, and develop fulfilling career and personal pathways.

Curriculum planning

Tasmanian students have the opportunity to learn and achieve the highest possible outcomes in a personalised Society and History curriculum. Through the *Student at the Centre* plan, schools are best placed to make decisions about the learning needs of their students and develop school scope and sequences that best address student needs and make effective use of resources.

A balanced scope and sequence in Society and History should cover all the strands. This can be designed through integrated learning sequences or units of work. Sample learning sequences are provided in this document at each standard. Teachers should ensure that they are designing Society and History programs that directly address the *Statements of Learning for Civics and Citizenship* in any course design.

Scope and sequence

A scope and sequence is a curriculum plan that describes teaching content and the order in which it is taught. When planning or mapping curriculum in Society and History consideration should be given to integrated learning sequences which will allow for coverage of all eight strands. Planning or mapping curriculum in this way assists schools and teachers to:

- help students to progress their knowledge, skills and understanding against all the performance criteria
- enable students, parents and others access to the curriculum
- create yearly plans for grades / classes
- build conceptual understanding across grades / classes
- ensure coverage of all strands
- avoid repetition of content and make learning contextual and personalised
- effectively organise time, resources and facilities.

Assessment principles and practice

The main purpose of assessment is to improve student learning. Assessment is an ongoing process of gathering and using evidence of student achievement.

Effective assessment enables:

- students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning
- teachers to make more informed judgements about student progress and design more effective teaching programs
- parents and carers to better understand and support students' learning and achievement.

Effective assessment emphasises:

- assessment for learning – teachers using evidence of student progress to inform their teaching
- assessment as learning – students reflecting on and evaluating their progress to inform future learning goals
- assessment of learning – teachers using evidence of student learning to make individual and collective judgements on student achievement against specific curriculum goals and standards.

Assessing Society and History

The Society and History curriculum provides teachers with a broad range of opportunities for students to show what they know and can do. This enables students to contribute diverse and valid evidence of their learning.

Effective assessment methods include:

- informal assessment – students and teachers making representative judgements about what they have learned on a regular basis
- formal assessment tasks – students demonstrating achievement against explicit criteria that are known prior to undertaking a learning task
- observations or anecdotal records – teachers taking informal notes while working with students
- checklists – teachers developing a snapshot of student knowledge, skills and understanding
- portfolios – students building up carefully selected collections of their work over time
- journals – students documenting their ongoing reflections about their thinking and understanding
- use of ICT to help make assessing and reporting efficient.

On-balance judgement

Teachers appraise evidence of student performances on different aspects of the Society and History curriculum area. Evidence of student progress is recorded across the eight strands. The strands are interrelated and learning opportunities involve learning in more than one strand. Teachers should ensure that learning opportunities are provided in all eight strands. A final decision about student achievement is made using an on-balance judgement. An accurate on-balance judgement considers:

- the consistency of student performance over a period of time
- clear indications of progress from first attempts to current performance
- demonstration of knowledge, processes and skills in different contexts
- the validity of the assessment task in relation to the intended outcomes
- whether there is evidence of achievement to assign a standard and stage
- relative performance on similar tasks by peers
- teacher reflection and collaboration to increase consistency and validity of judgement.

Standards and stages

Standards are markers at points along a learning continuum. There are five standards in the Society and History curriculum that describe the years of schooling from Kindergarten to Year 10. There are fifteen stages of achievement. Each standard describes what students should know, understand and be able to do. The description of each standard assumes that earlier standards have been largely achieved and maintained.

There is a descriptor for each of the strands of the Society and History curriculum at each standard. Learning opportunities are described for each strand at each standard.

The *Assessment evidence guide* (pp131-152) provides examples of indicators of achievement for each strand for each stage of learning. It can be used to guide assessment of students in Society and History.

Learning, assessment and year levels

The Tasmanian Curriculum describes the range of learning opportunities for students as they progress from Kindergarten to Year 10. So that students are challenged to improve their learning, they should be provided with opportunities to learn that are in advance of their expected assessment ratings. Teachers should plan learning opportunities across a range of stages for any year group. Students can take up to a year to consolidate ideas and to demonstrate understanding following the teaching of new concepts. More able students will understand ideas quickly and for others it may take up to two years to reach the same level of understanding.

Standard	Standard 1			Standard 2			Standard 3			Standard 4			Standard 5		
Stage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Stages and learning opportunities

The table below provides guidance about the range of learning opportunities required within each year group. Few students in each year group across the state will require opportunities to learn that fall outside the range described below.

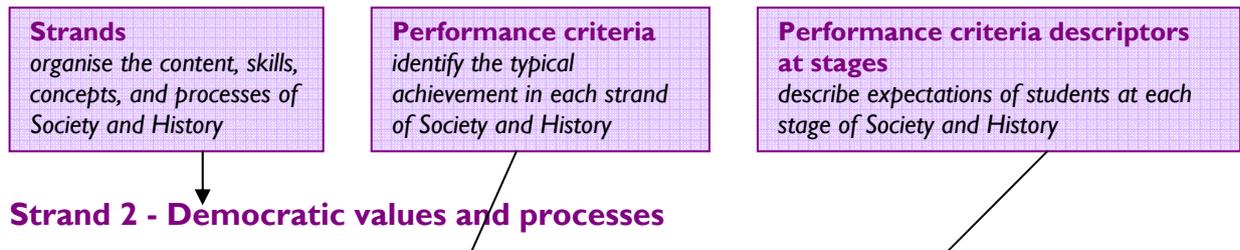| Year level	Kinder – Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Stages	1 - 4	3 - 6	5 - 9	7 - 11	9 - 13	11 - 15

Stages and assessment ratings

An assessment guide containing sample indicators is provided with this syllabus. These are indicators of student achievement and an on-balance judgement must be made about whether student performance is of similar difficulty to the indicators provided. Teacher judgement, supported by moderation, will help define the levels of achievement within each stage.

It is expected that given opportunities to learn as outlined above, the spread of assessment ratings would be as shown in the table below. Very few students in any year group would be expected to be assessed outside this range.

Year level	Kinder - Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Standards 1 – 5	1	1 – 2	2 – 3	2 – 4	3 – 4	4 – 5
Stages 1 – 15	1 – 3	2 – 5	4 – 8	6 – 10	8 – 12	10 – 15

Society and History curriculum – layout and terminology

Strands
organise the content, skills, concepts, and processes of Society and History

Performance criteria
identify the typical achievement in each strand of Society and History

Performance criteria descriptors at stages
describe expectations of students at each stage of Society and History

Strand 2 - Democratic values and processes

Performance criterion 2

Students understand democratic values and processes in society, government and law

It is expected that students at standard *three* will:

Stage seven
- identify situations where rights and responsibilities are upheld or infringed
- understand democratic values in diverse societies
- explain how democratic processes affect different people
- understand how laws are made and applied in Australia
- understand the basic operation and role of democratic representation and governments in Australia

Stage eight
- recognise how people can infringe the rights of others
- understand how some democratic values influence group action
- understand how democratic decisions can benefit society
- identify that each level of government makes particular laws
- understand how citizens are represented in different ways at a local level and in the lower and upper houses at a state and federal level

Stage nine
- understand that some laws exist to protect rights
- identify connections between democratic values and beliefs
- understand particular features of Australian democracy
- understand the role of the lower house of state and federal parliament in making laws
- understand some of the powers of the upper house of state and federal parliament

Sample learning opportunities

Learning opportunities
Describe some examples of learning that enable students to achieve a standard

Statements of Learning for Civics and Citizenship
Learning opportunities which address these statements

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*
- use a philosophical inquiry to debate why society has laws and what it would be like without them
- list and discuss the main elements of the Australian legal system e.g. police, courts, judges, jury and their role in protecting people's rights
- investigate incidents publicised in the media or a focus on another country to explore how the laws of other countries apply to Australians when they travel or work overseas
- investigate and describe how key people and events in Australian history have helped shape democracy e.g. equal pay, women's rights, Eureka
- define the key civic features and purposes of Australian democracy including elections, parliaments, political parties, a constitution, a referendum, freedom of speech
- establish the origin of key civic terms e.g. democracy, citizen, government and parliament
- describe, using an organiser, the three levels of government in Australia, how representatives are elected and their roles
- brainstorm and describe some key values, rights and responsibilities e.g. the right to be safe, the responsibility to obey rules to keep others safe
- investigate and describe some basic human rights at the global level e.g. the rights of the child
- describe and give a current example of how differences in values can lead to differences in opinion
- describe how factors such as peer pressure can influence voting processes
- give an historical or current example of how individuals and groups voice opinions to different levels of government and groups such as businesses e.g. letter writing, petitions, protests
- investigate decision making processes of local Indigenous communities in the past and present
- describe situations when a rule might be challenged on the basis of a democratic value e.g. fairness

Society and History
Standard one

Standard one

Strand 1 - Identity, relationships and culture

Students at standard one understand that they have unique characteristics and talents. They express personal preferences. They are moving from a self-centred view to a developing awareness of how they are socially connected and part of a wider group. They understand that they have particular strengths and interests and know they can relate to others in socially useful ways. Students understand the importance of families in meeting social needs and can identify some similarities and differences between families.

Students can act, listen or participate respectfully when others are sharing their experiences and can recognise interests and personal differences. They show an interest in the customs, language and experiences of others. They are learning to be part of a group by learning to respect the rights and opinions of others.

Strand 2 - Democratic values and processes

Students at standard one are becoming aware that as a group member, taking turns, sharing and working together are the responsibility of everyone, including themselves.

They consider the opinions of others and are developing the ability to express their own feelings and ideas about values such as fairness. They understand the purpose of questions, and with guidance, begin to consider the contributions of others in decision making.

Students are aware of the purpose of rules and know that the same rules apply to everybody. They recognise that rules work to uphold values such as fairness and respect. They can explain, in simple terms, why some rules are not working well and can suggest improvements. They know there are consequences when rules are not followed.

Students can use class meetings and basic thinking processes such as reflection to make decisions and explain how and why particular decisions are made. They are beginning to discuss and evaluate outcomes.

Strand 3 - Interactions with the environment

Students at standard one can observe natural and built features of places, and recognise some basic landforms. They can identify and describe aspects of places that are important to them. They make personal observations about, and connections to, places and spaces. They are able to identify features of places in pictures and photographs. They can discuss places they have visited and describe their opinions and feelings about them.

Students are beginning to see how they are connected to natural and built places and show care and concern for their environment. They are beginning to learn that resources in the classroom are often limited and need to be conserved so that they last longer.

Strand 4 - Interconnections between systems

Students at standard one understand that there are essential needs for living. They can identify some places where resources can be accessed, such as the school, home and community.

They begin to recognise how personal choices are made about how to satisfy needs and wants and make choices about using resources. At school and in other familiar environments such as the home, they are able to make choices about using resources and show some care for their use.

Students start to identify some simple routines and systems that affect their own lives. They are able to follow some basic routines. They recognise there are different rules and routines for specific places and know that certain rules and systems are designed to help people to be safe.

Standard one

Strand 5 - Responsible citizenship

Students at standard one have a sense of belonging to a group and begin to understand that their own personal choices and actions can sometimes affect others. They begin to explore helpful actions for solving social problems, often relying heavily on adult support e.g. developing rules about sharing resources. They become aware that some of their own interests might be best met through democratic processes.

Students start to value the contributions of others when working on group tasks and are learning that their personal wants are not necessarily the same as the needs of the group. They understand that they have rights and responsibilities. They learn to participate in group activities in ways that can benefit the whole class and help to maintain a preferred environment for the future.

Strand 6 - Historical inquiry

Students at standard one understand simple relationships between everyday events that have occurred in the past, occur in the present time and events that are planned for the future. They can recall and anticipate significant personal events. They are able to make connections to artefacts, including photographs, relating to personal and family history and can describe significant individual events from their immediate past. They demonstrate knowledge of the passing of time by noting valued personal and cultural celebrations. They can describe past, present and future events in the lives of others who are important to them. They ask questions and seek answers about source documents such as family photos in order to begin making connections about their place in the history of their family and friends.

Students are able to make decisions about current choices and decisions about the future based on their own experiences from the past. They make connections between cause and effect in everyday events through the practice of trial and error and learning from successes.

Strand 7 - Philosophical inquiry

Students at standard one understand how to pose and respond to 'why' questions with simple 'because' explanations. They approach information and identify problems and solutions by asking questions.

Students are interested in the world around them. They observe and describe familiar events and issues. They wonder and ask questions about why things are as they are and why people act the way they do. They understand the concept of reasons and seek explanations. Students commonly ask 'why' questions. They form personal opinions about why things happen and begin to use reflective thinking to explain their personal views e.g. That wasn't fair, I didn't get a turn. They begin to predict possible outcomes using simple 'if … then' logic or by considering 'What if … ?' questions.

Strand 8 – Communication

Students at standard one recognise that information exists in a variety of forms. They are learning that there are different sources of information but rarely question the validity of the source.

Students learn to interpret information for meaning using knowledge and personal experience. They discuss their own interpretation of information but may not recognise that others think differently.

Students explore how information can be used in different ways to create different effects. They represent ideas and feelings using non-verbal, spoken, written and visual forms. They are learning to use simple information and communication technologies.

Society and History
Standard one

Strands and performance criteria	Stage one	Stage two	Stage three
	At this stage it is expected that students will ...		
1. Identity, relationships and culture *Understand how culture and community shape identity and relationships*	• recognise that they have unique characteristics and talents • show an interest in the experiences of others • know that they are connected to different groups	• recognise characteristics of others • recognise basic features of cultures e.g. language, food • know that groups operate in the community	• recognise similarities with others • recognise a difference between own culture and another • recognise that people in groups share a common bond
2. Democratic values and processes *Understand democratic values and processes in society, government and law*	• identify some personal rights and responsibilities • express ideas about values such as fairness • contribute to group decision making • know that rules apply to everyone and have consequences	• identify that others may sometimes need help • recognise a personal responsibility to act fairly • identify when rules are needed • know that they have a personal responsibility to follow rules	• identify some shared responsibilities in the classroom • identify ways to promote fairness • recognise that rules need to be fair • understand that rules can be helpful
3. Interactions with the environment *Understand relationships between people, resources and places*	• identify features of familiar natural and built places • identify and describe aspects of places that are important to them • show some care for resources and the environment	• identify key features of natural and built places in their local community • identify and describe places that are prominent in the local community • identify a reason to care for the environment	• identify features of places depicted in texts • identify and describe places that are valued by the community • identify ways they can care for the environment
4. Interconnections between systems *Understand social, economic and political systems and the connections between them*	• understand there are essential needs for living • identify where resources can be accessed • understand that choices are made • recognise some basic routines and rules	• recognise why basic needs are important • identify different people who supply goods • identify a personal choice • know that rules exist in the community	• identify a simple connection between basic needs and quality of life • identify services provided by groups • identify why a personal choice needs to be made • know that rules help meet certain needs

Society and History
Standard one

Strands and performance criteria	Stage one	Stage two	Stage three
	At this stage it is expected that students will …		
5. Responsible citizenship *Understand how individuals and groups take action to positively influence change*	• identify themselves as part of groups • know that personal interests can be met through simple democratic processes • explore actions for solving simple problems • recognise that groups can help others	• know that other groups exist in the community • recognise that groups can discuss problems • identify that others may need help to solve problems • recognise there are personal gains from being in a group	• recognise there are many groups they can belong to • recognise that groups can make decisions and solve problems • recognise that alternative solutions exist • identify how they can contribute to groups
6. Historical inquiry *Undertake historical inquiries in relation to continuity and change in society*	• explore the concepts of past, present and future • describe the passing of time using key events in their lives • ask questions to find out about past events • explore cause and effect through trial and error	• make simple connections between past, present and future events • link a key personal event with the past, present and future • recognise that images and artefacts can come from the past • know that predictions can be made about the future	• identify that the past can affect the future • recognise the need for daily routines • identify features of images and artefacts from the past • know that predictions can be based on past events
7. Philosophical inquiry *Undertake philosophical inquiries into issues and beliefs in society*	• ask questions • use reflective thinking to explain personal views • recognise that people can think differently • predict possible outcomes	• know that most questions have answers • identify a reason for a personal view • recognise a different point of view • give a reason for a prediction	• recognise the value of asking another question • identify an alternative reason for a personal view • recognise that alternative solutions exist • identify a more likely outcome
8. Communication *Acquire, critically examine and communicate information*	• recognise different information forms • interpret information for meaning using personal experiences • explore how information can create different effects • represent ideas through different methods of communication	• identify key features of information • identify a connection between information and personal experience • identify how information can affect self • communicate using text and images together	• identify common features of different information • recognise a similarity or difference between information and personal experience • recognise that information can affect others differently • describe a personal communication product

Standard one – Strand 1 - Identity, relationships and culture

Performance criterion 1

Students understand how culture and community shape identity and relationships
It is expected that students at standard *one* will:

Stage one	Stage two	Stage three
- recognise that they have unique characteristics and talents	- recognise characteristics of others	- recognise similarities with others
- show an interest in the experiences of others	- recognise basic features of cultures e.g. language, food	- recognise a difference between own culture and another
- know that they are connected to different groups	- know that other groups operate in the community	- recognise that people in groups share a common bond

Sample learning opportunities

- identify unique and shared characteristics, interests and abilities
- sort people into groups by attribute e.g. gender, age, place of origin
- discuss characteristics and abilities that make up identity including gender, interests, abilities e.g. What do I look like? What am I good at? In what ways am I the same as or different from others?
- discuss personal preferences and feelings e.g. likes / dislikes, what makes me happy / sad
- explore the origin and / or meaning of given names and family heritage
- describe or draw pictures of personal interests and positive attributes
- share information about favourite pastimes and personal belongings e.g. toys
- draw own home and describe what it is like
- identify important people in their lives by listing or using a graphic organiser
- describe how their family is similar to and / or different from another
- use a graphic organiser to show how families meet human needs e.g. food, clothing, shelter, love
- gather and share information about special family and community events, traditions, celebrations
- discuss what they value about personally significant events e.g. birthday
- identify and ask simple questions about a photograph of a family or community event
- identify different customs, languages, food, clothing and celebrations using resources provided
- listen to stories that show different cultural practices, including Aboriginal and Torres Strait Islander cultures, and express ideas about the messages in these stories
- discuss personal responses to stories of different cultures e.g. What is similar / different?
- list belongings that are important to people from another cultural or ethnic group
- retell cultural stories and ideas through drawings, speech, writing and simple digital products
- list some key people who help in the community, including paid and unpaid helpers and workers and describe an aspect of their work e.g. Gran looks after me after school
- identify groups they belong to using a diagram or organiser e.g. family, friendship and community
- work with a partner or the teacher and respond to questions about themselves and their lives e.g. How do I look after myself? How do I help others? Who helps me? What is important to me? Why do I relate well to some people and not others?
- use messages in traditional stories to express key ideas about how to live cooperatively with others
- express a personal opinion e.g. I feel …., I need …., I want …., I like ….

Standard one – Strand 2 - Democratic values and processes

Performance criterion 2

Students understand democratic values and processes in society, government and law
It is expected that students at standard *one* will:

Stage one
- identify some personal rights and responsibilities
- express ideas about values such as fairness
- contribute to group decision making
- know that rules apply to everyone and have consequences

Stage two
- identify that others may sometimes need help
- recognise a personal responsibility to act fairly
- identify when rules are needed
- know that they have a personal responsibility to follow rules

Stage three
- identify some shared responsibilities in the classroom
- identify ways to promote fairness
- recognise that rules need to be fair
- understand that rules can be helpful

Sample learning opportunities

- demonstrate care for shared resources e.g. space, classroom materials
- take a positive action which shows care and concern for others in a group task or discussion e.g. getting help when someone is hurt
- participate in class meetings and / or community of inquiry to discuss an issue of class concern e.g. making the bike track safer
- take part in a simple voting process e.g. thumbs up / thumbs down
- reflect on and demonstrate use of constructive advice from others
- reflect on and demonstrate how to relate to others in positive ways, including giving and accepting appreciations e.g. I liked it when …, I felt good when …, I admired you for …
- discuss and give a reason why a particular personal or class action or behaviour may need to be changed e.g. pouring out less paint will make cleaning up easier
- describe how taking turns can help the class work better
- role play and discuss how working cooperatively with shared resources can be effective
- use a roster to share resources in the classroom e.g. computer use
- explain how rosters can help ensure fairness
- state, with a reason, whether an action is fair or not
- describe, draw or act out how an important event might be viewed
- contribute to creating a helpful plan involving group consensus e.g. everyone cleans up before going home
- describe how following reasonable decisions reached as a group can be useful
- state reasons for agreement or disagreement with a group decision
- identify some personal rights and responsibilities in a class, school or home situation
- discuss an example of how rights and responsibilities are linked, using examples from daily life
- discuss and compare some rights and responsibilities of people of different ages and in different roles, e.g. school principal, parents, children, community members, government leaders
- undertake a role in a group e.g. speaker, listener, class monitor
- express an opinion or point of view with a supporting reason e.g. agree / disagree, like / dislike
- use a role play or scenario to demonstrate understanding of how to follow simple directions
- identify an example of how rules can positively influence daily life
- describe a reason why familiar rules are needed e.g. road rules
- notice and provide constructive comment when agreed rules are followed or infringed
- describe a fair consequence of not following a rule
- identify similarities between rules and routines in their family, at child care or at school
- identify some safety rules common to different situations or places and give a reason why they are important e.g. no running is common to the library and inside at home
- describe cause and effect in relation to rules about safety e.g. if you don't wear a bike helmet you might hurt your head

Standard one – Strand 3 - Interactions with the environment

Performance criterion 3

Students understand relationships between people, resources and places

It is expected that students at standard *one* will:

Stage one	Stage two	Stage three
- identify features of familiar natural and built places	- identify key features of natural and built places in their local community	- identify features of places depicted in texts
- identify and describe aspects of places that are important to them	- identify and describe places that are prominent in the local community	- identify and describe places that are valued by the community
- show some care for resources and the environment	- identify a reason to care for the environment	- identify ways they can care for the environment

Sample learning opportunities

- use terms, including over, under, near, far, left, and right, to describe relative location
- describe a familiar location by referring to natural and built features
- describe the location of their home in relation to familiar landmarks e.g. my house is just past the tennis courts or my house is in the bush
- identify places that are personally important and valued by others e.g. home, school, local shopping centre, playground, park, monument, bushland, beach
- describe or represent through drawings or models the physical features of familiar places e.g. building, footpath, fence, gate, slide, road, park
- identify features of a place using a photo, video or map
- use a thinking strategy such as Looks / feels / sounds like to describe basic environmental features e.g. day / night, climate (hot, cold, rainy, windy, cloudy, seasons), landforms, (hills, rivers, beaches), vegetation (trees, forests, farmland)
- describe what might be different about where they live compared with another place e.g. a difference between a house in the city and one in the country
- draw a map of familiar routes to important places e.g. how to get to school
- visit significant local sites and describe or draw their features and discuss their purposes and uses by the community e.g. the fire station, supermarket
- describe ways of, and reasons for, caring for the classroom and school environment
- take part in routines and projects to care for places of interest e.g. vegetable patch
- brainstorm and discuss resources used in the classroom and describe why class members value them
- discuss how the same resource can be reused or recycled for use in different ways e.g. a paint brush to paint a picture or apply glue
- describe ways of caring for places e.g. keeping them clean
- describe how places can be improved and / or protected

Standard one – Strand 4 - Interconnections between systems

Performance criterion 4

Students understand social, economic and political systems and the connections between them
It is expected that students at standard *one* will:

Stage one	Stage two	Stage three
- understand there are essential needs for living	- recognise why basic needs are important	- identify a simple connection between basic needs and quality of life
- identify where resources can be accessed	- identify different people who supply goods	- identify services provided by groups
- understand that choices are made	- identify a personal choice	- identify why a personal choice needs to be made
- recognise some basic routines and rules	- know that rules exist in the community	- know that rules help meet certain needs

Sample learning opportunities

- identify food, clothing and shelter as essential needs
- describe or draw a picture of basic human needs and / or personal preferences
- discuss and identify some simple differences between a need and want e.g. water and cordial, fruit and cake
- identify and describe examples of actions that people can take to meet needs and wants e.g. closing a door to keep a room warm, drinking plenty of water when it's hot, letting grandparents know what you'd like for your birthday
- discuss situations where people can cooperate with and depend on each other
- identify and discuss some different work that people do in the community and school
- use a simple organiser or table to classify some examples of basic goods and services
- discuss how various work roles have similarities and differences
- identify and classify some natural and built products
- discuss how some people produce goods and some provide services e.g. farmers and doctors
- discuss how parts of some simple systems help people meet personal and shared needs e.g. some food comes from farms to shops and then to home
- list or describe the roles of people who help meet needs and wants e.g. policeman and safety, baker and hunger, builder and shelter, DVD vendor and entertainment
- describe or role play a situation where money is given in exchange for some goods and services e.g. at the supermarket

Standard one – Strand 5 - Responsible citizenship

Performance criterion 5

Students understand how individuals and groups take action to positively influence change

It is expected that students at standard *one* will:

Stage one
- identify themselves as part of groups
- know that personal interests can be met through simple democratic processes
- explore actions for solving simple problems
- recognise that groups can help others

Stage two
- know that other groups exist in the community
- recognise that groups can discuss problems
- identify that others may need help to solve problems
- recognise there are personal gains from being in a group

Stage three
- recognise there are many groups they can belong to
- recognise that groups can make decisions and solve problems
- recognise that alternative solutions exist
- identify how they can contribute to groups

Sample learning opportunities

- interact and cooperate with others in a group task e.g. take turns, share equipment
- listen to and accept suggestions from others
- brainstorm and discuss reasons for caring about others' space and belongings
- show consideration for others e.g. property, space
- work with a partner and be part of a group
- follow simple reflection prompts e.g. stop, think, do
- participate in a class meeting or community circle to help find solutions to an identified classroom problem or issue
- make a constructive suggestion about classroom rules and routines
- share an opinion in a structured decision making process about a classroom problem or issue
- participate in a role play to demonstrate how to approach others in socially acceptable ways e.g. asking permission, waiting, saying thank you
- demonstrate and discuss ways to ask for and offer help to others
- complete a personal reflection about how personal behaviour can make others feel and act in different situations
- reflect on and discuss how the needs and feelings of people can be different
- practise and use simple phrases that show appreciation e.g. I liked it when you …, it helped me when…
- practise and use 'I' messages e.g. I feel sad when … , I need you to stop chasing me now
- discuss and develop a simple guide to help a new student settle into class
- list and take a positive action to include newcomers into group work or play
- practise and reflect on the need to give others rule reminders in a constructive way e.g. we don't run in the corridors because ……….
- discuss what 'having a say' means to different people
- show personal responsibility for routines e.g. hang bag on hook, pack games away
- undertake responsibility for a class or school routine e.g. checking that everything has been packed up
- participate in a class discussion about why we have care and classroom routines to look after ourselves and the classroom
- discuss and give a practical example of how to conserve limited resources in the classroom e.g. paint, paper
- cooperate with others to achieve a shared goal in the classroom e.g. taking care of class plants
- discuss how the class, family or school can reduce, reuse and recycle resources
- discuss personal responsibilities for the classroom / school / local environment

Standard one – Strand 6 - Historical inquiry

Performance criterion 6

Students undertake historical inquiries in relation to continuity and change in society
It is expected that students at standard *one* will:

Stage one	Stage two	Stage three
- explore the concepts of past, present and future	- make simple connections between past, present and future events	- identify that the past can affect the future
- describe the passing of time using key events in their lives	- link a key personal event with the past, present and future	- recognise the need for daily routines
- ask questions to find out about past events	- recognise that images and artefacts can come from the past	- identify features of images and artefacts from the past
- explore cause and effect through trial and error	- know that predictions can be made about the future	- know that predictions can be based on past events

Sample learning opportunities

- discuss the meaning of the terms past, present and future e.g. before I was born, when I grow up
- use simple chronological language e.g. yesterday / today / tomorrow, before / after, first / next / last
- identify today's day and date
- investigate, discuss and illustrate ways that time can be recorded and represented
- give examples of how time is sequenced e.g. days of the week, months of the year
- use a calendar to show the passage of time e.g. in two months it will be my birthday
- read visual sequences that demonstrate the passing of time e.g. class timetables and work schedules
- classify provided artefacts as 'old' or 'new' and give reasons for the classification
- recount, using an artefact, a significant event from the past e.g. a photo from a birthday party
- discuss plans for, or illustrate, an event to be held in the future e.g. plans for next school holidays
- identify family members using a photograph from the past
- retell stories passed on from family members about the past e.g. my grandfather said that when I was a baby …
- connect past events to present events e.g. my brother was in this room when he was in prep
- use illustrations, personal stories or a picture book, to connect events in the past with present events
- use a simple graphic organiser or table to show significant events in their own lives from the past
- develop a simple personal timeline using a provided example or format e.g. using photos
- classify a set of provided pictures as showing events from the past or events of the present day
- describe what is different about people, objects and events of present and past e.g. toys, games, nursery rhymes
- read or view a story and discuss how changes in the order of events might lead to changed meaning
- use role play or provided or original scenarios to demonstrate how the concept of time is used in conversation and social interaction e.g. there's never enough time, I'll be late, it's time for bed
- interview an older person and recount an example of something that was different in the past either at school, home or in the community e.g. homes, travel, clothing, technology

Standard one – Strand 7 - Philosophical inquiry

Performance criterion 7

Students undertake philosophical inquiries into issues and beliefs in society

It is expected that students at standard *one* will:

Stage one
- ask questions

- use reflective thinking to explain personal views
- recognise that people can think differently
- predict possible outcomes

Stage two
- know that most questions have answers
- identify a reason for a personal view
- recognise a different point of view
- give a reason for a prediction

Stage three
- recognise the value of asking another question
- identify an alternative reason for a personal view
- recognise that alternative solutions exist
- identify a more likely outcome

Sample learning opportunities

- discuss and ask a question about why a particular event occurred
- discuss understanding of right and wrong using a class or personal example
- ask sifting and sorting questions, using 'why'
- ask clarifying questions that help build personal beliefs and understanding e.g. Why can't I play now? Why do we have to go outside for lunch?
- share strategies for how to think through an individual or shared class problem or issue and reflect on the results
- discuss a given situation and examples of different possible actions or responses e.g. use of playground equipment, and consider how different actions or responses result in different outcomes and what might be the preferred action or response giving reasons
- ask a 'what if …?' question to list possible outcomes in a situation
- express an opinion about a preferred solution to a given problem
- listen to the opinions of others about a particular problem or issue
- demonstrate active listening in class discussions e.g. making eye contact with the speaker in a community of inquiry
- discuss how choices are made e.g. selecting from a 'play options' board
- discuss action and consequence in a given situation e.g. if I use less paint there will be enough for everyone else to share
- use a picture book or other accessible text and a thinking strategy such as 'Five whys' to brainstorm questions about an issue or topic
- role play and give examples of what some key class, family or school values might look like in practice e.g. behaving honestly, showing kindness, telling the truth
- discuss and illustrate a world without 'x' e.g. imagine a world without rules, or a world without trees
- brainstorm and discuss a number of possible responses to an 'I think …' statement about an issue or topic and then add to the statement a response to 'because …'
- use a thinking tool to rank ten personal items from most to least valued and discuss reasons for the choice

Standard one – Strand 8 – Communication

Performance criterion 8

Students acquire, critically examine and communicate information

It is expected that students at standard **one** will:

Stage one
- recognise different information forms
- interpret information for meaning using personal experiences

- explore how information can create different effects
- represent ideas through different methods of communication

Stage two
- identify key features of information
- identify a connection between information and personal experience

- identify how information can affect self
- communicate using text and images together

Stage three
- identify common features of different information
- recognise a similarity or difference between information and personal experience
- recognise that information can affect others differently
- verbally describe a personal communication product

Sample learning opportunities

- draw and label diagrams or pictures
- use teacher provided simple graphic organisers and other thinking strategies to organise and classify information individually and in groups
- design information products using paint, pencils, word processing software, camera, or simple drawing software such as *Kid Pix®*, *Kidspiration®* and *Microsoft® Photo Story®*
- design information and communication products that combine features such as images and sound to represent ideas
- identify similarities and differences between personal experiences and those of people, places, events and ideas in researched and teacher provided information
- recognise some differences between imaginative and informative texts
- discuss some main ideas and major features of some different informative texts
- contribute constructively to group discussions
- listen to others and provide simple constructive feedback
- give informal spoken presentations such as recounting personal experiences and reporting on a topic to groups
- retell personal experiences and report briefly about personal knowledge of a topic
- ask questions, seek information and / or clarification from peers and known adults, to explore personal connections to the topic or issue being discussed

Standard one sample learning sequences

Described below are learning sequences / units of work appropriate for standard one. Some of these are suggested ideas which teachers could develop further. Some are fully developed learning sequences with current web links. Others are units of work available in published texts.

Many learning sequences / units of work would give students the opportunity to develop understanding at standard one. Teachers are encouraged to design sequences / units at the appropriate standard / stage which address a number of strands / performance criteria.

Standard one learning sequences	Performance criteria
Suggestions for learning sequences (these have not been developed further)	
What's in a name? Explores the origin and meaning of student's first names and surnames.	1, 6, 8
Same but different? Explores difference and similarity in families. Identifies customs, practices, symbols, languages and traditions of their family and of other families.	1, 6, 8
Special ways and special days Identifies key cultural celebrations throughout the year e.g. Easter, birthdays, Australia Day, country of origin national days. Considers their origin, importance and value in the lives of family and community members and in other communities.	1, 5, 6, 7, 8
How have I changed? Uses key milestones in the student's life to build a personal timeline showing changes and growth in their personal and family life.	1, 6, 8
Toys from the past…Toys for the future Compares toys today and in the past. Introduces the concepts of 'old' and 'new', and encourages thinking about lives change. Also applies to the study of other everyday household items from the past and students make predictions about toys and tools for the future e.g. clothes, games.	6, 8
What makes us happy and safe? Introduces acceptable classroom behaviours, rules and routines about being safe and happy at school.	2, 5, 7, 8
Understand yourself Explores how people live together by describing self and people around you. Includes using the news, along with other forms of media, to gather and share information to relate current events to personal experiences.	1, 2, 6, 8
We're all in this together Explores how making positive and informed choices promotes personal wellbeing and supports the wellbeing of others. Investigates factors that contribute to emotional and physical wellbeing.	1, 3, 5, 6, 7, 8
Understanding ourselves Explores how people live together in families and other groups. Includes using the news, and other forms of media, to gather and share information about how people live together.	1, 2, 6, 8

Standard one learning sequences	Performance criteria

Teacher-developed learning sequences

Me, myself and my community
Focuses on the concept of interdependence, how communities function effectively and what part each individual plays in it. Focuses on who works in our community to help us.
http://resources.education.tas.gov.au/item/edres/451f5b44-d4f2-48c1-876f-1b9bcbb533cd/1/MyCommunity_print.doc

1, 2, 3, 4, 5, 6, 7, 8

How are you feeling?
Explores how people can live together successfully. Explores how family and other roles are interconnected and examines the diverse contributions that people make to communities. Examines the need for cooperation and rules at work and play.
http://resources.education.tas.gov.au/item/edres/685ca314-88cf-8775-d9a4-57faf2d1208a/1/feelings.doc

1, 2, 4, 5, 8

Why be a buddy?
Investigates how social relationships work and the importance of friendships. Considers why people may not be included in friendship groups and activities and how people feel when they are left out.
http://resources.education.tas.gov.au/item/edres/f3bcc226-bbbb-92c8-286d-a134b2ed1dc0/1/whybuddy-print.doc

1, 2, 5, 8

Who is good to play with?
Focuses on developing positive relationships with others.
http://resources.education.tas.gov.au/item/edres/478497d9-9988-2bd0-0141-34396f413514/1/learnseq.doc

1, 8

Pets – a matter of care
Looks at the relationships between people and their pets, as well as developing understandings about pet needs, pet ownership and responsibility.
http://resources.education.tas.gov.au/item/edres/f8de36ee-61b7-3bb9-f199-35b05e5a3444/1/pets_unit_print.doc

3, 4, 5, 8

Celebrations, customs and traditions
Focuses on how and why people celebrate.
www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/celebrating.pdf

1, 6, 7, 8

Integrated units collection (Curriculum Corporation)

When I was one *(Oodles of Noodles)*
Explores personal histories. Uses poetry to consider students' likes and dislikes, abilities and achievements. Develops awareness of similarities and differences between people.

1, 6, 8

These are my people *(Oodles of Noodles)*
Considers the individual as part of a family and a broader community. Highlights the diversity in families and communities. Identifies stages and important events in own and others' lives e.g. birthdays, Christmas, Chinese New Year

1, 6, 8

Let's make a party *(Oodles of Noodles)*
Emphasises group decision making, negotiation and interaction. Involves planning and resourcing a class party.

2, 5, 8

Boss for a week *(Oodles of Noodles)*
Explores the class as a community and considers the rights and responsibilities of individuals living in a community.

2, 4, 5, 7, 8

Standard one learning sequences	Performance criteria

The place that's right for me *(Oodles of Noodles)*
Considers the need for people and animals to have a place to call their own and identifies similarities and differences between human and animal requirements. — 1, 3, 5, 7, 8

Learning sequences from *Knowing me, knowing you* by Kath Murdoch

Knowing me, knowing you: exploring ourselves and others
Examines aspects of identity – what makes us unique, what makes us the same as others, what helps or stops us feeling good about ourselves. — 1, 6, 8

The rhythm of life: rituals, traditions and celebrations
Focuses on investigating rituals, traditions and celebrations within the community and the students' own lives. — 1, 5, 6, 7, 8

Society and History
Standard two

Standard two

Strand 1 – Identity, relationships and culture

Students at standard two understand some similarities and differences between people. They recognise and can discuss when peers are treated fairly and unfairly. They acknowledge and celebrate diversity in the class and school community e.g. ethnicity, gender, appearance, personal preference, and recognise cultural differences through family and community celebrations.

Students understand the value of constructive social relationships. They are developing empathy towards others. They are developing a sense of responsibility for groups and consider shared needs when making decisions. They are learning to work cooperatively and practice some of the social skills needed for effective group work.

Strand 2 – Democratic values and processes

Students at standard two express personal views about the concept of fairness and are beginning to learn that having rights implies having responsibilities. They can make and justify some judgements about fairness, freedom and equality by drawing on their developing ideas about values as well as personal experiences from home, school and the community.

Students describe some examples of democratic values and processes and begin to understand and describe how some democratic processes are used, such as voting through secret ballot or show of hands. They understand some reasons for using more formal democratic processes such as class meetings for resolving issues. They can help formulate class rules and begin to evaluate their effectiveness. They understand that they belong to a number of groups, that decisions are made in different ways in different groups, and that majority decision making is a common democratic process.

Students understand the need for rules and know how some of these are applied in the home, school and community. They understand some similarities and differences between rules and laws.

Strand 3 – Interactions with the environment

Students at standard two identify familiar and unfamiliar geographical places by describing some of their common and unique features. They can describe some of the choices people make about the use of places and some of the factors that influence these choices. Students learn about how land is used in their local area including their home and school.

Students identify some examples of how and why people cooperate to care for places in a community. They learn about how the community values places. They identify examples of paid and unpaid work that contribute to the environment. They identify how they can become involved in the care of places in their community, particularly as a member of a group. Students recognise some current local environmental issues and are aware that places are not always well cared for.

Students learn about places beyond their local area and they are aware that the globe and maps represent the world. They know where they live in Tasmania and are learning about other places in Australia and beyond. They are beginning to examine the meaning of concepts such as world, environment and sustainable in familiar situations.

Standard two

Strand 4 – Interconnections between systems

Students at standard two understand some differences between needs and wants. They are able to identify and describe some examples of how goods and services are provided and accessed in the local community. They can identify some local places where goods and services can be accessed and describe how people provide them.

Students understand that choices often need to be made about using resources. They understand how people make these choices. They identify local examples that demonstrate how choices are made.

Students understand some reasons why groups such as families, schools and the community have routines, rules and guidelines.

Strand 5 – Responsible citizenship

Students at standard two identify themselves as group members and use some cooperative learning strategies. They undertake specific roles to achieve shared goals. They consider medium to longer term goals as part of planning and decision making. Students listen to other points of view and begin to consider others' views when participating in group tasks.

Students use some simple democratic processes such as voting to solve problems or resolve issues. They learn about the need to participate responsibly in discussions to ensure that their own points of view are taken into consideration. They begin to understand the concepts of majority and minority.

Students learn that many people work in the school community and that through cooperation, individual and shared goals can be achieved. They recognise the contribution of community groups who help others. They can identify situations where people in the community need help.

Strand 6 – Historical inquiry

Students at standard two understand how to use simple historical evidence to examine people and events from the past and place events in a sequence.

They understand the concepts of time and sequence relating to important events in their own life and the more distant past of key people in their lives. They are able to ask and refine questions and examine evidence, including pictures and artefacts, to sequence events and construct personal timelines. Students are beginning to develop a more accurate concept of time and how it can be measured. They demonstrate an understanding of the cyclical nature of the year, through observing and recording information about personal, family and cultural events and recurring events such as seasons.

Students share their interpretations of evidence and ideas about simple texts and artefacts. They explore aspects of Australia's past through symbols, events and personal and group stories. They recognise indigenous and other cultural and ethnic influences on the naming of Australian places and examine why some of these places are valued. They can explain some cause and effect relationships using stories about the past and present. They can consider the past actions of others in planning for the future.

Standard two

Strand 7 – Philosophical inquiry

Students at standard two explore their thoughts and feelings through inquiry and thinking about their own learning. Students are prepared to state what they feel or believe about issues and are beginning to ask probing questions about issues that concern them.

Students make personal choices using basic philosophical reasoning. They express and can begin to justify their personal opinions on issues. They are learning to use deliberate thinking strategies such as Plus /minus / interesting and Think / pair / share to help them solve problems and make decisions. Students are becoming aware of other perspectives and that they can consider different points of view. They can explain why certain views about an issue may lead to particular conclusions.

Strand 8 – Communication

Students at standard two understand that information varies according to purpose. They are able to ask questions about information and communicate some of the ideas and issues accessed. They are learning to interpret and describe some information and understand that there is a wide variety of written and visual texts.

Students understand that different interpretations of information are possible. They make connections between personal knowledge and experiences and the ideas and events in information accessed about society and its history.

Students identify different types of information from a variety of sources e.g. fictional picture book, magazine, factual news broadcast, CD Rom.

Students understand how different types of information, including labelled diagrams and maps convey meaning. They combine information to create simple, meaningful communication products about concepts and issues.

Society and History
Standard two

Strands and Performance criteria	Stage four	Stage five	Stage six
	At this stage it is expected that students will …		
1. Identity, relationships and culture *Understand how culture and community shape identity and relationships*	• identify similarities and differences between people • recognise and value cultural differences • understand the value of relationships within groups	• recognise that similarity and difference is more than physical characteristics • recognise that cultural differences are celebrated • recognise that there are shared gains from being in groups	• list examples of similarity and difference in society • identify an influence from another culture • recognise how some groups help others
2. Democratic values and processes *Understand democratic values and processes in society, government and law*	• understand connections between rights and responsibilities • describe democratic values • describe and participate in different democratic processes • know that there are similarities and differences between rules and laws	• understand that having rights implies having responsibilities • describe how democratic values support different groups • recognise why participation in democratic processes is valued • know some laws that apply to them	• understand that many rights and responsibilities are shared • recognise that democratic values are part of diverse societies • recognise that democratic outcomes can favour some groups • know that laws are developed by governments
3. Interactions with the environment *Understand relationships between people, resources and places*	• identify common and unique features of places • explore how land is used in local communities • describe ways that communities and groups care for places	• recognise how different places can be identified by geographical features • identify particular land uses that help meet community needs • recognise that particular groups have an interest in particular places	• recognise their geographical location in the world • recognise that land is valued in different ways • recognise a connection between where people live and how they live
4. Interconnections between systems *Understand social, economic and political systems and the connections between them*	• understand the difference between needs and wants • identify how goods and services are accessed locally • understand how choices are made about using resources • understand why we have routines and rules	• identify different categories of needs and wants e.g. material possessions, emotional needs • recognise there are stages in production of goods and provision of services • recognise how choices can affect availability of resources • identify how a rule impacts on choices	• recognise that needs and wants of people can differ • understand that some goods and services are more accessible than others • understand that resources are finite • recognise how laws help govern human interactions

Society and History
Standard two

Strands and Performance criteria	Stage four	Stage five	Stage six
	At this stage it is expected that students will …		
5. Responsible citizenship *Understand how individuals and groups take action to positively influence change*	• understand that some personal choices impact on others • use democratic processes to make decisions and solve problems • use cooperative strategies to achieve shared goals • describe how people can help others in the community	• recognise that peer pressure can influence decision making • identify a personal view when participating in democratic processes • identify ways that can help groups work effectively • identify roles of some community groups	• recognise that group needs can influence choice • reflect on how democratic decisions are made • apply democratic processes in small groups • recognise some common goals of community groups
6. Historical inquiry *Undertake historical inquiries in relation to continuity and change in society*	• use evidence to examine past, present and future events in their lives • understand the concept of time and how it is measured • compare information and sequence events • describe simple cause and effect relationships	• recognise that evidence comes from different time periods • identify and use ways that record time • recognise that a narrative can be derived from sequenced events • identify connections between evidence from different time periods	• recognise that evidence can reveal how people or places have changed or stayed the same • recognise that key events are marked by the passage of time • understand how time lines can depict past and present events • recognise that historical events can influence the future
7. Philosophical inquiry *Undertake philosophical inquiries into issues and beliefs in society*	• ask probing questions • use basic philosophical reasoning to make personal choices • consider alternative points of view • provide evidence to support a conclusion	• understand some differences between open and closed questions • refine personal choices based on reflection and feedback • recognise that peer pressure can influence decision making • seek opinions from others	• recognise that some questions are more open than others • develop and use clarifying questions to reflect on personal choices and views • recognise that group needs can influence choice • form a reasoned opinion
8. Communication *Acquire, critically examine and communicate information*	• understand that types of text vary according to purpose • understand that different interpretations of information are possible • identify different types of information from varied sources • combine information to create simple meaningful communications	• identify some purposes of different types of texts • recognise that different people can have different perspectives • recognise that the same information can be found in more than one source • identify what makes their communications effective	• identify how a particular type of text achieves a purpose • understand that some information is more relevant • understand that different text types have certain key features • use particular features to make communications more meaningful

Standard two – Strand 1 – Identity, relationships and culture

Performance criterion 1

Students understand how culture and community shape identity and relationships

It is expected that students at standard *two* will:

Stage four
- identify similarities and differences between people

- recognise and value cultural differences
- understand the value of relationships within groups

Stage five
- recognise that similarity and difference is more than physical characteristics
- recognise that cultural differences are celebrated
- recognise that there are shared gains from being in groups

Stage six
- list examples of similarity and difference in society

- identify an influence from another culture
- recognise how some groups help others

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- identify special days that are celebrated by different cultural groups and gather information about rituals, symbols and celebrations e.g. Anzac Day, Australia Day, Chinese New Year, Aboriginal and Torres Strait Islander Week
- help design, advertise or participate in a school or community event that supports intercultural understanding
- discuss and plan how to help resolve or avoid classroom conflicts e.g. class discussion, sharing, helping others, class rules, meetings
- identify ways that the contributions of different groups in the local community can be recognised
- use a strategy such as Graffiti to brainstorm examples of shared community values and social skills that help people live and work together
- use a provided example to explain how cultures can use stories, including Dreaming stories, to explore community values and behaviour
- brainstorm some of the key people in the community and discuss their roles e.g. police keep us safe, doctors care for our health
- identify some cultural or ethnic groups in Australia using pictures from magazines and other texts
- identify and discuss unique and shared attributes of themselves and others e.g. culture, ethnicity, gender, personal history, family traditions, hobbies and favourite food
- use a graphic organiser such as a mind map to show the roles individuals can have in different groups e.g. family, soccer team, class
- discuss how gender roles are portrayed in stories e.g. fairytales, *Piggybook*
- investigate and describe a custom or tradition that promotes belonging in groups e.g. families eating special meals together, football team's theme song / handshake
- use words or illustrations to describe some similarities and differences between themselves and another generation or culture e.g. language, pastimes, lifestyle, artefacts
- identify and describe an example of different forms of cultural expression such as singing, dancing, painting or children's games e.g. indigenous people using dance and music to tell stories

Standard two – Strand 2 – Democratic values and processes

Performance criterion 2

Students understand democratic values and processes in society, government and law

It is expected that students at standard *two* will:

Stage four	Stage five	Stage six
- understand connections between rights and responsibilities	- understand that having rights implies having responsibilities	- understand that many rights and responsibilities are shared
- describe democratic values	- describe how democratic values support different groups	- recognise that democratic values are part of diverse societies
- describe and participate in different democratic processes	- recognise why participation in democratic processes is valued	- recognise that democratic outcomes can favour some groups
- know that there are similarities and differences between rules and laws	- know some laws that apply to them	- know that laws are developed by governments

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- discuss the purpose of rules in the community using past and present examples and comment on their effectiveness
- identify and discuss ways of taking positive action on issues e.g. writing to express an opinion or identifying the appropriate person when needing assistance
- contribute to a class or group discussion about how rules can be developed in fair ways
- give an example of how a class or school rule could be changed or improved through negotiation
- describe how a particular rule or law can build a sense of trust and safety
- use an organiser or discussion to compare the most effective ways of making decisions in the family, school and community e.g. voting, surveys, interviews
- demonstrate how voting works and vote for a representative in class
- discuss and give examples of how particular rules may be considered fair and unfair
- identify places in the community where decisions are made e.g. parliament house, local council
- describe the main differences between a rule and a law, discuss consequences for people who break them and how they can make amends
- describe how some rules can benefit the community e.g. dogs being kept on a lead in public places or not littering the beach
- give reasons for rules in the school and laws in the community
- identify and provide a reason for common rules and responsibilities of members of the school community e.g. pick up rubbish to keep the school clean
- identify some rights and responsibilities that operate in class and in the school and use a ranking process to identify which are most important
- recognise examples of using democratic processes in the classroom or school e.g. raising an issue for class discussion, taking an issue to the Student Council, voting to make a decision
- use a local community excursion to identify special places where people come together to discuss issues and make decisions
- use a personal reflection and discussion strategy to identify some shared rights and explain how people can act to protect them e.g. inform a caring adult of concerns
- discuss and collectively describe or illustrate 'What makes a good classroom?'
- discuss and contribute to the resolution of personal and class issues or conflicts e.g. class discussions, sharing, helping others, practising strategies
- collaboratively establish procedures to minimise conflict and maximise cooperation in the classroom and school e.g. class forum, class rules, positively encouraging others
- develop and follow group guidelines about cooperation to complete a specified task

Standard two – Strand 3 – Interactions with the environment

Performance criterion 3

Students understand relationships between people, resources and places

It is expected that students at standard *two* will:

Stage four	Stage five	Stage six
- identify common and unique features of places	- recognise how different places can be identified by geographical features	- recognise their geographical location in the world
- explore how land is used in local communities	- identify particular land uses that help meet community needs	- recognise that land is valued in different ways
- describe ways that communities and groups care for places	- recognise that particular groups have an interest in particular places	- recognise a connection between where people live and how they live

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- describe how finite resources such as water and energy can be conserved at home and school
- compare how a community in an Asian country and an Australian community care for places using a provided example
- use an organiser to classify examples of resources being used wisely or being wasted in the home or school and discuss ways that waste can be minimised
- examine reasons why people care for the local environment
- consider a local environmental issue and devise a way to take positive action
- describe and map the local area including home and school
- describe and map, using compass directions and significant features, a journey to a familiar place e.g. home, playground
- compile a list of local facilities and describe advantages and disadvantages of their location
- discuss and describe how places are used for different purposes e.g. park for recreation
- identify some community resources and discuss reasons why some are highly valued by people e.g. sporting fields, churches, waterways, meeting places, town hall
- reflect on and discuss features of places that make them personally significant to people
- describe or illustrate how variations in seasons affect where people live
- identify the states and territories of Australia on a map
- identify Australia and surrounding oceans on a world map
- sort and classify photographs or maps of environments using categories such as rural or urban, coastal or mountainous, natural or built
- locate and discuss elements of the local environment that are natural, such as forest, ocean, river, and built, such as road, building, bridge
- identify natural and built places on a map using a legend / key e.g. mountains, rivers, coastlines, cities
- identify the major natural features of places and explain how these can influence where people live e.g. water
- discuss and describe how environments and places can be represented using different formats e.g. photographs, aerial photographs, simple maps
- draw a simple plan of a the local area and describe the location of features and how these are used by members of the family or community e.g. home, farm, shop
- describe, using a local example, how the built environment can provide protection from the natural environment
- use an example from the past to describe some consequences when places are not cared for e.g. pollution

Standard two – Strand 4 – Interconnections between systems

Performance criterion 4

Students understand social, economic and political systems and the connections between them

It is expected that students at standard *two* will:

Stage four	Stage five	Stage six
- understand the difference between needs and wants	- identify different categories of needs and wants e.g. material possessions, emotional needs	- recognise that needs and wants of people can differ
- identify how goods and services are accessed locally	- recognise there are stages in production of goods and provision of services	- understand that some goods and services are more accessible than others
- understand how choices are made about using resources	- recognise how choices can affect availability of resources	- understand that resources are finite
- understand why we have routines and rules	- identify how a rule impacts on choices	- recognise how laws help govern human interactions

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- identify examples of paid and unpaid work in the local community
- interview local people about their work and what they provide to the community e.g. doctors, retailers, farmers, tradespeople
- describe the role and purpose of some prominent social and service groups within the local community
- give examples of how families can access and use government services e.g. education, health care, police, recreation
- identify people in the school who provide paid and unpaid services e.g. canteen staff, librarian, office workers, parent helpers
- use a mind or concept map to illustrate how some basic social needs can be met by people working together e.g. individuals, families, schools, community
- explain how decisions are made about using money in many cultures to satisfy needs and wants i.e. money is a medium of exchange
- rank needs and wants in order of importance when money is limited
- describe how some personal and shared wants can be satisfied without money e.g. growing your own vegetables, swapping items with friends
- identify places in the community where goods or services can be obtained e.g. schools, hospitals, school canteen, shops
- discuss work that people do and identify the main differences in roles when the work involves the provision of either goods or services
- discuss factors that help people to obtain goods and services and factors that hinder this e.g. income, isolation
- use a reflection process or thinking tool to identify some personal choices and decisions in satisfying individual needs and wants e.g. I could walk to school to save bus fare for other things
- describe how goods and services can be exchanged, using historical examples and examples from other cultures

Standard two – Strand 5 – Responsible citizenship

Performance criterion 5

Students understand how individuals and groups take action to positively influence change

It is expected that students at standard *two* will:

Stage four	Stage five	Stage six
- understand that some personal choices impact on others - use democratic processes to make decisions and solve problems - use cooperative strategies to achieve shared goals - describe how people can help others in the community	- recognise that peer pressure can influence decision making - identify a personal view when participating in democratic processes - identify ways that can help groups work effectively - identify roles of some community groups	- recognise that group needs can influence choice - reflect on how democratic decisions are made - apply democratic processes in small groups - recognise some common goals of community groups

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- explore reasons why people form groups and cooperate
- identify shared community values that help people live and work together
- participate in a group and reflect on personal contributions which helps groups work effectively
- participate in a group and identify the shared goals
- identify how practices such as giving others the benefit of the doubt or being open to differences can be helpful
- discuss and plan a way to make a positive difference in the class or at school and discuss the benefits
- identify and illustrate, using a diagram or map, where and how people can contribute to the care of places e.g. an area of the school grounds
- identify and describe rules and laws in the local area that help people look after places
- use a class discussion to identify a school or community place in need of care or a process that could be improved and devise a plan to address this e.g. clean up a local park, improve procedures for recycling in the classroom
- consider examples of paid and unpaid work in the local community and discuss how each contributes to society
- identify examples of community groups who help people outside Australia
- consider the local environment and examine reasons why people take action to care for it
- reflect on and discuss why it is important to care for personal and shared resources including classroom resources
- identify how people in groups, including families, cooperate to care for their home or other valued places
- role play positive ways to listen and respond to the contributions of others
- use a graphic organiser, such as a simple flow chart, to predict the possible consequences of acting responsibly or irresponsibly in a given situation
- select a preferred way of responding to a problem and discuss reasons for choice
- identify members of the community with special needs and use a simple graphic organiser to map some of the issues for the community
- use a thinking process such as Plus / minus / interesting to consider the costs and benefits of responding to the needs of others
- discuss and demonstrate, through reflection and role play, what 'playing by the rules' means in sporting and other contexts
- discuss and demonstrate through role play an understanding of the concept of mutual respect

Standard two – Strand 6 – Historical inquiry

Performance criterion 6

Students undertake historical inquiries in relation to continuity and change in society

It is expected that students at standard *two* will:

Stage four	Stage five	Stage six
- use evidence to examine past, present and future events in their lives	- recognise that evidence comes from different time periods	- recognise that evidence can reveal how people or places have changed or stayed the same
- understand the concept of time and how it is measured	- identify and use ways that record time	- recognise that key events are marked by the passage of time
- compare information and sequence events	- recognise that a narrative can be derived from sequenced events	- understand how time lines can depict past and present events
- describe simple cause and effect relationships	- identify connections between evidence from different time periods	- recognise that historical events can influence the future

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- use Aboriginal Dreaming stories or other culturally significant texts to investigate, discuss and compare people's origins and concepts of time
- use maps and other data to research Aboriginal and Torres Strait Islander influences on the valuing and naming of places in Australia including the local community
- identify and reflect on what key Australian symbols represent e.g. flags, emblems, national anthem
- discuss and share personal and other's family histories to identify some of the cultural groups that make up the local and Australian community
- explore the stories of some key events and individuals in our national history
- reflect on and sequence events in a pictorial timeline e.g. place photos of family and / or the local area in chronological order
- discuss and place in sequence some key events e.g. first day of school year, school holidays, birthdays of students in class
- use simple chronological terms to describe events over a specified period e.g. recent times, a long time ago, last century, last year
- undertake a personal or group investigation of family history to make observations using evidence about how people lived in the past e.g. fashion, medicine, transport
- discuss and illustrate how to accurately represent different life stages in chronological order e.g. baby, toddler, teenager, adult, senior citizen
- use a simple graphic organiser such as a table to list and compare aspects of people's lives that change and persist over time e.g. hair, height, clothes
- investigate how and why changes in familiar items or aspects of life have occurred over time e.g. transport, clothing, toys, games, houses
- discuss and investigate the concept of 'old' using picture books, artefacts, photographs, and historic websites or by holding a Grandparents' Day or visiting an aged care facility
- use evidence from the past and understanding of cause and effect to support a change in classroom rules or practices e.g. discuss the need for a new class rule based on a past incident
- describe how cause and effect can be important when considering events in stories, current issues and past events
- use a thinking tool such as See / think / wonder to describe evidence in a photo or other artefact and discuss different interpretations of evidence and perspective
- investigate different types of evidence that present a view of the past
- use deliberate inquiry techniques to collect and organise information such as posing questions, brainstorming, grouping information, reflecting

Standard two – Strand 7 – Philosophical inquiry

Performance criterion 7

Students undertake philosophical inquiries into issues and beliefs in society

It is expected that students at standard *two* will:

Stage four	Stage five	Stage six
- ask probing questions	- understand some differences between open and closed questions	- recognise that some questions are more open than others
- use basic philosophical reasoning to make personal choices	- refine personal choices based on reflection and feedback	- develop and use clarifying questions to reflect on personal choices and views
- consider alternative points of view	- recognise that peer pressure can influence decision making	- recognise that group needs can influence choice
- provide evidence to support a conclusion	- seek opinions from others	- form a reasoned opinion

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- participate in a class discussion or community of inquiry to devise questions about a particular concept e.g. fairness, decision making, reasons
- express a personal opinion on an issue under investigation with a reason e.g. I think … because …
- reflect on an action or decision and discuss how it could have been different e.g. we could have voted for which activity we wanted to do as a class or it would have been fairer if everyone had participated
- discuss why certain values are present in class rules
- discuss how and why people make decisions e.g. there are some situations where people make decisions for themselves and others where decisions are made on their behalf
- find examples of the use of words such as good, bad, truth, fair, honest, right or wrong in different situations and compare their use
- use a scenario or role play to reflect on and discuss questions e.g. Is it always good to tell the truth? Is stealing ever justifiable? Is it fair to take turns? Is fighting always bad? or How do we know that to be true?
- investigate a local current issue and state personal beliefs and thoughts
- use a role play or interview to investigate how another person might be feeling in a particular situation e.g. in a story, a movie, the playground or classroom, at home, at a party
- describe how people can make choices based on simple philosophical concepts e.g. 'I shouldn't do that because it is not fair'
- use a graphic organiser such as a flow chart to describe or illustrate a likely explanation for an everyday event or issue
- devise a set of who, what, why, when, where and how questions and use them to develop a personal viewpoint about an issue
- discuss an example of positive and negative consequences of a personal choice
- use a thinking tool such as Plus / minus / interesting or Think / pair / share to consider an issue, make a decision and give a supporting reason
- research ten provided questions about a topic or issue and use a simple strategy to organise them e.g. open and closed questions

Standard two – Strand 8 – Communication

Performance criterion 8

Students acquire, critically examine and communicate information

It is expected that students at standard **two** will:

Stage four	Stage five	Stage six
- understand that types of text vary according to purpose	- identify some purposes of different types of texts	- identify how a particular type of text achieves a purpose
- understand that different interpretations of information are possible	- recognise that different people can have different perspectives	- understand that some information is more relevant
- identify different types of information from varied sources	- recognise that the same information can be found in more than one source	- understand that different text types have certain key features
- combine information to create simple meaningful communications	- identify what makes their communications effective	- use particular features to make communications more meaningful

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*
- explore how different forms of media and ICT communicate views and ideas to people
- identify views of others that differ from personal views
- identify the key features of particular types of information e.g. a newspaper, television news
- identify the purpose of different types of information
- use provided structures to write simple informative texts with several logically sequenced ideas, Society and History vocabulary and appropriate detail
- use simple graphic organisers and other thinking strategies to brainstorm ideas and gather, organise and record information, make decisions and reach a conclusion
- inquire and communicate using different information and communication tools including computers, cameras, audio recorders, mobile phones, CD / DVD players, software such as *Microsoft Word®* or *Clicker®*, *Microsoft® PowerPoint®* and *Kidspiration®*
- selectively use software to locate and use suitable images, fonts, colours and include music or sound effects
- identify the rights and responsibilities of people who produce texts
- identify the major purpose of a particular text and retell the order of ideas
- discuss how different texts report and explain information and events
- share and explore ideas and express personal opinions
- communicate in group situations, make relevant comments, give explanations, express opinions and ask questions
- give spoken presentations that show an understanding of the topic, include some relevant ideas and refer to events in sequence
- use different texts to find specific information

Standard two sample learning sequences

Described below are learning sequences / units of work appropriate for standard two. Some of these are suggested ideas which teachers could develop further. Some are fully developed learning sequences with current web links. Others are units of work available in published texts.

Many learning sequences / units of work would give students the opportunity to develop understanding at standard two. Teachers are encouraged to design sequences / units at the appropriate standard / stage which address a number of strands / performance criteria. Please note the additional requirement at standard two that the *Statements of Learning for Civics and Citizenship* need to be addressed.

Key: ✔ addresses the *Statements of Learning for Civics and Citizenship*

Learning sequences	Performance criteria
Suggestions for learning sequences (these have not been developed further)	
What communities do I belong to? ✔ Explores how Australians are connected to regional and global communities and the contributions of diverse groups in the local community. Considers the concepts of community, cooperation, culture, personal and social relationships, identity and diversity.	1, 4, 8
Why do we need rules? ✔ Explores concepts of fairness, fair and unfair rules, personal rights and responsibilities, decision making, democratic processes and values. Explores the purposes of rules.	2, 5, 7, 8
My community history ✔ Explores origins of people, family histories and cultural groups in the community, Aboriginal and Torres Strait Islander influences on the valuing and naming of places in Australia and stories of some key events and individuals in our national history.	6, 7, 8
Where did you live? Focuses on evidence of change over time and space, where people lived in the past and how natural and built environments have changed or persisted over time.	3, 6, 8
What makes Australia unique? ✔ Focuses on how places are represented on a map and globe. Considers where people live within and beyond Australia. Explores the idea of symbols including what key Australian symbols represent e.g. flags, emblems, national anthem.	1, 3, 8
How do we make decisions? ✔ Explores issues from different points of view. Compares effective ways of making decisions in the family, school and community and examines how voting can be used by groups to make decisions.	2, 7, 8
How are we different? Explores unique attributes of individuals, the concept of diversity and gender roles and how they are portrayed in stories, e.g. the picture book *My Gran's different*. Identifies roles of people in the community and how they help others.	1, 4, 8
Let's celebrate ✔ Explores ways of living, languages, customs, traditions and rituals of different groups and belief systems in Australia and Asia. Focuses on developing mutual respect, empathy and learning to work cooperatively. Explores different types of celebrations in the class and school and considers diversity.	1, 3, 8

Learning sequences	Performance criteria
A convict's life – why were they sent here? Examines Australian identity and people and events from the past using artefacts and stories relevant to the convict era. Evidence includes convict stories, photographs, paintings and other artefacts.	1, 3, 6, 7, 8
Recycle, reuse or refuse? ✓ Explores how systems work, being a responsible citizen and how democratic decision making processes are used to decide on action. Identifies resources being used wisely or wasted and ways to be involved in the care of places.	2, 3, 4, 5, 8
Taking action ✓ Focuses on resolution of personal and class level problems, recognising situations where individuals have a direct say and those where decisions are made by others. Explores how rules can be changed through negotiation and processes of taking action.	2, 5, 7, 8
My place Focuses on identifying and representing natural features of places using maps, symbols and diagrams. Examines what influences where people choose to live, places that are used for particular activities and reasons why people care for the local environment.	3, 5, 8
Why should I care? Considers the environment from different points of view and consequences when places are not cared for. Examines why people care for the local environment and considers ways of participating in positive local action.	3, 5, 6, 7, 8
Who can I ask for help? ✓ Focuses on people and organisations who provide services to the community. Explores work that people do, how they contribute to the community and how basic needs can be met by social systems.	4, 5, 7, 8
Do we really need money? ✓ Explores needs and wants and how goods and services can be exchanged using historical examples from other cultures. Identifies examples of paid and unpaid work, government services and civic skills such as helping others to make a positive difference.	4, 5, 6, 7, 8

Teacher-developed learning sequences

Do we need others? Develops understanding of the concept of interdependence by looking at the nature of human and animal communities. http://resources.education.tas.gov.au/item/edres/53fbc572-988e-bfd9-cce2-c1f2baaff9b1/1/needothers_print.doc	3, 4, 5, 8
Can I put myself in the picture? A new look at old tales Explores differences and similarities, uniqueness of individuals and concepts of good and justice using the film and book *Jungle Book*. http://resources.education.tas.gov.au/item/edres/f87c1366-a49b-6c81-6afd-dd6240a0f573/1/itp_wordversion.doc	1, 7, 8
You can make a difference ✓ Focuses on how working with others can have positive effects. Explores systems and investigates human influences on the local and global environment. http://resources.education.tas.gov.au/item/edres/e6b5ffa8-eaa7-90a7-951f-4931cdd1983d/1/ycmad_print.doc	1, 3, 4, 7, 8

Learning sequences	Performance Criteria
Come celebrate Explores how celebrations are an expression of cultural heritage and traditions. http://resources.education.tas.gov.au/item/edres/593f344a-2263-4541-5b34-150eb26bf04b/1/celebrate.doc	1, 5, 6, 8
Worth their weight in gold Uses the book *Jamil's Shadow* to examine why friends are important. http://resources.education.tas.gov.au/item/edres/8aab9dd5-2bde-4d12-1bea-910ae0a38f13/1/Worth_weight_print.doc	1, 8
How are we responsible for our local environment and how can we make a difference? ✓ Explores the school environment and how students can make a difference by helping to solve local environmental problems. http://resources.education.tas.gov.au/item/edres/267d91b8-2c2f-3bb1-6e86-9cbb8564bbcc/1/howresponsible.doc	2, 3, 5, 8
What affects the chain? Focuses on systems in the natural world and how each part is interconnected. Considers the effect of human action on ecological balance. http://resources.education.tas.gov.au/item/edres/4606cd08-436a-128e-2563-e0031ded110e/1/chain_print.doc	3, 4, 5, 8
What is ours? What is mine? What is yours? Focuses on personal needs and the importance of being part of different groups and communities. http://resources.education.tas.gov.au/item/edres/8086c319-b0f1-5daa-5458-ad4e714b44de/1/OursMineYours_print.doc	1, 2, 5, 7, 8

Integrated units collection (Curriculum Corporation)

Having a say *(Part of a Pattern)* ✓ Considers ways to make informed decisions on issues, identify factors that limit choice and examine some of the social and environmental consequences of decisions.	2, 3, 5, 7, 8
From the beginning of time *(Part of a Pattern)* ✓ Explores how different cultures explain the origins of the world.	1, 3, 6, 7, 8
I've got a friend *(Part of a Pattern)* Explores human relationships and friendship.	1, 7, 8
To market to market *(Part of a Pattern)* Investigates bartering, goods, services, money, social systems, resources, buying and selling.	3, 4, 8
The games people play *(Part of a Pattern)* ✓ Explores the nature and purpose of games, the role of rules and the concept of fair and unfair.	1, 2, 4, 6, 8

Learning sequences from *Knowing Me, Knowing You* by Kath Murdoch & Julie Hamston

The Rhythm of Life Investigates rituals, traditions, and celebrations. Focuses on characteristics, behaviours and needs that are common to all people.	1, 6, 8

Learning sequences	Performance Criteria
Learning sequences from *Integrating socially* by Kath Murdoch	
You, me and we Focuses on cultural diversity, difference, Asia, celebrations and values.	1, 3, 8
Families in focus Focuses on families, diversity, roles and responsibilities and conflict resolution.	1, 2, 8
Tools for work Focuses on work, needs and wants, values, the impact of technology and change.	4, 6, 7, 8
Learning sequences from *Integrating naturally* by Kath Murdoch	3, 4, 7, 8
Sharing the planet Focuses on needs and wants, natural resources, sustainability and recycling.	3, 4, 5, 7, 8
Around the block Focuses on the natural and built environment, interdependence, responsibility and change.	3, 4, 5, 7, 8
An oasis of life Focuses on urban development, colonisation of Australia and caring for the environment.	3, 6, 8
Learning sequences from *Asia Counts*	3, 8
What goes with what? Explores maps and images of Asia, basic mapping concepts and mapping skills.	1, 8
Will we make some hong bao? Compares traditional days or celebrations e.g. Chinese New Year.	1, 8
How have you rearranged the tatami? Investigates traditional Japanese tatami mats, Japanese rooms and houses.	3, 4, 7, 8

Asia Education units http://www.asiaeducation.edu.au/pdf/asiascope/sose_units_primary.pdf

Small objects, family stories (p 3) Explores people in Asia and Australia, cultural groups they belong to and particular forms of cultural expression. Explores how the life stories of people from Asia and Australia shape how they view the past. Focuses on valued family objects and telling stories that explore values and symbols important to particular cultures.	1, 6, 8
Images of Asia: Animals and their homes (p 13) Explores the flora, fauna and features of natural places using examples from a country in Asia and from Australia. Explores reasons why communities in Asia need to care for places and how individuals or community groups take action to protect these environments for the future.	1, 3, 5, 8
Images of Asia: Rules and symbols (p 23) ✓ Explores the reasons why we have rules, how rules are made and by whom and compares these with an Asian country. Focuses on what we can learn about a culture by investigating their rules. Investigates symbols and icons that have special meaning for particular people and cultures in Asia.	1, 2, 8

Learning sequences	**Performance Criteria**

Discovering democracy units http://www1.curriculum.edu.au/ddunits/units/units.htm

Stories of the people and rulers   2, 6, 8
Focuses on leaders, how Australia is governed and how countries should be ruled.
http://www1.curriculum.edu.au/ddunits/units/mp1stories-glance.htm

Rules and laws   1, 2, 6, 8
Focuses on why we need rules and laws, Aboriginal and Torres Strait Islander laws, how laws are made in Australia and what makes a good law.
http://www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm

We remember   1, 2, 6, 8
Focuses on Australian symbols and values over time using significant events and lives in Australian history.
http://www1.curriculum.edu.au/ddunits/units/mp3remember-glance.htm

Joining in   2, 5, 8
Focuses on community groups and how they function and make a difference.
http://www1.curriculum.edu.au/ddunits/units/mp4join-glance.htm

Society and History
Standard three

Standard three

Strand 1 – Identity, relationships and culture

Students at standard three understand and recognise that personal and community values, decisions and actions affect identity and relationships. They understand the importance of individual rights and responsibilities. Students understand how different groups can make a positive contribution to society. They examine how some groups maintain cohesion and consider different opinions. They understand how groups cooperate to achieve personal and shared goals. They understand that key values including trust, fairness and equity support positive relationships.

Students explore the effect and value of similarity and difference in areas including culture, geographic location, religion, age, wealth, language, ethnicity, Aboriginality, gender and disability. They explore how similarity and difference in values and identity can contribute to cohesion and cultural conflict. They are able to recognise and question some cultural stereotypes. They explore strategies to resolve issues such as discrimination and oppression.

Students learn about how languages, symbols and music can contribute to a harmonious society. They understand the significance of particular events and celebrations in Australia and how groups can work together to build a sense of community.

Strand 2 – Democratic values and processes

Students at standard three explain how some democratic values and processes affect them, their family and friends and the wider community. They understand the importance of individual rights and responsibilities and can identify examples of justice and injustice when particular beliefs and actions affect the rights of others. They make judgements about fairness, equality and individual freedom and justify their reasoning using supporting evidence.

Students learn that some of Australia's democratic values and processes are based on those of past societies. They recognise that indigenous Australians and those from diverse cultural and ethnic backgrounds may have their own democratic processes. They explore past democratic systems, compare some of their basic features and evaluate their effectiveness.

Students develop an understanding of the basic operation of Australia's three levels of government and compare how they represent citizens and serve community interests. They learn how democratic processes are used to elect representatives and the purposes and processes involved in law making. They understand the role of elected representatives and explore the qualities of good leadership.

Strand 3 – Interactions with the environment

Students at standard three describe how places and resources can affect the way people live in different parts of the world. They can identify current and past issues related to the use and care of places. They know that people may have different values, cultural beliefs and views about how land and places should be used. They investigate how different cultures and groups express their relationship with the environment. They explore how the use of places changes over time and examine the influence of human activity on natural and built environments.

Students investigate the major land masses, oceans and other major geographical features of the world. They use compass reference points, globes, atlases and maps to identify and interpret physical features of places including where major population centres are located. Students understand how some natural features can affect the way people live and how cities and towns are located to take advantage of natural features and enhance quality of life. Students investigate these ideas using major towns, cities and rural areas in Australia. They identify past and present examples of how people have interacted with the natural environment in positive and negative ways.

Standard three

Strand 4 – Interconnections between systems

Students at standard three understand that people have different needs and personal preferences. They identify examples of how needs and wants can be both similar and different for diverse individuals and groups. They understand that not all needs and wants can be met.

Students describe different examples of flow in the provision of goods and services at the local and state level. They describe how industry plays a role in the economy. They understand that some resources are scarce and need to be conserved for others or for future use.

Students understand the purpose of laws in regulating society. They describe how some laws in Australia are developed, enforced and refined through the political and legal system. They understand some connections between the legal system and social system.

Strand 5 – Responsible citizenship

Students at standard three are developing an understanding of the importance of individual rights in a democratic society and respect for the rights and beliefs of others. They compare the needs of particular individuals and groups at school and in the community. They describe school and community situations where conflict and inequity occur and develop strategies to minimise or prevent them. They identify situations that promote cooperation and harmony in communities.

Students explore issues that are important to themselves and the community. They understand that other perspectives need to be considered in democratic decision making processes. They understand that responsible citizens must be informed to take effective action on issues.

Students understand the value of participation in the community. They describe how planning a strategy and taking action to support others or solve a problem can have positive effects on society.

Strand 6 – Historical inquiry

Students at standard three understand the value of different types of evidence when inquiring into the past and present. They examine information from diverse sources to gain insights into the past and present, and make predictions for the future. They can show their understanding of chronology using different time scales. They investigate decisions made in the past and examine the costs and benefits of particular decisions and courses of action.

Students understand some of the differences between primary and secondary source material. They learn to use oral history in their research. They are aware that evidence can sometimes be conflicting and can make decisions about the relevance and reliability of information. They identify the origins of, and use, a variety of source material. They understand that conclusions can be drawn by bringing together information from multiple sources.

Students investigate key developments in the history of Tasmania and Australia including the history of indigenous Australians, European and non-European exploration and British colonisation. They investigate some differences in government in Australia during colonisation and after Federation. They explore some connections between their family and / or community history and Tasmanian and Australian history.

Students reflect on their historical inquiries to evaluate fairness and objectivity of their findings, suggest strengths and weaknesses of the methods used and develop a plan for future inquiries.

Standard three

Strand 7 – Philosophical inquiry

Students at standard three investigate philosophical questions about social issues. They ask challenging questions to determine the meaning and relevance of information. They use critical and reflective thinking strategies and ask questions such as: Is this logical? Why might people believe that? What more information do I need?

Students explore differences between fact and opinion when evaluating information and views. They identify perspectives and viewpoints of particular statements and research. They assess sources of information for reliability, relevance and accuracy.

Students know that information sources usually present selected information and can be used to represent different views. They understand the need to consider more than one perspective when reaching conclusions or reporting on findings. They consider the historical origins of evidence and issues to identify different perspectives and make reasoned predictions about the future.

Strand 8 – Communication

Students at standard three understand how information can be represented and communicated in particular ways. They use ICT to find information and communicate understanding.

They are learning to evaluate researched information for relevance and accuracy. They are beginning to judge the quality of information sources and identify and acknowledge the authors and sources of information they use.

Students compare different information on the same topic or issue. They use criteria such as relevance and accuracy to compare information from different sources.

Students refine inquiry questions and organise and sequence information to communicate ideas about social and historical issues and events.

Society and History
Standard three

Strands and Performance criteria	Stage seven	Stage eight	Stage nine
	At this stage it is expected that students will …		
1. Identity, relationships and culture *Understand how culture and community shape identity and relationships*	• explore how similarity and difference in society is valued • explore the effects of similarity and difference on society • understand how different groups can make a positive contribution to society	• recognise how Asian and other cultures are valued by Australians • understand that difference can lead to discrimination • recognise some ways that cultural and ethnic groups contribute to Australian society	• recognise how past societies are valued by Australians • recognise the need to counter discrimination • identify some cultural contributions to Australian identity from the past
2. Democratic values and processes *Understand democratic values and processes in society, government and law*	• identify situations where rights and responsibilities are upheld or infringed • understand democratic values in diverse societies • explain how democratic processes affect different people • understand how laws are made and applied in Australia • understand the basic operation and role of democratic representation and governments in Australia	• recognise how people can infringe the rights of others • understand how some democratic values influence group action • understand how democratic decisions can benefit society • identify that each level of government makes particular laws • understand how citizens are represented in different ways at a local level and in the lower and upper houses at a state and federal level	• understand that some laws exist to protect rights • identify connections between democratic values and beliefs • understand particular features of Australian democracy • understand the role of the lower house of state and federal parliament in making laws • understand some of the powers of the upper house of state and federal parliament
3. Interactions with the environment *Understand relationships between people, resources and places*	• describe major physical features using geographical language and skills • recognise how different values and cultural beliefs impact on land use • describe positive and negative human interactions with the environment • identify how places and resources affect where people live and the way people live	• understand the purpose of reference points on a map • identify how laws based on values and cultural beliefs protect the land • understand that human activity can change landscapes over time • recognise physical differences between places and how they affect the productive capacity of the land	• understand that maps can be used to show information about human activity • understand that conflicting values can affect decisions about land use • recognise that some places need to be protected for the future • understand that changes in physical features of places can affect how the inhabitants live today and into the future

Society and History
Standard three

Strands and Performance criteria	Stage seven	Stage eight	Stage nine
	At this stage it is expected that students will …		
4. Interconnections between systems *Understand social, economic and political systems and the connections between them*	• understand that needs and wants can be similar and different • describe the flow in provision of goods and services • understand that some resources are scarce and need to be conserved • understand the purpose of laws in regulating society	• understand that there are groups in society whose needs are not met • recognise that there are different types of industry • understand that changing practices can conserve resources for the future • recognise that the social purpose of laws needs to be supported by citizens	• understand that wants can sometimes be unlimited and difficult to attain • identify the role of different types of industry in the economy • recognise regional and global reliance on particular resources • recognise that laws can be refined
5. Responsible citizenship *Understand how individuals and groups take action to positively influence change*	• compare the needs of particular individuals and groups • consider other perspectives in democratic decision making processes • develop strategies to promote cooperation and harmony in communities • explore why citizens take action in communities	• understand that there are groups in society whose needs are not met • recognise that democratic processes can be used to address a social issue • identify some personal contributions of others to the community • identify some reasons for participating in communities	• identify some reasons for needs in society not being met • understand that people can hold different views about social and environmental issues • understand how recognising people's contributions to the community can promote harmony • recognise that not everyone participates in communities
6. Historical inquiry *Undertake historical inquiries in relation to continuity and change in society*	• use different types of evidence to examine the past, present and future • use different time scales to compare past events • identify primary and secondary sources relevant to local and Australian history • investigate examples of cause and effect from local and Australian history	• recognise that using different types of evidence can provide a more complete account of past or present events • understand how time scales can be used to divide the history of Australia into meaningful periods • use primary and secondary sources to investigate key events in Australian history • understand that some past events can have multiple effects in the future	• understand that evidence may not necessarily be factual • understand the value of using different sources when examining events from the past and present • understand that some sources of information can be unreliable • understand that events or actions from the past can influence current or future decisions

Society and History
Standard three

Strands and Performance criteria	Stage seven	Stage eight	Stage nine
	At this stage it is expected that students will …		
7. Philosophical inquiry *Undertake philosophical inquiries into issues and beliefs in society*	• ask more challenging questions to determine relevance and accuracy • use critical and reflective thinking strategies to formulate views • recognise different arguments • consider more than one perspective in forming conclusions	• recognise that some information is more useful than other information • identify the use of logic in an argument • identify that some arguments are more convincing than others • understand that well founded conclusions are based on sound reasons	• understand that some information can be unreliable • recognise that well founded arguments seek objectivity • understand that convincing arguments are supported by factual evidence • use evidence from different sources to form a valid conclusion
8. Communication *Acquire, critically examine and communicate information*	• understand how information can be represented in particular ways • evaluate information for relevance and accuracy • compare different information on the same topic or issue • organise and sequence information to communicate ideas	• understand that information can be based on different opinions or values • identify information that is most relevant to needs • recognise differences and similarities in selected information • structure information in paragraphs with one idea or similar ideas	• understand how information can be represented differently in the past and present • understand that information can be biased • summarise selected information • structure evidence from different sources to form a valid conclusion

NEALS

Standard 3 – Strand 1 – Identity, relationships and culture

Performance criterion 1

Students understand how culture and community shape identity and relationships

It is expected that students at standard *three* will:

Stage seven	Stage eight	Stage nine
- explore how similarity and difference in society is valued	- recognise how Asian and other cultures are valued by Australians	- recognise how past societies are valued by Australians
- explore the effects of similarity and difference on society	- understand that difference can lead to discrimination	- recognise the need to counter discrimination
- understand how different groups can make a positive contribution to society	- recognise some ways that cultural and ethnic groups contribute to Australian society	- identify some cultural contributions to Australian identity from the past

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- investigate diversity in the community and individual's right to be different within the rule of law
- identify how individuals can contribute effectively to representative groups
- investigate Australia's cultural connections with a particular country in the Asia-Pacific region
- discuss groups that people belong to and the values they share
- investigate how traditional divisions of work based on gender have influenced concepts of male and female over a specified time period
- use scenarios and role play to discuss examples of discrimination from different points of view and its effect on personal and community wellbeing
- investigate and discuss reasons for immigration to the local area and examine the local contribution of migrants over time
- investigate the origin and meaning of an aspect of Australian culture e.g. music, art
- investigate, discuss and compare stereotypical representations of Australian culture
- investigate and compare an aspect of two Australian cultural or ethnic groups
- describe the influence of cultural traditions or important days for particular people e.g. Anzac Day
- investigate indigenous and non-indigenous Australians' relationship with the land since colonisation
- describe a key religious belief of a particular culture and how it influences people's lives
- undertake a specific role in a group and support others in completing a group task
- discuss the contribution of community groups to social cohesion e.g. Red Cross, Salvation Army
- give an example of how groups or individuals in the school or community can act to protect the rights of others
- use a scenario or historical example to describe an example of discrimination and plan appropriate action
- describe how an individual or group has challenged discrimination in Australia e.g. politicians, popular musicians, activists

Standard 3 – Strand 2 – Democratic values and processes

Performance criterion 2

Students understand democratic values and processes in society, government and law

It is expected that students at standard *three* will:

Stage seven	Stage eight	Stage nine
- identify situations where rights and responsibilities are upheld or infringed	- recognise how people can infringe the rights of others	- understand that some laws exist to protect rights
- understand democratic values in diverse societies	- understand how some democratic values influence group action	- identify connections between democratic values and beliefs
- explain how democratic processes affect different people	- understand how democratic decisions can benefit society	- understand particular features of Australian democracy
- understand how laws are made and applied in Australia	- identify that each level of government makes particular laws	- understand the role of the lower house of state and federal parliament in making laws
- understand the basic operation and role of democratic representation and governments in Australia	- understand how citizens are represented in different ways at a local level and in the lower and upper houses at a state and federal level	- understand some of the powers of the upper house of state and federal parliament

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- debate why society has laws and what it would be like without them
- list and discuss the main elements of the Australian legal system e.g. police, courts, judges, jury and their role in protecting people's rights
- brainstorm a list of laws that affect young people and develop criteria to assess their fairness or appropriateness
- discuss whether punishment is always the most appropriate consequence when a rule or law is broken and consider other ways that people could make amends
- investigate incidents publicised in the media, or focus on another country, to explore how the laws of other countries apply to Australians when they work or travel overseas
- investigate and describe how key people and events in Australian history have helped shape democracy e.g. equal pay, women's rights, Eureka
- create a glossary to identify some key civic features and purposes of Australian democracy including elections, parliaments, political parties, a constitution and freedom of speech
- identify the origin of key civic terms e.g. democracy, citizen, government and parliament
- use an organiser to describe in simple terms the three levels of government in Australia, how representatives are elected and their roles
- interview a local politician or use secondary sources to identify how Parliament represents people, makes laws and publicly debates issues
- brainstorm, discuss and describe some key values, rights and responsibilities of citizens in a democracy e.g. the right to be safe and the responsibility to obey rules to keep others safe
- investigate and describe some basic human rights that are described at the global level e.g. the rights of the child
- discuss an example of conflicting rights e.g. the right to speak versus the right to be protected from offensive material, the right of an individual versus the rights of the group
- describe a current example of how differences in values can lead to differences in opinion
- describe how factors such as peer pressure can influence voting processes
- give a historical or current example of how individuals and groups voice opinions to different levels of government e.g. letter writing, petitions, protests
- describe situations when a rule might be challenged based on a democratic value e.g. fairness

Standard 3 – Strand 3 – Interactions with the environment

Performance criterion 3

Students understand relationships between people, resources and places

It is expected that students at standard *three* will:

Stage seven	Stage eight	Stage nine
- describe major physical features using geographical language and skills	- understand the purpose of reference points on a map	- understand that maps can be used to show information about human activity
- recognise how different values and cultural beliefs impact on land use	- identify how laws based on values and cultural beliefs protect the land	- understand that conflicting values can affect decisions about land use
- describe positive and negative human interactions with the environment	- understand that human activity can change landscapes over time	- recognise that some places need to be protected for the future
- identify how places and resources affect where people live and the way people live	- recognise physical differences between places and how they affect the productive capacity of the land	- understand that changes in physical features of places can affect how the inhabitants live today and into the future

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- investigate a global issue and its impact on Australians and other people in countries of the Asia–Pacific region e.g. a tsunami
- explore how groups of people work together to protect the environment and examine how people can take responsibility for environmental sustainability
- use a globe, digital resource or map to locate and name the oceans, major land masses including Australia and other continents and countries that have connections with Australia including countries in Asia
- identify the major reference points of the globe e.g. equator, hemispheres, longitude, latitude
- investigate and illustrate the location and features of the world's major climate zones e.g. temperate, tropical
- investigate maps such as street directories to explore changes in land use, settlement patterns and growth in the local area over time
- investigate major national land use patterns using maps and other data
- create a three dimensional model of a local feature or place and discuss the advantages and disadvantages of two dimensional maps and three dimensional models
- design an annotated map of the local area to highlight areas of interest to visitors or new residents
- examine some ways that indigenous people value the land and investigate how this information is maintained orally rather than through maps
- investigate and evaluate how living near particular stable or unstable geographical features can affect human life e.g. desert, mountain, river, earthquake zones, coastal areas or river deltas
- investigate the key effects of drought on rural and urban Australia
- use a mind map or other organiser to investigate and describe the impact of people on a local ecosystem e.g. forestry, endangered species
- identify and compare indigenous sustainable land use practices in Australia with those in another country
- use an organiser and discussion to identify and describe differences between refuse, recyclable products and reusable products
- design an effective strategy for minimising waste and implementing recycling and reuse of waste in the school or local community
- discuss how the local built and natural environments have influenced each other over a specified period
- discuss concepts such as heritage, preservation and conservation and the value of places

Standard 3 – Strand 4 – Interconnections between systems

Performance criterion 4

Students understand social, economic and political systems and the connections between them

It is expected that students at standard *three* will:

Stage seven	Stage eight	Stage nine
- understand that needs and wants can be similar and different	- understand that there are groups in society whose needs are not met	- understand that wants can sometimes be unlimited and difficult to attain
- describe the flow in provision of goods and services	- recognise that there are different types of industry	- identify the role of different types of industry in the economy
- understand that some resources are scarce and need to be conserved	- understand that changing practices can conserve resources for the future	- recognise regional and global reliance on particular resources
- understand the purpose of laws in regulating society	- recognise that the social purpose of laws needs to be supported by citizens	- recognise that laws can be refined

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- describe examples of how people can individually and collectively influence political decision making e.g. protests, petitions
- explore the role of government in collecting revenue and providing community services
- explore some current or future possible global issues (e.g. natural or man-made disasters, refugees, terrorism) and consider how they might affect Australians and other people in the Asia–Pacific region
- identify and discuss the roles of paid and unpaid workers in the community and use interviews to describe how these roles benefit the individual and the community
- use historical and current examples to describe how paid and unpaid roles have changed or persisted over time
- identify ways that individuals can make a positive impact on social systems e.g. developing links between the school and an aged care facility
- discuss and identify areas where local social systems are not working and suggest ideas to improve the situation e.g. lack of recreational facilities for specific age groups
- use a graphic organiser or discussion to identify and classify renewable and non-renewable resources
- investigate how the concept of renewable resources may become more important in the future
- devise and annotate a flow chart or other organiser to describe how a product can be designed, produced and manufactured, transported, retailed and consumed, and recycled or reused
- identify a current issue where decisions must be made about the use of limited resources
- investigate and describe how businesses use marketing and advertising
- reflect on personal spending and design and implement a simple budget for a specified period
- identify how the political system can be used to maintain or influence other systems e.g. examine why a government might support an industry initiative and which systems it might affect
- describe how individual citizens can use the political system to positively influence other systems
- undertake an inquiry into a local issue exploring the connections between systems e.g. development of the local foreshore, fox eradication, Tasmanian devil tumours, Macquarie Island habitat

Standard 3 – Strand 5 – Responsible citizenship

Performance criterion 5

Students understand how individuals and groups take action to positively influence change

It is expected that students at standard *three* will:

Stage seven
- compare the needs of particular individuals and groups
- consider other perspectives in democratic decision making processes
- develop strategies to promote cooperation and harmony in communities

- explore why citizens take action in communities

Stage eight
- understand that there are groups in society whose needs are not met
- recognise that democratic processes can be used to address a social issue
- identify some personal contributions of others to the community

- identify some reasons for participating in communities

Stage nine
- identify some reasons for needs in society not being met

- understand that people can hold different views about social and environmental issues
- understand how recognising people's contributions to the community can promote harmony
- recognise that not everyone participates in communities

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*
- discuss why communities form groups and identify how common values can help people live and work together
- use an organiser such as a Y chart to describe what citizen participation means
- create a mind map or concept map exploring the concept of community service
- identify ways that people can work together in communities
- explore how shared values can help resolve conflict or build consensus between diverse views
- describe ways people can participate in civic or environmental action to effect positive change
- participate in consultative processes such as surveys, interviews or class meetings about issues considered important by the class
- participate in and reflect on a class consensus decision making process
- research and describe how certain actions such as protests, petitions, contacting a politician or interest group, and writing to the media, can be useful for the community and individuals
- describe and evaluate perspectives held by different people about a local issue
- undertake a shared leadership or citizenship role in a school based decision making body or project
- identify how school, community or government policies affect different people using a provided example
- investigate a local community organisation through research and / or interview and give an example of how to personally support their work e.g. Landcare
- brainstorm and discuss ways that communities can help address environmental issues e.g. signs on sand dunes
- gather and synthesise information representing more than one view to decide on a plan of action about a school based or local issue
- use research, interview and discussion to explain the significance of certain traditions or rituals in school and community life e.g. Anzac Day, Harmony Day and Remembrance Day, NAIDOC Week and multicultural events
- brainstorm ways of contributing to others in the community through existing or new programs e.g. adopt a grandparent, Crimestoppers
- list and discuss ways that the school and community are inclusive and suggest possibilities for improvement
- develop and model effective conflict resolution strategies about an issue in the school

Standard 3 – Strand 6 – Historical inquiry

Performance criterion 6

Students undertake historical inquiries in relation to continuity and change in society

It is expected that students at standard *three* will:

Stage seven	Stage eight	Stage nine
- use different types of evidence to examine the past, present and future	- recognise that using different types of evidence can provide a more complete account of past or present events	- understand that evidence may not necessarily be factual
- use different time scales to compare past events	- understand how time scales can be used to divide the history of Australia into meaningful periods	- understand the value of using different sources when examining events from the past and present
- identify primary and secondary sources relevant to local and Australian history	- use primary and secondary sources to investigate key events in Australian history	- understand that some sources of information can be unreliable
- investigate examples of cause and effect from local and Australian history	- understand that some past events can have multiple effects in the future	- understand that events or actions from the past can influence current or future decisions

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- identify the major forms of government in Australia from colonisation to Federation and consider why changes occurred
- investigate and describe the main reasons for colonisation of Tasmania and Australia including why particular sites were selected
- use primary and secondary sources to research the histories of cultural or ethnic groups in the community e.g. create a display to describe the arrival of migrant groups in the local area
- explore the influence of cultural diversity, including Aboriginal and Torres Strait Islander cultures, on national identity and community life over time
- research the social organisation of Aboriginal and Torres Strait Islander people prior to 1788
- use an annotated timeline to sequence events
- design and make an annotated or illustrated timeline of an aspect of family life or local history
- define the concepts of change and continuity and give examples of each from daily life
- use an organiser to illustrate continuity and change in an aspect of life in the local area over a specified period of time
- describe and map changes in local industry over a specified time
- use a list or table to compare an aspect of daily life in Australia from the past and present
- discuss and describe connections between people and their use of the land in Australia after 1788
- discuss the concepts of cause and effect using examples from daily life
- use a thinking process such as Plus / minus / interesting to consider past use of land in the local area and reflect on current and future use
- research and describe the historical background, key events and effects of a Tasmanian environmental issue e.g. introduced fauna
- investigate and explain why Australians commemorate key events such as Anzac Day
- research and discuss the importance of exploration in Australian colonisation
- discuss the concept of evidence using personal and historical examples
- discuss how evidence can help answer questions including 'How do we know what happened?'
- use a graphic organiser to identify differences between primary and secondary sources
- interpret simple family and local history primary sources
- brainstorm and discuss ways of judging the reliability of secondary sources and the views they represent using books and websites

NEALS

Performance criterion 7

Students undertake philosophical inquiries into issues and beliefs in society

It is expected that students at standard *three* will:

Stage seven	Stage eight	Stage nine
- ask more challenging questions to determine relevance and accuracy	- recognise that some information is more useful than other information	- understand that some information can be unreliable
- use critical and reflective thinking strategies to formulate views	- identify the use of logic in an argument	- recognise that well founded arguments seek objectivity
- recognise different arguments	- identify that some arguments are more convincing than others	- understand that convincing arguments are supported by factual evidence
- consider more than one perspective in forming conclusions	- understand that well founded conclusions are based on sound reasons	- use evidence from different sources to form a valid conclusion

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- compare different ways an issue or event can be portrayed in the media and how this can influence people's views and actions
- describe some underlying beliefs and values of Australian democracy using the *Values for Australian Schooling* document
- describe and evaluate perspectives held by different people about a local issue
- use a thinking process such as a mind or concept map to define an issue and develop a plan for inquiry e.g. whether the local wetland area should be protected from future development
- identify major viewpoints about an issue using a thinking strategy such as Thinking hats
- organise a set of research questions related to an issue or event e.g. Who believes this? What has happened in the past to lead to differing viewpoints?
- use a Futures wheel or other strategy to consider consequences of a particular viewpoint about an issue
- interpret data and reach a conclusion about the most appropriate solution to a problem or issue
- describe and compare two different points of view on an environmental or social issue
- brainstorm and use a process such as Plus / minus / interesting to examine the basis for a particular viewpoint
- use a Community of inquiry to examine why people hold a particular viewpoint and what it suggests about their values e.g. environment, jobs, property
- discuss the concepts of bias and discrimination and find examples of these using media and ICT
- use personal reflection and discussion to evaluate respect for uniqueness and diversity in social and cultural beliefs
- identify examples of how factors such as gender, age or cultural background can influence values and beliefs
- reflect on where personal beliefs and values come from
- describe how values and beliefs can influence relationships in positive and negative ways
- reflect on and share personal views on concepts such as responsibility, tolerance, justice, harmony, freedom, progress and truth
- develop and investigate a set of open ended questions about an inquiry issue or topic
- discuss ways to incorporate other people's perspectives on issues
- develop a range of alternative possibilities through the use of provided 'If … then …' statements e.g. If everyone is equal, then…
- discuss and compare what the concept of truth means to different people

Standard 3 – Strand 8 – Communication

Performance criterion 8

Students acquire, critically examine and communicate information

It is expected that students at standard **three** will:

Stage seven	Stage eight	Stage nine
- understand how information can be represented in particular ways	- understand that information can be based on different opinions or values	- understand how information can be represented differently in the past and present
- evaluate information for relevance and accuracy	- identify information that is most relevant to needs	- understand that information can be biased
- compare different information on the same topic or issue	- recognise differences and similarities in selected information	- summarise selected information
- organise and sequence information to communicate ideas	- structure information in paragraphs with one idea or similar ideas	- structure evidence from different sources to form a valid conclusion

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- investigate ICT and media that citizens can use to communicate views on civic issues and consider their effectiveness
- create information using ordered paragraphs which introduce the topic, develop ideas and draw conclusions
- use a graphic organiser or other thinking strategy to refine questions, locate and organise information and present findings
- use computers, cameras, scanners and software such as *Microsoft Word®*, *Microsoft Excel®*, *Microsoft PowerPoint®*, *Inspiration®*, and *Windows® Movie Maker®* to find and communicate information
- use software to organise information, represent ideas and communicate understanding
- identify sources of information being used in an inquiry
- interpret information by summarising main ideas and giving reasons for personal views
- examine how information sources can express a point of view, give supporting evidence and provide examples to justify a position
- discuss simple strategies to assess the accuracy, relevance and credibility of information and sources
- share and explore ideas on a topic or concept, develop simple arguments and seek the opinions of others
- give spoken presentations that refer to the main ideas, provide a logical sequence and give possible explanations and solutions supported by reasons

Standard three sample learning sequences

Described below are learning sequences / units of work appropriate for standard three. Some of these are suggested ideas which teachers could develop further. Some are fully developed learning sequences with current web links. Others are units of work available in published texts.

Many learning sequences / units of work would give students the opportunity to develop understanding at standard three. Teachers are encouraged to design sequences / units at the appropriate standard / stage which address a number of strands / performance criteria. Please note the additional requirement at standard three that the *Statements of Learning for Civics and Citizenship* need to be addressed.

Key: (✔) addresses the *Statements of Learning for Civics and Citizenship*

Learning sequences	Performance criteria
Suggestions for learning sequences (these have not been developed further)	
Why make maps? Examines the types and uses of maps in past and present Australia. Explores how mapping can be used to record and interpret natural and built patterns in land use.	3, 4, 5, 6, 8
How are we Australians? ✓ Considers similarity and difference in culture, economics, beliefs and living standards. Encourages celebration of diversity and recognition of the right of others to be different within the rule of law.	1, 7, 8
Lest we forget – what? (Anzac Day) Investigates the significance of Anzac Day. Explores war, peace and freedom, using historical evidence to consider different perspectives.	1, 2, 6, 8
How has our community changed? ✓ Investigates a community from a historical perspective, focusing on information from different sources and questioning the relevance and reliability of information. Explores the influence of cultural diversity in Australia including Aboriginal and Torres Strait Islander cultures.	1, 3, 6, 8
Who is responsible for our local interests? ✓ Investigates the roles of local government and community groups in serving and representing the interests of the community. Examines how members of parliament represent their electorate at a state and national level. Investigates the relationship between local and state governments in decision making.	1, 2, 5, 6, 8
What is our neighbourhood? ✓ Explores relationships between Australia and countries in the Asia-Pacific region including social and political connections. Investigates cultural, linguistic and geographical differences. Explores similarities and differences between cultures.	1, 3, 7, 8
How and why have people lived here? ✓ Explores the influence of cultural diversity, including Aboriginal and Torres Strait Islander cultures, on national identity and community life in Australia. Examines how this has changed over time. Considers how people relate to the land and others in a local area.	3, 4, 6, 8
Mapping Australia Examines physical, political and economic regions of Australia. Identifies connections between population, land use and natural features using maps.	1, 3, 4, 8

Learning sequences	Performance criteria
Where does it come from? Why does it matter? Considers the products available to consumers and where they have been manufactured. Considers aspects of human rights relating to child labour and investigates needs and wants in society.	3, 4, 5, 7, 8
How can we make a difference? ✓ Investigates a social or environmental issue of local significance. Encourages participation in civic or environmental action to effect positive change. Explores values and how they impact on decisions. Considers how democratic processes help achieve desired outcomes and how citizens can individually and collectively influence decision making.	2, 3 4, 5, 7, 8
Who is responsible? ✓ Investigates the operation of Australia's three levels of government and compares their role in serving and representing community interests. Explores how democratic processes are used to elect representatives.	1, 2, 5, 6, 8
What is a leader? ✓ Explores the characteristics of a good leader. Compares different leadership roles. Considers the nature of leadership and democratic values. Explores concepts of power and leadership.	2, 6, 7, 8
What was it like for them? Explores life at a particular time in history, considering the use of primary and secondary source material. Explores Aboriginal and Torres Strait Islander peoples' social organisation prior to 1788.	1, 3, 4, 6, 8
How have we lived with the land? Focuses on how people have interacted with the natural environment in positive and negative ways in the past. Investigates indigenous Australians' cultural beliefs and how these have affected land use.	1, 3, 4, 6, 8
Putting Australia on the map Compares natural and built environmental patterns in Australia with other places in the world. Explores the impact of climate and natural features on people.	1, 3, 4, 8

Teacher-developed learning sequences

Do we value uniqueness? ✓ Develops understanding of the uniqueness of individuals and the value of empathy. http://resources.education.tas.gov.au/item/edres/90498ffa-421f-54aa-a0eb-0d35d0c2572b/1/uniqueness.doc	1, 7, 8
All for one, one for all? Focuses on building responsibility in the classroom through group participation, respecting difference, rights and responsibilities and understanding different viewpoints. http://resources.education.tas.gov.au/item/edres/a6b588e4-1662-b8ab-da27-ed3adca2d28b/1/AllforOne_print.doc	5, 1, 2, 7, 8
The choice is yours Builds awareness that before taking action, people usually have choices to make. Explores consequences of decisions. http://resources.education.tas.gov.au/item/edres/d1828dcd-d915-bc86-e7d2-888302d7d650/1/thechoiceisyours.doc	1, 2, 5, 7, 8

NEALS

Learning sequences	Performance Criteria

How do community groups contribute to the public good? ✓ — 2, 5, 7, 8

Focuses on how groups can contribute to the public good. Examines the operation of different groups in the community and investigates how community members can become involved and make a difference.

http://resources.education.tas.gov.au/item/edres/70944501-715f-fd4d-123a-48c6209f3316/1/howcommunitycontribute.doc

Whose forests? ✓ — 4, 3, 5, 7, 8

Investigates Tasmanian forests and builds understanding of the importance of Tasmanian forests both past and present. Explores how people can take responsibility for the environment.

http://resources.education.tas.gov.au/item/edres/a4564000-f526-d77e-9a65-8701f9f706a9/1/WhoseForests.doc

Stepping it out — 1, 5, 7, 8

Explores what makes people unique. Examines positive values for living to create a better world. Develops skills for lifelong learning including goal setting.

http://resources.education.tas.gov.au/item/edres/543d9a6f-12d5-ff0a-764b-156c189612e3/1/SIO_print.doc

Discovering democracy units http://www1.curriculum.edu.au/ddunits/units/units.htm

Parliament vs monarch ✓ — 2, 6, 8

Focuses on absolute power, parliament, rights, constitutional monarchy and the Australian parliamentary democracy and British inheritance.

http://www1.curriculum.edu.au/ddunits/units/up1parl-glance.htm

The law rules ✓ — 2, 7, 8

Focuses on the concepts of a fair trial and equality before the law. Explores how laws are made and enforced in Australia.

http://www1.curriculum.edu.au/ddunits/units/up2thelaw-glance.htm#1fq4

The people make a nation ✓ — 2, 6, 8

Focuses on government in the states and territories of Australia, federation and the Australian federal system of government.

http://www1.curriculum.edu.au/ddunits/units/up3nation-glance.htm

People power ✓ — 1, 5, 8

Explores aspects of discrimination and how popular movements can achieve change. Focuses on the Freedom Rides and justice for Aboriginal and Torres Strait Islander people, improvements in working conditions and equal pay for women.

http://www1.curriculum.edu.au/ddunits/units/up4power-glance.htm

Learning sequences from *Look Global - Global perspectives in the upper primary classroom* by Roslyn Guy

United we stand, divided we fall — 1, 2, 4, 7, 8

Explores the role of the United Nations in building global cooperation. Examines the Universal Declaration of Human Rights.

Families around the world — 1, 3, 7, 8

Explores different lifestyles in communities around the world by examining family life and homes. Compares family life in other cultures with personal experiences of family.

Learning sequences	Performance Criteria
Rights versus reality ✓ Explores the universal rights of the child. Investigates the differences between needs, rights and responsibilities and their influence on how people live.	1, 2, 5, 7, 8

Learning sequences from *Think Global, Global perspectives in the lower primary classroom* by Rebecca Reid–Nguyen

Human rights Explores human rights and considers humanitarian problems by investigating basic needs and wants. Looks at the rights of the child and the world of work.	2, 3, 4, 7, 8
Our world Considers environmental issues and examines ways to take positive action that benefits the environment.	1, 3, 4, 5, 7, 8

Learning sequences from *Knowing Me, Knowing You* by Kath Murdoch & Julie Hamston

Knowing me, knowing you: exploring ourselves and others Examine aspects of identity, similarity and difference and the concept of prejudice.	1, 3, 7, 8
No place like home Explores experiences of those who leave their country of origin to begin a new life in a new land. Examines reasons for coming to Australia and the challenges this can bring.	1, 2, 3, 4, 5, 7, 8

Learning sequences from *Integrating Naturally* by Kath Murdoch

Around the block Explores urban environments and how they influence the natural environment. Investigates how to take responsibility for the local environment.	3, 4, 5, 7, 8
Sharing the planet Considers sustainability of resources. Explores ways consumption can be reduced and ways to reuse and recycle materials.	3, 5, 7, 8

Asia Education units http://www.asiaeducation.edu.au/pdf/asiascope/sose_units_primary.pdf

Migrant stories (p 31) Focuses on the stories of people migrating to Australia from Asia and highlights their valuable contribution to Australian society. Focuses on studying people's narratives, gathering and interpreting evidence, and conducting oral interviews.	1, 6, 8
Voices and values: Citizens – You and me (p 41) ✓ Focuses on universal values, rights and citizenship. Explores responsibilities and active citizenship in diverse cultural contexts in Asia and Australia.	1, 2, 5, 8
Getting connected: What's Asia got to do with me? (p 51) Explores economic and social connections between countries in Asia and everyday life in Australia. Investigates the origins and development of everyday items from Asia, including human and natural resources used to produce them.	1, 4, 8

Society and History
Standard four

Standard four

Strand 1 – Identity, relationships and culture

Students at standard four understand the value of diversity and recognise examples of equity and inequity. They evaluate how key events, groups and cultures have contributed to the development of values, identity and culture in Australia. They investigate and commemorate aspects of Australia's diverse multicultural heritage.

Students examine how individuals and groups can contribute to social cohesion and conflict. They describe some social systems and networks and how these contribute to identity. They examine the beliefs and practices of different cultural and religious groups in areas such as family structure and gender. They consider how cultural practices can reflect or influence identity, particularly for adolescents.

Students examine different perspectives on local, national or global issues and examine how groups including government and the media influence issues. They examine how different cultural and other groups are included or excluded in communities and the influence of factors such as the media in promoting or countering stereotypical views.

Strand 2 – Democratic values and processes

Students at standard four are developing an understanding of democratic values. They understand that differences in values can lead to differences in individual and group beliefs.

Students examine key historical events and periods in the development of democratic values and processes in Australia. They consider values in context when investigating controversial issues in the history of Australian democracy. Students explain the purpose of the Constitution and its influence on the operation of Australian democracy. Students evaluate the effectiveness of international democratic agreements that apply to them e.g. United Nations Declaration of the Rights of the Child.

Students examine how change is effected in a democracy. They provide reasoned arguments to support or challenge changes in democratic values or processes. Students examine the effectiveness of different democratic processes and identify and compare past and present democracies. They evaluate how democratic values operated or operate in those democracies.

Strand 3 – Interactions with the environment

Students at standard four understand how the use of places can change over time. They use different types of information, including historical information, to make comparisons between places. They identify environmental differences and similarities based on natural and human activity over time. They explain how land use has changed due to factors including technology, changes in the natural environment, human conflict, available resources and climatic changes. They draw conclusions from these comparisons and make predictions for the future.

Students use geographic skills to identify how factors such as latitude, distance from the sea, climate and mountain barriers affect population, land use and flora and fauna. They assess the impact of these differences on the culture, resources and society of the people who live in particular places around the world.

Students investigate environmental issues at a regional and global level and consider responses from different groups in society, including governments. They reach fair-minded conclusions that consider factors such as environmental sustainability.

Standard four

Strand 4 – Interconnections between systems

Students at standard four understand how diverse needs and wants are met by groups in society. They investigate and compare how social, political and economic systems from different cultures satisfy needs and wants.

Students understand how the providers of goods and services respond to and influence consumer demand. They identify examples of how enterprise and innovation in areas such as technology can improve systems and the provision of products and services.

Students understand how businesses and other groups operate using finite resources. They investigate how some disputes about conflicting resource use are resolved in society. They identify examples of how economic, political and legal systems can play a role in resolving disputes responsibly.

Students investigate how laws change over time using local and Australian examples. They examine how social change in areas such as values and technology has led to changes in the legal system.

Strand 5 – Responsible citizenship

Students understand the importance of working for the good of communities and the civic responsibilities of individual citizens. They describe characteristics of responsible citizenship, including respect for multiple perspectives. They are learning to become involved in or influence representative groups at school or in the community. They identify local, national and global examples of responsible participation.

Students describe the value of democratic participation in different groups. They understand the importance of democracy in promoting equity and addressing disadvantage.

Students investigate Australia's role as a nation in regional and global organisations. They describe some of the rights and responsibilities of Australian citizens in Australia and internationally.

Students investigate how social, political and environmental issues and conflicts have been resolved in the past by individual and group action. They consider how citizen action may improve people's lives in the future.

Students recognise some of the legal and ethical rights and responsibilities of citizens in Australia. They understand the role of the courts in the legal system in protecting individual and shared rights and freedoms.

Strand 6 – Historical inquiry

Students at standard four distinguish between historical fact and opinion. They evaluate evidence, viewpoints and decisions when investigating the past. They recognise the importance of planning for the future based on past and current knowledge and experience. They understand how implications of past actions and choices can inform decisions about the future.

Students categorise and evaluate primary and secondary evidence. They make increasing use of evidence to establish well founded views. They use provided strategies to judge the origin and credibility of sources and the quality of conclusions. They acknowledge that alternative interpretations of data are possible and present alternative views in research.

Students examine different versions of a historical event or issue in context, including events that have shaped Australian identity. They examine events and issues from multiple perspectives e.g. indigenous, gender. They investigate alternative explanations for events and make predictions. They develop criteria for assessing the reliability and plausibility of alternative versions. They develop criteria to make judgements about the authenticity of source material and the need to substantiate evidence.

Standard four

Strand 7 – Philosophical inquiry

Students at standard four conduct inquiries into current and controversial issues and interpret underlying concepts and perspectives. They make sound judgements about the quality of information used. They examine information for assertions, assumptions and bias and judge validity and credibility.

Students understand and give plausible reasons why people hold particular views. They provide valid and logical explanations for why they know or believe something to be true. Students evaluate different ethical positions according to principles of fair-mindedness. They formulate a consistent position on diverse questions or issues about society and history, such as child labour, the stolen generation or animal testing. They are able to describe some practical and ethical consequences of holding particular views.

Students use criteria to evaluate the quality of their conclusions. They recognise that conclusions can be tentative and modified based on new evidence.

Strand 8 – Communication

Students at standard four understand how information is influenced by context, values and beliefs. They know that individuals can interpret the same texts differently based on factors such as personal beliefs, cultural values and life experiences.

Students interpret information sources for bias and credibility. They identify specific techniques used by the media and other forms of communications including ICT. They are becoming aware that some information sources can generally be relied on more than others. They analyse points of view and bias in texts including their own.

Students understand and synthesise information from varied sources. They discuss how some texts are designed to appeal to specific groups by representing people, ideas and events in particular ways.

Students create purposeful communication products using a variety of information, sources and technology.

Society and History
Standard four

Strands and Performance criteria	Stage ten	Stage eleven	Stage twelve
	At this stage it is expected that students will …		
1. Identity, relationships and culture *Understand how culture and community shape identity and relationships*	• examine values and beliefs of different cultural groups and their influence on identity • understand the value of diversity and recognise equity and inequity • understand how groups contribute to social cohesion and conflict • examine the development of values and identity in Australia	• identify changes in attitudes towards some cultural and ethnic groups in Australia over time • identify that access to opportunities in society are not always equitable • recognise the value of democracy in promoting equity • evaluate how effectively inequity has been addressed in Australia over time	• recognise that Australian identity evolves over time • recognise how governments influence Australia's cultural and ethnic make up • identify some ways to address cultural or ethnic conflict • recognise how governments advocate certain values to promote social equity and harmony
2. Democratic values and processes *Understand democratic values and processes in society, government and law*	• examine how rights and responsibilities are protected in Australian democracy • understand how differences in values affect individual and group beliefs • understand how Australian democratic processes have developed over time • understand the role of a constitution and other agreements in the application of the law • identify, compare and contrast past and present democracies	• recognise that changes in laws are sometimes necessary • recognise how some groups have shared values • identify key events in the development of government in Australia • understand the operation and purpose of referenda in Australia • identify how modern democracies are influenced by past democracies	• understand that democratic processes are used to effect changes in laws • recognise how particular groups can take action based on shared values • identify turning points in the development of government in Australia • recognise connections between Australian law and some international agreements • identify some major political systems in operation around the world
3. Interactions with the environment *Understand relationships between people, resources and places*	• use geographic skills to identify how natural elements affect regional environments and human activity • compare how changing values influence choices and decisions about land use in different places • explore options about environmental issues and investigate the concept of sustainability • understand how the features of natural and built places change over time and the affect on life	• understand how climate can help determine land use • understand that differences in values can cause conflict about land use • recognise specific environmental sustainability issues • understand how human activity can positively and negatively impact on the environment	• understand how land use viability can influence human habitation and activity • recognise the role of governments in decisions about land use • recognise that responsible development can support environmental sustainability • recognise how concentrated human populations can irreversibly change natural landscapes

Society and History
Standard four

Strands and Performance criteria	Stage ten	Stage eleven	Stage twelve
	At this stage it is expected that students will …		
4. Interconnections between systems *Understand social, economic and political systems and the connections between them*	• understand how needs and wants are met by groups in society • understand how providers of goods and services respond to consumer demand • investigate how disputes about resources are resolved • understand how laws change over time in response to social change	• recognise how governments and community groups address disadvantage • understand that access to goods and services is not always equitable • recognise the role of the legal system in regulating resource use • understand that some laws may change in the future in response to social change	• understand how some changes in government policy can advantage particular groups • understand how governments can act to make access to goods and services more equitable • recognise that some international forces can impact on local resources • understand connections between social change and changes in values
5. Responsible citizenship *Understand how individuals and groups take action to positively influence change*	• understand why individuals and different groups participate in community life • understand how democratic processes can help address social and environmental issues • examine how individuals and groups can address political issues • understand the value of citizens taking positive action in communities	• identify the benefits of diverse groups participating in community decision making • recognise that some democratic processes are more productive than others in effecting change • understand how peaceful group action can effectively influence democratic decisions • recognise the individual and shared benefit of inclusive community involvement	• recognise meaningful ways that young Australians can be involved in communities • identify particular democratic processes that enable young Australians to become active citizens • assess when certain democratic processes are likely to be more effective • evaluate the contribution of non-profit organisations to social justice in Australia
6. Historical inquiry *Undertake historical inquiries in relation to continuity and change in society*	• use and evaluate evidence to distinguish between historical fact and opinion • explore and compare versions of historical events and issues in the context of their time • evaluate the credibility of information about events in Australian history • understand how past actions and choices can inform decisions about the future	• use primary and secondary sources to establish historical fact and opinion • explore how different perspectives are considered by evidence recorded in the context of the time • evaluate conflicting sources of evidence about Australian history based on credibility • recognise that there can be short, medium and long term consequences of past actions and decisions	• compare multiple sources of primary and secondary evidence to establish historical fact and opinion • recognise variations in emphasis in versions of historical events written in the distant past, the immediate past and the present • understand that some versions of events in Australian history are more plausible than others • understand that governments have a particular responsibility for some past events and decisions

Society and History
Standard four

Strands and Performance criteria	Stage ten	Stage eleven	Stage twelve
	At this stage it is expected that students will …		
7. Philosophical inquiry *Undertake philosophical inquiries into issues and beliefs in society*	• examine information for validity and credibility • use thinking strategies to determine the fair-mindedness of personal views • identify assertions, bias and assumptions and explain why people hold particular views • understand how fair conclusions are formed and can be modified	• understand that some information is more credible than other information • understand the influence of values in developing a fair judgement • understand that ethical stand points or views can influence fair judgement • understand that fair conclusions can be formed using logically sequenced arguments	• understand the need to analyse some information for authenticity • recognise that personal value positions may be fair or unfair in different contexts • understand that some personal views can be biased • understand that personal views can be modified based on constructive or valid feedback
8. Communication *Acquire, critically examine and communicate information*	• understand how information is influenced by context, values and beliefs • interpret information sources for bias and credibility • understand and synthesise information from varied sources • create purposeful communication products	• recognise some underlying differences in viewpoints expressed in different contexts • understand that some information is more credible than other information • understand that ethics can influence the impartiality of information • create particular communication products using logically sequenced information and arguments	• understand that deliberately skewed information can be persuasive • understand the need to analyse some information for authenticity • understand that some personal views can be biased • refine communication products based on constructive or valid feedback

Standard four – Strand 1 - Identity, relationships and culture

Performance criterion 1

Students understand how culture and community shape identity and relationships

It is expected that students at standard *four* will:

Stage ten
- examine values and beliefs of different cultural groups and their influence on identity

- understand the value of diversity and recognise equity and inequity
- understand how groups contribute to social cohesion and conflict
- examine the development of values and identity in Australia

Stage eleven
- identify changes in attitudes towards some cultural and ethnic groups in Australia over time
- identify that access to opportunities in society are not always equitable
- recognise the value of democracy in promoting equity
- evaluate how effectively inequity has been addressed in Australia over time

Stage twelve
- recognise that Australian identity evolves over time

- recognise how governments influence Australia's cultural and ethnic make up
- identify some ways to address cultural or ethnic conflict

- recognise how governments advocate certain values to promote social equity and harmony

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- investigate and explain connections between the land and Aboriginal and Torres Strait Islander identities
- investigate how community values and relationships can be strengthened by individual and collective action e.g. acceptance of refugees in the local community
- examine and discuss the rights and responsibilities of being an Australian citizen
- investigate Aboriginal and Torres Strait Islander people's pursuit of citizenship rights including democratic representation and the 1967 referendum
- use discussion and a mind or concept map, to identity key influences on different people's concept of being Australian
- evaluate how different cultural beliefs and groups contribute to building effective communities and relationships in Australia and the Asia-Pacific region
- identify and compare how changing values or attitudes about factors such as age and gender can influence people's concept of identity
- brainstorm current influences on Australian culture and society
- investigate and describe how Australia's cultural diversity has been shaped by public opinion, immigration or globalisation
- use the *Values for Australian Schooling* resources to examine and critique central values and beliefs in contemporary Australia
- give an example of how subcultures can develop and discuss how they can contribute to social cohesion or conflict
- give an example of how discrimination is demonstrated towards different cultural groups in Australia and devise a strategy for how it can be minimised or prevented
- give a group presentation to describe how individuals and groups express their culture using examples from around the world
- investigate historical and other sources about an aspect of Australian culture
- investigate and describe how changing values have modified concepts of family in Australia
- use a thinking strategy such as Plus / minus / interesting to investigate and evaluate how technology can influence communication between individuals and groups in contemporary Australia e.g. contact between subcultural groups, families, religious or political groups
- use interviews and other research to examine and prepare a presentation on what the concept of community means to a diverse range of people and groups

Standard four – Strand 2 – Democratic values and processes

Performance criterion 2

Students understand democratic values and processes in society, government and law

It is expected that students at standard *four* will:

Stage ten	Stage eleven	Stage twelve
- examine how rights and responsibilities are protected in Australian democracy	- recognise that changes in laws are sometimes necessary	- understand that democratic processes are used to effect changes in laws
- understand how differences in values affect individual and group beliefs	- recognise how some groups have shared values	- recognise how particular groups can take action based on shared values
- understand how Australian democratic processes have developed over time	- identify key events in the development of government in Australia	- identify turning points in the development of government in Australia
- understand the role of a constitution and other agreements in the application of the law	- understand the operation and purpose of referenda in Australia	- recognise connections between Australian law and some international agreements
- identify, compare and contrast past and present democracies	- identify how modern democracies are influenced by past democracies	- identify some major political systems in operation around the world

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- investigate the role of courts in upholding the law and democratic rights using a current or historical example
- describe how international agreements can affect Australian law
- reflect on how changing values can influence the law over a specified time period
- consider the purpose of a democratic civil society and how it can be best achieved
- examine the role of key institutions and principles of Australian representative democracy e.g. parliament, head of state, political parties, free and fair elections, secret ballot, universal adult suffrage
- outline the federal system of government described in the Australian Constitution
- examine how the Constitution can be amended by a referendum
- compare processes used by governments in Australia to make laws
- examine the general processes involved in elections and how governments are formed in Australia
- conduct a personal reflection and interview others about what democratic values are important
- discuss and describe an example of how family, cultural, school and community values contribute to democratic values in Australia
- use provided historical examples and additional research to investigate how Australian values have contributed to social and political cohesion or change
- investigate and explain why Australia has a constitution using historical examples and comparisons with other nations
- use 'What if…?' scenarios and discussion to speculate on what might contribute to the strengthening or weakening of Australian democracy in the future
- investigate the concept of rule in Australia to assess where power and influence lies at a local and national level
- investigate and prepare a presentation on how a key individual from the past or present has made a positive difference to Australian democracy and civic life
- reflect on and evaluate how Australian democracy encourages or inhibits views on issues
- examine an aspect of a traditional indigenous justice system and analyse its place in Australian democracy today

Standard four – Strand 3 – Interactions with the environment

Performance criterion 3

Students understand relationships between people, resources and places

It is expected that students at standard *four* will:

Stage ten	Stage eleven	Stage twelve
- use geographic skills to identify how natural elements affect regional environments and human activity	- understand how climate can help determine land use	- understand how land use viability can influence human habitation and activity
- compare how changing values influence choices and decisions about land use in different places	- understand that differences in values can cause conflict about land use	- recognise the role of governments in decisions about land use
- explore options about environmental issues and investigate the concept of sustainability	- recognise specific environmental sustainability issues	- recognise that responsible development can support environmental sustainability
- understand how the features of natural and built places change over time and the affect on life	- understand how human activity can positively and negatively impact on the environment	- recognise how concentrated human populations can irreversibly change natural landscapes

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- research how countries cooperate to protect the environment
- analyse how different sectors of industry and consumers demonstrate their responsibility and concern for sustainability
- research and evaluate using interviews how Australians value natural and built environments
- investigate the concept of an 'ecological footprint' and explain why it is valued
- identify how technology has changed people's interaction with the environment in Australia since colonisation
- discuss and compare cultural or changing historical values about natural or built places held by people from other countries or ancient times
- investigate the concept of climate change from different perspectives
- discuss and examine why the concept of place is important in different cultures
- investigate the influence of place on opportunities available for young people in rural and urban Australia
- use maps and other resources such as photographs to describe how geographical factors, including population, have influenced quality of life in Australia
- investigate how an aspect of Australia's geography has affected its history and may affect its future e.g. drought
- investigate and compare two local environments in Australia
- assess the costs and benefits of development on a current environmental issue in the local area or nationally e.g. nuclear power, wind power
- investigate the human impact of natural disasters and assess people's varied responses to them
- investigate how a popular movement has influenced an aspect of environmental change in Australia
- assess how concepts of finite and available resources can impact on communities in Australia
- compare urban and rural perspectives on a current local planning issue
- examine how some indigenous perspectives or practices have influenced people, places and resources in Australia
- examine Australia's geographic place in the Asia-Pacific region and compare the natural and built landscapes

Standard four – Strand 4 – Interconnections between systems

Performance criterion 4

Students understand social, economic and political systems and the connections between them

It is expected that students at standard *four* will:

Stage ten	Stage eleven	Stage twelve
- understand how needs and wants are met by groups in society	- recognise how governments and community groups address disadvantage	- understand how some changes in government policy can advantage particular groups
- understand how providers of goods and services respond to consumer demand	- understand that access to goods and services is not always equitable	- understand how governments can act to make access to goods and services more equitable
- investigate how disputes about resources are resolved	- recognise the role of the legal system in regulating resource use	- recognise that some international forces can impact on local resources
- understand how laws change over time in response to social change	- understand that some laws may change in the future in response to social change	- understand connections between social change and changes in values

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- compare economic, social and political connections between Australia and countries in the Asia–Pacific region
- identify and compare examples of federal and state responsibility and consider the issue of federal intervention in state affairs e.g. health, education
- describe how individuals and groups can positively influence social systems using current Australian and global examples
- investigate and evaluate, using a provided example or issue, how social and environmental systems have been affected by a particular decision made by a local, state or national government e.g. a local issue regarding trail bikes or dog walking areas
- investigate how political policy is developed in Australia and speculate on how the political system could be made fairer or more representative
- compare democracies such as Australia's to countries with other forms of government
- use a thinking strategy such as Academic controversy or debate to investigate and consider the question 'Is Australian society fair?'
- research and describe how environmental and economic systems in Australia connect using a local issue
- research and describe how people use financial systems to manage resources at an individual, group and government level
- investigate and describe how changes in technology have contributed to changes in employment in Australia over a specified time period
- investigate, using local examples, why businesses succeed or fail
- describe how the concept of enterprise can improve outcomes and apply this using a local example
- discuss and examine how Australia's political and legal system influences the economic system e.g. in relation to operating a business
- discuss and use a graphic organiser to highlight factors that make systems sustainable or unsustainable, using examples from the local community

Standard four – Strand 5 – Responsible citizenship

Performance criterion 5

Students understand how individuals and groups take action to positively influence change

It is expected that students at standard *four* will:

Stage ten
- understand why individuals and different groups participate in community life
- understand how democratic processes can help address social and environmental issues

- examine how individuals and groups can address political issues
- understand the value of citizens taking positive action in communities

Stage eleven
- identify the benefits of diverse groups participating in community decision making
- recognise that some democratic processes are more productive than others in effecting change
- understand how peaceful group action can effectively influence democratic decisions
- recognise the individual and shared benefit of inclusive community involvement

Stage twelve
- recognise meaningful ways that young Australians can be involved in communities
- identify particular democratic processes that enable young Australians to become active citizens
- assess when certain democratic processes are likely to be more effective
- evaluate the contribution of non-profit organisations to social justice in Australia

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*
- describe how individuals can become involved in or influence representative groups in the community
- give examples of how to exercise rights and responsibilities of citizenship in Australia
- investigate a current issue involving a non-government organisation that contributes to communities and influences government decisions
- analyse how individuals, groups and governments work together on issues of global concern e.g. responding to an environmental or natural disaster
- plan and develop campaign materials to raise awareness about a significant social or political issue
- design a more representative voting process for the school SRC or Council and discuss how change could be implemented
- brainstorm and discuss reasons why people choose to participate or not participate in democratic processes and community life
- debate whether compulsory voting is a democratic concept
- research and present an overview of the contribution of a key person to local community life
- choose an article from the UN Convention on the Rights of the Child and discuss how this provides opportunities for young people to participate in decision making in the community
- interview an older and younger person and compare what participating in the community means to them
- brainstorm and discuss opportunities for involvement in the community that are available to diverse people
- investigate and discuss the purpose, role and motivation of a local community group
- examine a relevant goal in the Tasmania *Together* project and discuss what it means for responsible participation in the local community
- compare what responsible participation means in at least two different cultures

Standard four – Strand 6 – Historical inquiry

Performance criterion 6

Students undertake historical inquiries in relation to continuity and change in society

It is expected that students at standard *four* will:

Stage ten
- use and evaluate evidence to distinguish between historical fact and opinion

- explore and compare versions of historical events and issues in the context of their time

- evaluate the credibility of information about events in Australian history
- understand how past actions and choices can inform decisions about the future

Stage eleven
- use primary and secondary sources to establish historical fact and opinion

- explore how different perspectives are considered by evidence recorded in the context of the time
- evaluate conflicting sources of evidence about Australian history based on credibility
- recognise that there can be short, medium and long term consequences of past actions and decisions

Stage twelve
- compare multiple sources of primary and secondary evidence to establish historical fact and opinion
- recognise variations in emphasis in versions of historical events written in the distant past, the immediate past and the present
- understand that some versions of events in Australian history are more plausible than others
- understand that governments have a particular responsibility for some past events and decisions

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*
- examine values reflected in national celebrations and commemorations, what they represent to diverse people and groups, and how they have changed or persisted over time
- investigate individuals who have campaigned for expanded human rights and democratic principles
- explore the key events, ideas and people in the development of Australian self-government and democracy
- investigate how people in ancient societies lived and were governed and compare this with Australian democracy and the system of government
- explore historical accounts of colonisation of Australia and analyse how this affected the lives of Aboriginal and Torres Strait Islander people
- investigate and describe the effect of a key event or issue on the development of the Australian nation e.g. influence of the Gallipoli campaign and the Anzac tradition
- investigate how key aspects of medieval society have impacted on society today e.g. government, religion
- investigate why the 'Age of Discovery' or the 'Age of Exploration' has been described in this way and examine alternative perspectives e.g. European and non-European
- investigate an aspect of the Crusades and compare with the current role of western powers such as the United States in the Middle East
- investigate a key historical event or issue involving European and indigenous groups and examine how alternative perspectives on the event have contributed to contemporary understanding e.g. the Myall Creek Massacre
- investigate a key historical time period and examine how this has impacted on an aspect of life today e.g. the industrial revolution
- analyse facts about a historical issue and investigate how opinions have changed or persisted over time from WWII to the present day e.g. immigration, the stolen generation
- select a particular theme in Australian history and document examples of change and continuity from the end of WWII to the present day e.g. medicine, industry or gender
- use a graphic organiser or other thinking strategy to investigate and describe the strengths and weaknesses of primary and secondary evidence
- use the internet and other sources to investigate an example of poor historical research giving reasons

Standard four – Strand 7 – Philosophical inquiry

Performance criterion 7

Students undertake philosophical inquiries into issues and beliefs in society

It is expected that students at standard *four* will:

Stage ten	Stage eleven	Stage twelve
- examine information for validity and credibility	- understand that some information is more credible than other information	- understand the need to analyse some information for authenticity
- use thinking strategies to determine the fair-mindedness of personal views	- understand the influence of values in developing a fair judgement	- recognise that personal value positions may be fair or unfair in different contexts
- identify assertions, bias and assumptions and explain why people hold particular views	- understand that ethical stand points or views can influence fair judgement	- understand that some personal views can be biased
- understand how fair conclusions are formed and can be modified	- understand that fair conclusions can be formed using logically sequenced arguments	- understand that personal views can be modified based on constructive or valid feedback

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- identify how the media presents viewpoints, bias and stereotypes to influence views
- discuss what a belief system is and why groups and individuals develop them
- use a thinking strategy such as Thinking hats to examine multiple perspectives on an issue, reflect on personal views and examine how they may have changed
- use a logical process to design an essay or inquiry around a controversial issue or topic
- use a graphic organiser such as a Venn diagram to analyse differences between fact and opinion about an issue or topic
- discuss what the concept of fair-minded means to individuals and peers
- reflect on the terms fact and opinion and complete a journal entry describing personal beliefs about facts and opinions about a topic of interest
- define the term assumption, examine a statement made about a current local issue, and list assumptions that may underlie the statement
- examine and discuss a concept such as truth, justice, beauty or fairness using a thinking process such as Community of inquiry or Academic controversy
- use ICT to investigate an example of 'how not to draw a logical conclusion' about a topic or issue
- use interviews to document diverse views about a controversial public issue, design a process to draw conclusions and reflect on the results
- use a debate or essay to demonstrate a fair-minded approach to an issue or topic that has multiple viewpoints
- use the media or ICT to identify and discuss examples of ethical and unethical behaviour by individuals, groups, and governments

Standard four – Strand 8 – Communication

Performance criterion 8

Students acquire, critically examine and communicate information

It is expected that students at standard *four* will:

Stage ten	**Stage eleven**	**Stage twelve**
- understand how information is influenced by context, values and beliefs	- recognise some underlying differences in viewpoints expressed in different contexts	- understand that deliberately skewed information can be persuasive
- interpret information sources for bias and credibility	- understand that some information is more credible than other information	- understand the need to analyse some information for authenticity
- understand and synthesise information from varied sources	- understand that ethics can influence the impartiality of information	- understand that some personal views can be biased
- create purposeful communication products	- create particular communication products using logically sequenced information and arguments	- refine communication products based on constructive or valid feedback

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- investigate how the media and ICT are used to influence views
- develop a sound argument using an introduction, logical paragraphs, relevant research and evidence, and a reasonable conclusion
- design and conduct inquiries involving transforming information, problem solving, decision making, reaching conclusions about issues and reflecting on outcomes
- select and use ICT to create information products that suit the purpose and audience e.g. *Microsoft Word®*, *Microsoft Excel®*, *Microsoft PowerPoint®*, *Inspiration®*, *Adobe® Photoshop®*
- select and use software and other information tools to organise information and create different types of texts to represent ideas and communicate understanding
- use ICT to identify current views on issues and contribute to public debate e.g. email, SMS, MySpace®, YouTube®
- identify and reference sources of information in a historical or philosophical inquiry
- interpret challenging texts for meaning, identify cause and effect, and consider the relevance of information and evidence
- compare information and ideas in different texts to identify different emphases and purposes
- draw conclusions and give reasons for different interpretations using evidence
- examine how texts are constructed to present information and opinions for different purposes and audiences
- examine how texts develop position statements, logical lines of reasoning and provide valid supporting evidence that justifies the conclusions reached
- explore and discuss some values, attitudes and beliefs in researched information and discuss how others might view these differently
- develop and use criteria to assess the accuracy, relevance and credibility of information and information sources
- explore and examine ideas and issues, compare different points of view, consider evidence presented and evaluate arguments
- advance an opinion, presenting a considered point of view, to influence and persuade others
- give presentations that analyse and investigate challenging ideas, identify the main issues of the topic, include supporting details and evidence, sustain a point of view and draw conclusions

Standard four sample learning sequences

Described below are learning sequences / units of work appropriate for standard four. Some of these are suggested ideas which teachers could develop further. Some are fully developed learning sequences with current web links. Others are units of work available in published texts.

Many learning sequences / units of work would give students the opportunity to develop understanding at standard four. Teachers are encouraged to design sequences / units at the appropriate standard / stage which address a number of strands / performance criteria. Please note the additional requirement at standard four that the *Statements of Learning for Civics and Citizenship* need to be addressed.

Key: (✔) addresses the *Statements of Learning for Civics and Citizenship*

Learning sequences	Performance criteria
Suggestions for learning sequences (these have not been developed further)	
Human rights and labour✓ Explores human rights through child slave labour and how people can take a stand and make a difference. Raises awareness about a significant global issue using the history and production of chocolate from cocoa plantation to supermarket shelf as a case study.	2, 4, 5, 6, 7, 8
How can one person make a difference? ✓ Explores gender roles, democratic values, justice, responsible citizenship and making a difference. Considers how media and ICT are used to influence citizen's views about a significant issue. (Gleitzman, M. *Boy overboard*, Gleitzman, M. *Girl underground*)	1, 2, 5, 6, 7, 8
What does it mean to be Australian? ✓ Explores Australian democratic values and what it means to be a responsible citizen of Australia. Investigates issues of multiculturalism, identity, and our political system. Explores the history of indigenous issues and the role of the media in reporting on events.	1, 2, 5, 6, 7, 8
Our Democracy ✓ Explores key historical events that have influenced the development of democratic values and processes in Australia e.g. the 1967 Referendum, the Eureka Stockade, the Franklin Dam and female franchise.	2, 4, 5, 6, 7, 8
Big Business ✓ Explores the role of business in contributing to national wealth. Examines how business supports and affects systems such as the law, politics and the environment. Investigates industrial relations law, sustainability of resources and responsibilities of companies.	2, 4, 5, 8
Why do we value the past? Examines how people find out about the past using historical perspectives and primary and secondary sources. Examines the legacy of past civilisations and their influence on life today.	1, 2, 3, 4, 6, 8
From patch to pod Examines how major changes in technology have affected lifestyles. Compares developments in technology from periods such as the Middle Ages, the Renaissance and the Industrial Revolution. Considers the impact of technology on globalisation in the 21st century (including the information revolution and mobile personal technology).	3, 4, 6, 8

Learning sequences	Performance criteria
Invasion, colonisation or settlement? Examines concepts of invasion, colonisation and settlement. Explores the influence of invasion, colonisation and settlement on world history and current events.	1, 2, 6, 7, 8
Impacts on the environment Examines relationship between people and places. Explores human activity including use of physical resources and influences on the environment.	1, 3, 4, 5, 6, 8

Teacher-developed learning sequences

What determines our destiny? ✓ Examines how the political and social climate of the time can affect opportunities people have to enjoy freedom, fairness and equality. Examines how people have been treated in different political circumstances and at different times during the last century. http://resources.education.tas.gov.au/item/edres/0b5335be-c754-a481-57d4-6357daa9e8ed/1/destiny.doc	1, 2, 6, 8
Is it worth fighting for? Focuses on connections between local and global environments and the interdependence of natural and built systems. Considers the value of making responsible and ethical decisions about issues. http://resources.education.tas.gov.au/item/edres/47d4af9d-2987-7bc7-06e7-b40d0fd60d7f/1/worthfightingfor.doc	4, 3, 5, 7, 8
Whose values do you value? ✓ Explores the need to differentiate between positive cultural values and actions which denote prejudice, oppression and denial of human rights. Compares democracies such as Australia with other forms of government. http://resources.education.tas.gov.au/item/edres/41bdd5bc-fced-3bb2-e552-b2d010020364/1/values.doc	1, 2, 4, 5, 7, 8
Law in Australia✓ Focuses on Australian laws, the need for laws and aspects of the legal system. Considers how legal principles are applied in Australia today. http://resources.education.tas.gov.au/item/edres/cebe704f-be85-c626-0b57-c99f5b64aa36/1/LawinAustralia_print.doc	2, 8
Choice is yours Develops awareness of the choices that need to be made before taking action and considers decision making and consequences. http://resources.education.tas.gov.au/item/edres/d1828dcd-d915-bc86-e7d2-888302d7d650/1/thechoiceisyours.doc	7, 8
Leading edge Examines what leaders are, how people become leaders, how they operate and how leadership qualities are developed. http://resources.education.tas.gov.au/item/edres/fbbc0f39-4cb3-9e3d-b50c-20c76d0a0a72/1/leading_edge.doc	1, 2, 5, 7, 8
Vive la difference ✓ Examines difference and how groups and individuals sometimes use power and exert influence to discriminate against those who are different. Explores how people can live and work together in a community. Considers values that support social cohesion. http://resources.education.tas.gov.au/item/edres/19d2ce90-5b29-0cf3-4268-f462bdfa8257/1/viveladiff.doc	1, 7, 8

Learning sequences	Performance criteria
Sullivan's Cove: the future of the past	3, 6, 8

Sullivan's Cove: the future of the past

Focuses on historical inquiry to explain significant changes in Sullivans Cove, Hobart since colonisation in 1804. Focuses on evaluating evidence. Considers primary and secondary sources and judgements about their origin and credibility. Involves an excursion to Sullivans Cove, but could be adapted to suit other historical locations.

http://resources.education.tas.gov.au/item/edres/120109c3-665c-459d-eef1-0e5e124e8187/1/SC_print.doc

Units from *Go Global – Global perspectives in the secondary classroom* by Rosalie Triolo

A better world for all: alleviating poverty   1, 2, 4, 5, 6, 7, 8

Explores causes and consequences of poverty and analyses proposals for alleviating global poverty.

The right start: children and their rights   1, 2, 4, 5, 7, 8

Examines rights and responsibilities and the rights of the child. Investigates the influences of poverty and cultural beliefs and practices on children's experiences of fundamental rights, particularly for girls.

Away from home: experiences of refugees   1, 2, 3, 4, 5

Investigates factors that cause people to become refugees or displaced within their own countries. Investigates the difficulties experienced by those people in their journey, at their destination, and in resuming normal life.

It's good business: making appropriate economic decisions   3,4,6,7,8

Investigates the nature, extent and uneven distribution of economic resources. Analyses the economic development of trade relationships involving Australia and countries in the Asia-Pacific region.

Meeting present and future needs: ecologically sustainable development   3, 4, 5, 6, 7, 8

Examines and prioritises principles of ecologically sustainable development. Investigates the extent of human and environmental interdependence. Examines consequences of ecologically sustainable development practices.

Discovering Democracy units http://www1.curriculum.edu.au/ddunits/units/units.htm

Should the people rule? ✓   2, 6, 8

Investigates Australia's system of government based on sovereignty of the people and considers how our democracy is very different from ancient Greece.

www.curriculum.edu.au/ddunits/units/ls1people-glance.htm

Law ✓   2, 6, 8

Explores law making and systems of justice, especially those that have influenced Australian way of life. Considers how citizen's responsibilities are established and how individual rights are protected by law.

www.curriculum.edu.au/ddunits/units/ls2law-glance.htm

Democratic struggles ✓   2, 4, 8

Explores some basic features of Australian democracy including secret ballot, electorates of equal population size and eligibility for parliament. Explores strategies and events used to achieve political change.

www.curriculum.edu.au/ddunits/units/ls3struggles-glance.htm

Learning sequences	Performance criteria
Men and women in political life ✓ Explores the life and work of politically active men and women who helped shape Australia. Considers challenges faced by Aboriginal and Torres Strait Islander people. www.curriculum.edu.au/ddunits/units/ls4political-glance.htm	1, 5, 6, 8

Asia Education units http://www.asiaeducation.edu.au/pdf/asiascope/sose_units_secondary.pdf

Contributions from the past – focuses on ancient civilisations (p 3) Explores social, political and cultural achievements of early civilisations in South and East Asia and compares these to ancient civilisations in Africa, West Asia and Europe. Explores how these ancient societies were governed, their belief systems and examines their significant achievements and legacy.	1, 4, 6, 8
Water, water everywhere (p15) Focuses on strategies to resolve water issues particularly regarding global warming. Explores water use in India, including strategies being used by communities and governments to meet these challenges.	2, 3, 4, 5
Voices and visions Australia / Asia (p 27) Explores how cultural beliefs and traditions of people in Australia and Asia change or persist over time. Explores social cohesion and diversity and the influence of globalisation, particularly on youth culture.	1, 2, 6, 8

Integrated Units Collection (Curriculum Corporation)

A fair cop *(Different Dreams)* ✓ Explores rights, responsibilities, rules, laws and crime. Investigates what is fair, and how fairness is established and ensured. Consider these ideas as part of democratic society. Examines the purpose and establishment of democracy.	2, 7, 8
Heroes for their people *(Different Dreams)* Focuses on historical and contemporary Australian figures who could be described as heroes. Students learn how history can be constructed as a partial, selective and subjective view of events.	1, 6, 8
Off with his head *(Different Dreams)* ✓ Investigates the nature of crime and punishment and focuses on justice and its importance in society. Investigates the evolution of the legal system. Examines how changing values can influence the law.	2, 5, 6, 8
The longest journey *(Different Dreams)* ✓ Considers the Stolen Generation and what it means to be taken from home and family and placed in an alien culture.	1, 6, 7, 8
In the Black *(Different Dreams)* Examines the effect of money on the lives of individuals and groups. Investigates issues such as spending patterns, instant wealth, wealth distribution, and the benefits and dangers of consumer credit.	4, 7, 8
Different Dreams *(Different Dreams)* Compares the indigenous people of northern Alaska and northern Australia and considers how similar issues arise in their contemporary societies.	1, 8

NEALS

Learning sequences	Performance criteria
Journeys to this place *(Different Dreams)* Reflects on Australia's history and its diverse and culturally rich population.	1, 6, 7, 8
Becoming a nation *(From Igloos to Yurts)* Examines traditional characteristics of the nation-state and identifies some features of Australia as a nation.	1, 2, 3, 5, 6, 7, 8
Buy Australian *(From Igloos to Yurts)* Focuses on identifying goods produced in Australia and the place of trade in the economy.	3, 4, 8

Society and History
Standard five

Standard five

Strand 1 – Identity, relationships and culture

Students at standard five understand that communities can be culturally diverse and include majority and minority groups. They value and celebrate diversity and examine strategies that promote inclusivity. They examine multiculturalism and consider how cultural conflict can be resolved at a local and global level. They understand the need for effective relationships between governments in promoting regional and global harmony.

Students examine how societies have restricted cultural diversity in the past in areas such as racial apartheid or colonisation of Australia. They analyse issues such as religious intolerance, cultural stereotyping and racism. They consider strategies that protect the rights of individuals and groups and promote cultural acceptance and understanding.

Students examine the positive influence of government policies, such as the Racial Discrimination Act, Sex Discrimination Act and Disability Discrimination Act.

Strand 2 – Democratic values and processes

Students at standard five have developed personal democratic beliefs and justify these using persuasive arguments and well researched examples. They analyse and compare differing democratic perspectives in areas such as political parties, lobby groups and government policy. They describe the opportunities Australians have to participate in political processes and examine reasons why people do or do not participate.

Students explain how Australia's democratic institutions, policies and laws have changed over time. They give examples of changes in values, opinions and social expectations about democratic participation. They identify tensions in past and current political issues about democratic values. They formulate their own views and consider the strengths and weaknesses of other perspectives. They make judgements about how local, state and federal governments deal with diverse issues.

Students compare different political systems and describe how they have changed. They evaluate the processes involved in cooperation between national governments. They explore Australia's role in the Asia-Pacific region and as a global citizen e.g. in international conflicts, peacekeeping operations and strategic alignments.

Strand 3 – Interactions with the environment

Students at standard five understand how global variations in geographical and environmental factors change and influence human activity. They use geographical skills to interpret environmental patterns and predict trends. They examine decisions about land use and their influence on local and regional environments.

Students examine the concept of ecological sustainability. They consider the effects of human activity on land use in the past, present and future. They assess how the environment influences, and is influenced by, different groups of people in regions of the world. They examine how decisions made by industry promote sustainable practice. They investigate the cause and effect of changes in land use, landscapes and environments.

Students examine the local and global effects of issues such as climate change, water availability, deforestation and desertification. They form conclusions about preferred environmental futures based on the principle of ecological sustainability. Students are informed about, and prepared to take effective action on, local or global environmental issues. They can justify a position based on sound research and the consideration of alternative viewpoints.

Standard five

Strand 4 – Interconnections between systems

Students at standard five evaluate how local, national, regional and global needs are met through community and government action. They understand how some systems such as economic and political systems can be interdependent. They explore connections between local and global systems and examine how they influence each other.

Students explore how interdependence and sustainability affect systems and quality of life. They understand how factors such as population growth and the use and availability of resources can influence life locally and globally. They investigate how the actions of wealthy and developing nations influence each other. They understand how demand and supply affect the use of finite resources. Students can describe how global markets influence the economic system in Australia. They investigate connections between the political system and the operation of the economy.

Students evaluate how government policies address inequality in society and respond to global issues such as human rights and globalisation. They recognise that Australia is involved in global agreements and systems that influence, and are influenced by, Australian law.

Strand 5 – Responsible citizenship

Students at standard five understand the concept of responsible citizenship. They examine different democratic processes that positively influence change. They select and justify the most appropriate strategies to use in particular circumstances to effect change. They evaluate the effectiveness of strategies by examining outcomes of actions taken by individuals and groups according to democratic principles.

Students demonstrate and promote awareness of civic issues, particularly regarding quality of life and the welfare of citizens. They examine young adults' attitudes towards democracy and civic life and consider how they can contribute to a socially cohesive, democratic community. They propose action on local, national, regional and global issues and analyse why people take action.

Students examine how effectively Australian society, organisations and governments balance majority rule and minority rights in civic decision making. They explore the positions of Australian governments, businesses and non-government organisations in response to global events and developments. They investigate how citizens can influence governments and take democratic action on controversial issues. They consider, propose and evaluate strategies to take action in pursuing their own rights and interests, and those of others, particularly those who have diminished rights or limited capacity to act.

Strand 6 – Historical inquiry

Students at standard five undertake extensive historical investigations. They use appropriate historical terms and processes to describe, analyse and evaluate historical events, issues and concepts and consider their impact on current and future issues.

Students recognise the value of evidence, perspective and context. They distinguish between and use multiple sources of primary and secondary evidence. They search for historical accuracy when analysing and comparing alternative explanations of the same event or issue. They examine the perspectives and motivations of those conveying information about the past. They describe how this influences personal and current interpretations and decisions for the present and future. They inquire into open-ended historical dilemmas where source material may be contradictory or incomplete. They describe how sources may be supportive, authoritative, impartial, value-laden or ambiguous. They evaluate evidence and sources for veracity.

Standard five

Students examine the history of key national narratives including Australian citizenship and identity, indigenous and multicultural heritage and changes in immigration and government policies. They examine Australia's participation in international events and conflicts e.g. WWI, WWII, Vietnam War, and their influence on Australian governments and society. They make predictions about Australia's future role in the Asia-Pacific region and globally. They reflect on and explain why some individuals and groups acted as they did in the past and how such actions continue to influence society.

Strand 7 – Philosophical inquiry

Students at standard five analyse complex issues, choices and solutions facing individuals and communities. They demonstrate philosophical understanding when analysing diverse perspectives. They consciously apply a fair-minded approach when considering diverse ethical views and value positions that support or challenge their own assumptions. They identify inferences, clarify meaning through questions, and analyse underlying logic and reasoning. They evaluate information to establish its authenticity and certainty, and take these factors into account when forming valid and justifiable conclusions.

Students investigate controversial ethical issues from the past and present such as euthanasia, abortion, genetic engineering and the White Australia policy and evaluate arguments and evidence presented from different perspectives.

Students investigate how their thinking is influenced by personal values, cultural and belief systems. They explain, justify and evaluate their own value position and examine ethical dilemmas. They apply deliberate thinking strategies when examining personal values and beliefs. They think independently and use strategies such as debate, discussion and building consensus to examine complex issues.

Students are prepared to change their position on issues or suspend judgement when it is challenged by factors including weight of evidence and reasoned argument.

Strand 8 – Communication

Students at standard five analyse how information is written, designed and organised to influence and persuade. They evaluate how people can manipulate information and communicate in particular ways for specific effects including propaganda.

Students analyse how information can represent and promote certain value positions. They are able to question who is and who is not represented and whose purposes are served in different text types.

Students reach considered conclusions based on persuasive arguments. They evaluate information and sources for authenticity and credibility.

Students use multiple sources of information to design thoughtful and compelling communication products. They are able to communicate concepts and develop convincing and conclusive arguments based on sound evidence and strategic use of information and communication technologies.

Society and History
Standard five

Strands and Performance criteria	Stage thirteen	Stage fourteen	Stage fifteen
	At this stage it is expected that students will …		
1. Identity, relationships and culture *Understand how culture and community shape identity and relationships*	• understand how individual and social attitudes to cultural diversity have changed or persisted over time • understand cultural diversity and the need to promote inclusivity • understand how cultural conflict and cohesion is managed at a local, national and global level • understand the role of governments in contributing to global harmony	• understand how some social attitudes to immigration in Australia have changed or persisted over time • understand how some different cultural and community groups promote inclusivity • recognise Australia's role in the Asia-Pacific region • understand how international agreements can work to achieve global harmony	• understand how some attitudes towards cultural diversity are influenced by media and governments • understand the role of Australian governments in promoting inclusivity • understand Australia's strategic relationship with other national governments • understand why global powers selectively take social and political action in the affairs of other countries
2. Democratic values and processes *Understand democratic values and processes in society, government and law*	• analyse how different groups participate in political processes to promote democracy • develop and justify personal democratic beliefs and values • analyse changes in government policy and decision making at a national and global level • understand Australia's role in international legal and political issues • compare different political systems	• understand how a democracy can function whilst limiting the rights of some groups • understand how particular political philosophies influence individual and group beliefs • understand the influence of election cycles on the development and implementation of government policy • understand how Australia promotes and contributes to democracy internationally • understand why countries change from one political system to another	• understand how democracy can be strengthened by diverse groups working for a common good • understand how democracy reflects personal beliefs and values • recognise differences between popular or short term government policies and longer term social and economic goals • recognise Australia's role in regional and international agreements • understand the influence of democratic and non-democratic government on societies

Society and History
Standard five

Strands and Performance criteria	Stage thirteen	Stage fourteen	Stage fifteen
	At this stage it is expected that students will …		
3. Interactions with the environment *Understand relationships between people, resources and places*	• use geographic skills to interpret environmental patterns and predict trends • examine decisions about land use and their influence on local, regional and global environments • justify a position on land use issues and preferred environmental futures based on research, consideration of alternative viewpoints and an understanding of environmental sustainability • understand how global geographical and environmental factors influence human activity	• understand some connections between geographic and human factors • understand how levels of government can work together to resolve land use problems and issues • understand how to assess a development proposal for environmental sustainability • understand variations between countries in how they contribute to and take responsibility for environmental sustainability	• understand how to use geographic and population data to make predictions about quality of life • understand some implications of increasing urbanisation • examine some long term global consequences of increasing development and population • make sound predictions about human life in the future based on an understanding of sustainability
4. *Interconnections between systems* Understand social, economic and political systems and the connections between them	• evaluate how local and global needs can be met through community and government action • understand the interdependence between quality of life and access to goods and services • describe how global markets impact on local and national economies • evaluate how laws address inequity and respond to global issues	• understand the global responsibilities of governments towards developing countries • understand how to make objective comparisons between quality of life in different parts of the world • understand how economic powers can support or jeopardize the economies of developing countries or local communities • understand some how laws can become universal	• understand some relationships between government and non-government agencies in addressing global needs • understand connections between material quality of life and emotional well being in different contexts • understand how changes in security and trade sanctions are connected to technological change • understand some global implications of changes in particular laws

Society and History
Standard five

Strands and Performance criteria	Stage thirteen	Stage fourteen	Stage fifteen
	At this stage it is expected that students will …		
5. Responsible citizenship *Understand how individuals and groups take action to positively influence change*	• analyse how young adults contribute to and benefit from civic life	• understand ways that young citizens can become informed and active	• identify young citizen's access to and involvement in democratic institutions and processes
	• evaluate how citizens influence democratic processes and institutions	• evaluate citizens' participation in Australian democracy	• identify ways of improving citizen participation in civic life
	• evaluate strategies used to take action in pursuing rights and interests and effect change	• understand ways to achieve positive democratic outcomes in the short, medium and long term	• understand ways to promote majority and minority rights using democratic strategies
	• evaluate the effectiveness of citizen action on local and global issues	• assess the short, medium and long term effect of citizen action on local and global issues	• evaluate the sustainability of individual and group civic action
6. Historical inquiry *Undertake historical inquiries in relation to continuity and change in society*	• evaluate and use multiple sources of primary and secondary evidence to reach a considered view	• selectively use multiple evidence to develop a considered view	• understand how historical perspective and context work together to influence evidence and viewpoints
	• evaluate alternative interpretations of key historical events and issues	• understand why some sources of historical evidence are more dependable than others	• understand why some interpretations of history are more dependable than others
	• analyse alternative perspectives of historical events and issues to test for veracity	• develop verifiable and convincing perspectives on historical and current events	• understand how tools such as propaganda can be used to portray individuals and events
	• analyse why people acted as they did in the past and how their actions impact on society today	• identify shared and unique attributes of remarkable historical figures and explain their impact on society	• understand the multiple social or political impact of identified groups over time

Society and History Standard five

Strands and Performance criteria	Stage thirteen	Stage fourteen	Stage fifteen
	At this stage it is expected that students will …		
7. Philosophical inquiry *Undertake philosophical inquiries into issues and beliefs in society*	• analyse information for authenticity and certainty and form valid and justifiable conclusions • apply deliberate thinking strategies to analyse personal values and beliefs • examine inferences and evaluate diverse and challenging ethical positions • suspend judgement and analyse personal value positions	• understand how some facts can be alleged but be uncertain • apply principles of fair-mindedness in assessing personal values and beliefs • understand how ethically diverse views can have valid foundations • understand how personal value positions can be provisional	• understand how tentative conclusions can be formed and open to new information • understand how to revise personal values and beliefs based on fair-mindedness and new information • understand how to sensitively challenge diverse ethical viewpoints • understand how to evaluate and revise personal judgements and value positions
8. Communication *Acquire, critically examine and communicate information*	• analyse how information is organised to influence and persuade • analyse how information can promote certain value positions • reach considered conclusions based on persuasive arguments • design thoughtful and compelling communication products	• understand why some information is more dependable than other information • understand how information can convey a value neutral position • understand how to revise conclusions based on feedback or new evidence • refine communication products according to feedback and personal reflection	• understand how individuals and groups use tools such as propaganda to persuade • understand how to design information products that are impartial and free from prejudice • understand how tentative conclusions can be formed based on current knowledge and be open to new information • communicate convincingly and sensitively according to audience needs and purpose

Standard five – Strand 1 – Identity, relationships and culture

Performance criterion 1

Students understand how culture and community shape identity and relationships

It is expected that students at standard *five* will:

Stage thirteen	Stage fourteen	Stage fifteen
- understand how individual and social attitudes to cultural diversity have changed or persisted over time - understand cultural diversity and the need to promote inclusivity	- understand how some social attitudes to immigration in Australia have changed or persisted over time - understand how some different cultural and community groups promote inclusivity	- understand how some attitudes towards cultural diversity are influenced by media and governments - understand the role of Australian governments in promoting inclusivity
- understand how cultural conflict and cohesion is managed at a local, national and global level - understand the role of governments in contributing to global harmony	- recognise Australia's role in the Asia-Pacific region - understand how international agreements can work to achieve global harmony	- understand Australia's strategic relationship with other national governments - understand why global powers selectively take social and political action in the affairs of other countries

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- use an annotated timeline or essay to examine the development of multiculturalism in Australia and describe how government policies, including those on immigration, citizenship and refugees, have influenced cultural diversity e.g. Immigration Restriction Act or refugee policies and practices
- discuss and describe the influence of indigenous attitudes, values and events on the development of Australia's identity
- investigate and evaluate the consequences of collaborative action on the global community e.g. the effect of the UN Declaration of Human Rights on national governments
- investigate, discuss and evaluate how individuals and groups contribute to an international concept of 'the common good' e.g. philanthropists, governments, aid agencies, non-government organisations, United Nations, World Health Organisation
- investigate how individuals and groups support particular minority or disadvantaged groups who are discriminated against and design appropriate action e.g. groups based on age, disability, gender, sexuality, race, socio-economic status, religion or culture
- use an annotated timeline or digital presentation to investigate and analyse the influence of some key events and ideas in the development of Australia's identity in becoming an independent, self-governing democracy from colonisation to the present
- compare core values of cultural groups and examine how they contribute to Australian identity and international perceptions of Australian identity e.g. religious groups, ethnic groups, political parties, unions, lobby groups, employer organisations, sporting groups
- identify and critically examine discrimination based on stereotypes
- investigate how cultural beliefs and traditions change or persist over time and describe how some customs, values, beliefs and institutions can become dominant or resistant to change
- examine positive and negative effects of globalisation on cultural practices in countries of Asia e.g. debate over multinationals' exploitation of workers in Asian countries, the impact of agencies such as UNESCO, UNICEF on the education and rights of children
- investigate and prepare a presentation comparing some of the customs, values, dominant beliefs and religious institutions in Australia over time with those of an Asian country

Standard five – Strand 2 – Democratic values and processes

Performance criterion 2

Students understand democratic values and processes in society, government and law

It is expected that students at standard *five* will:

Stage thirteen
- analyse how different groups participate in political processes to promote democracy
- develop and justify personal democratic beliefs and values

- analyse changes in government policy and decision making at a national and global level

- understand Australia's role in international legal and political issues
- compare different political systems

Stage fourteen
- understand how a democracy can function whilst limiting the rights of some groups
- understand how particular political philosophies influence individual and group beliefs
- understand the influence of election cycles on the development and implementation of government policy

- understand how Australia promotes and contributes to democracy internationally
- understand why countries change from one political system to another

Stage fifteen
- understand how democracy can be strengthened by diverse groups working for a common good
- understand how democracy reflects personal beliefs and values

- recognise differences between popular or short term government policies and longer term social and economic goals
- recognise Australia's role in regional and international agreements
- understand the influence of democratic and non-democratic government on societies

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- evaluate how principles of justice operate in Australian democracy e.g. indigenous justice systems, independence of the judiciary, equality before the law, presumption of innocence, the right of appeal and restorative justice
- investigate and debate perspectives on a current or recent democratic controversial issue about values such as freedom or equality e.g. Iraq conflict
- investigate key features and principles of democracy in Australia, such as separation of powers, government accountability and parliamentary elections
- use a recent or current example to describe how the Australian Constitution establishes the powers and responsibilities of the national parliament and the federal legal system, including the High Court
- evaluate how the responsibilities and influence of political leaders and elected representatives reflects democratic principles
- compare an aspect of Australia's political system, e.g. concepts of representation and power, with an Asian country
- identify and evaluate the relationship between parliamentary and legislative systems within different political systems in Australia and an Asian country
- examine a law and use a flowchart to describe how parliament formulates and enacts legislation in Australia today
- investigate a change in federal or state legislation and analyse its impact e.g. industrial relations laws, anti-terrorism laws
- investigate the role of political parties in Australia, how individual parliamentarians represent their electorate, and how party allegiance can support or conflict with individual beliefs
- consider how groups and communities make decisions and take informed civic action about significant issues
- evaluate the effectiveness of international organisations in protecting human rights
- evaluate the appropriateness and effectiveness of civic action undertaken by citizens
- examine and compare at least two philosophies of current Australian political parties

Standard five – Strand 3 – Interactions with the environment

Performance criterion 3

Students understand relationships between people, resources and places

It is expected that students at standard *five* will:

Stage thirteen	Stage fourteen	Stage fifteen
- use geographic skills to interpret environmental patterns and predict trends	- understand some connections between geographic and human factors	- understand how to use geographic and population data to make predictions about quality of life
- examine decisions about land use and their influence on local, regional and global environments	- understand how levels of government can work together to resolve land use problems and issues	- understand some implications of increasing urbanisation
- justify a position on land use issues and preferred environmental futures based on research, consideration of alternative viewpoints and an understanding of environmental sustainability	- understand how to assess a development proposal for environmental sustainability	- examine some long term global consequences of increasing development and population
- understand how global geographical and environmental factors influence human activity	- understand variations between countries in how they contribute to and take responsibility for environmental sustainability	- make sound predictions about human life in the future based on an understanding of sustainability

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- evaluate the role of international agreements in planning for the current and future use of places e.g. World Heritage listings
- examine the roles and responsibilities of governments and other agencies in managing natural and built environments e.g. treaties and agreements such as World Heritage listings, Kyoto Protocol or APEC Nuclear Test Ban Treaty
- examine how government decisions about resource use consider sustainability
- investigate how resources can be used in an ecologically sustainable way and evaluate the impact of reforms achieved through legislation and international agreements
- evaluate how individuals and groups are involved in public decision making about ecologically sustainable use of places
- consider and explain how different groups identify with and value places and how differences in views influence communities
- investigate the costs and benefits of an aspect of changing land use from different perspectives e.g. individual, conservation, industry, government, global
- examine a decision or policy about managing an environmental issue and consider how relationships or negotiation processes between stakeholders contribute to the outcome
- compare perspectives on proposed changes in the use of places and consider the merits of alternative courses of action
- analyse the consequences of increased urbanisation on the landscape and provision of basic services for people in urban and rural areas
- use data such as maps and statistics to analyse and predict changes in land use
- investigate and describe how human influences on natural landscapes can be minimised e.g. urbanisation
- evaluate how environments are managed by governments, government agencies and industries
- analyse the impact of changes in resource use, and access to resources, on the sustainability of places

Standard five – Strand 4 – Interconnections between systems

Performance criterion 4

Students understand social, economic and political systems and the connections between them
It is expected that students at standard *five* will:

Stage thirteen	Stage fourteen	Stage fifteen
- evaluate how local and global needs can be met through community and government action	- understand the global responsibilities of governments towards developing countries	- understand some relationships between government and non-government agencies in addressing global needs
- understand the interdependence between quality of life and access to goods and services	- understand how to make objective comparisons between quality of life in different parts of the world	- understand connections between material quality of life and emotional well being in different contexts
- describe how global markets impact on local and national economies	- understand how economic powers can support or jeopardize the economies of developing countries or local communities	- understand how changes in security and trade sanctions are connected to technological change
- evaluate how laws address inequity and respond to global issues	- understand some how laws can become universal	- understand some global implications of changes in particular laws

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- use an international example to assess the impact of revolutionary or political change on citizens e.g. East Timor, Iraq
- evaluate the powers of the national parliament and the federal legal system, including the High Court, and compare them with the powers and responsibilities of the states
- investigate how Australia's democracy is similar to and different from other political systems, evaluate its strengths and weaknesses and suggest improvements
- research and analyse the relationships between governments and aid agencies and their effectiveness in alleviating poverty and disadvantage
- examine how Australian governments are influenced by and have responded to regional and global movements and events e.g. US involvement in Iraq
- analyse and evaluate the effectiveness of international organisations and conventions / treaties and investigate political responses to them e.g. United Nations, WHO, Kyoto Protocol
- investigate the modern reliance on credit and the impact of debt on individuals and communities
- analyse the social impact on communities of lack of services in regional and remote areas and analyse how communities work to support and retain small businesses
- use statistics to analyse Australia's imports and exports and global competitiveness and investigate the effects of trade agreements and sanctions on local industry
- examine the impact of multinational corporations on Australia's economic system and how small businesses remain viable in urban, regional and remote communities
- investigate and analyse the economic impact of global issues, such as climate change, on local environments and industries
- assess global distribution of income and wealth and investigate how equity of resource allocation could be achieved globally
- examine how issues can be interconnected by systems e.g. poverty (economic, social and political)
- investigate how strategies such as free and fair trade can positively or negatively influence standards of living in developing nations

Standard five – Strand 5 – Responsible citizenship

Performance criterion 5

Students understand how individuals and groups take action to positively influence change

It is expected that students at standard *five* will:

Stage thirteen	Stage fourteen	Stage fifteen
- analyse how young adults contribute to and benefit from civic life	- understand ways that young citizens can become informed and active	- identify young citizen's access to and involvement in democratic institutions and processes
- evaluate how citizens influence democratic processes and institutions	- evaluate citizens' participation in Australian democracy	- identify ways of improving citizen participation in civic life
- evaluate strategies used to take action in pursuing rights and interests and effect change	- understand ways to achieve positive democratic outcomes in the short, medium and long term	- understand ways to promote majority and minority rights using democratic strategies
- evaluate the effectiveness of citizen action on local and global issues	- assess the short, medium and long term effect of citizen action on local and global issues	- evaluate the sustainability of individual and group civic action

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- identify, analyse and propose possible courses of action in response to local, national, regional and global issues e.g. human rights
- use a debate or essay to evaluate how effectively state and federal governments reflect the *Values for Australian Schooling*
- analyse the involvement of an environmental interest group in public debate and decision making e.g. Greenpeace, Wilderness Society
- discuss the rights and responsibilities of young adults in the community and evaluate how they can contribute to democratic processes and civic debate
- propose a strategy to address a national, regional or local environmental sustainability issue, e.g. reducing 'greenhouse' effects, water conservation or urbanisation
- investigate and assess how groups can influence government decision making, e.g. lobbying, and the effectiveness of using this strategy to address an issue
- analyse and evaluate the value of democratic decision making processes and documents such as charters, treaties and agreements e.g. the United Nations Declaration of Human Rights, the ANZUS Pact
- investigate and analyse a local interest group and its role in public debate, assess the group's perspective in relation to a specific issue and evaluate how the group exercises responsible citizenship
- identify, research and debate a global sustainability issue from different perspectives and reach an informed conclusion on the implications of the issue
- develop a program to encourage young adults to welcome and include minority groups and consider other perspectives to alleviate or eliminate discrimination, e.g. ethnic / social groups, gender / same-sex relationships

Standard five – Strand 6 – Historical inquiry

Performance criterion 6

Students undertake historical inquiries in relation to continuity and change in society
It is expected that students at standard *five* will:

Stage thirteen	Stage fourteen	Stage fifteen
- evaluate and use multiple sources of primary and secondary evidence to reach a considered view	- selectively use multiple evidence to develop a considered view	- understand how historical perspective and context work together to influence evidence and viewpoints
- evaluate alternative interpretations of key historical events and issues	- understand why some sources of historical evidence are more dependable than others	- understand why some interpretations of history are more dependable than others
- analyse alternative perspectives of historical events and issues to test for veracity	- develop verifiable and convincing perspectives on historical and current events	- understand how tools such as propaganda can be used to portray individuals and events
- analyse why people acted as they did in the past and how their actions impact on society today	- identify shared and unique attributes of remarkable historical figures and explain their impact on society	- understand the multiple social or political impact of identified groups over time

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- investigate the use and role of propaganda in key stages in Australian history e.g. WWI, Cold War, Vietnam and compare this with current usage
- examine how views of Australian history have changed over time due to new evidence and changes in values e.g. government policy regarding indigenous Australians
- investigate and analyse patterns of social, cultural, political or economic change in Australia e.g. colonisation, post war migration, citizenship and universal franchise
- investigate and compare the Australian government's response to global movements and events using a historical or current example e.g. terrorism, wars
- investigate the dominance of particular people, events or ideas during a particular period and describe the short and long term effects e.g. slavery, White Australia policy, Hitler and Nazi Germany, creation of Israel and Middle East conflict
- examine events in Australian history that have led to changes in Australian citizenship and consider reasons why people become Australian citizens
- investigate particular people, movements and events that have enhanced civil and political rights for Australians
- investigate and analyse the influence of key events and ideas in the development of Australian identity and self government
- use the concepts of continuity and change to analyse how people lived in the past, how they live now and predict how they might live in the future e.g. technological change and development
- investigate how large scale historical forces or movements, such as capitalism or fascism, have influenced people's lives and world events e.g. WWI, WWII, Cold War, fall of communism, Afghanistan conflict
- consider in context, evidence from multiple perspectives about an event or issue from the past and present e.g. reasons for going to war, gender roles
- assess conflicting sources of evidence for relevance, authenticity, reliability and purpose
- evaluate multiple sources to find value judgements and underlying assumptions e.g. political party election campaign material
- recognise and discuss evidence of bias in interpretations of key events in Australian history

Standard five – Strand 7 – Philosophical inquiry

Performance criterion 7

Students undertake philosophical inquiries into issues and beliefs in society
It is expected that students at standard *five* will:

Stage thirteen	**Stage fourteen**	**Stage fifteen**
- analyse information for authenticity and certainty and form valid and justifiable conclusions	- understand how some facts can be alleged but be uncertain	- understand how tentative conclusions can be formed and open to new information
- apply deliberate thinking strategies to analyse personal values and beliefs	- apply principles of fair-mindedness in assessing personal values and beliefs	- understand how to revise personal values and beliefs based on fair-mindedness and new information
- examine inferences and evaluate diverse and challenging ethical positions	- understand how ethically diverse views can have valid foundations	- understand how to sensitively challenge diverse ethical viewpoints
- suspend judgement and analyse personal value positions	- understand how personal value positions can be provisional	- understand how to evaluate and revise personal judgements and value positions

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- use a Community of inquiry to investigate the concept of a 'free society' and assess the extent of freedom available to young adults in 21st century Australia
- investigate how an important 'ism' has influenced people's lives or a significant world event e.g. capitalism, communism
- identify and discuss ethical dilemmas based on diverse value systems e.g. religious practices related to gender or identity
- use an organiser e.g. T chart to compare democratic and non-democratic values e.g. Australia and China
- examine a controversial decision about a social issue and its influence on various stakeholders e.g. a curfew for 'P' plate drivers, euthanasia
- investigate and analyse the reasoning used by individuals and governments in making decisions e.g. values, bias, narrow-mindedness or common good
- analyse how values or attitudes towards a social or ethical issue have changed or persisted over time e.g. population control and contraception
- analyse and compare at least two cultural or belief systems from countries in the Asia-Pacific region
- investigate and analyse a case where democratic values are not upheld e.g. apartheid, Nazism
- examine the concept of personal choice from an ethical perspective and describe how this influences decisions and actions
- assess viewpoints for meaning and underlying assumptions and consider influences on the formation of particular views
- critically evaluate different views about a social issue by analysing supporting evidence and underlying logic
- develop and express a reasoned and fair-minded personal view about a social issue
- investigate, discuss and compare how faith based systems express views about a current or controversial issue and contribute to debate e.g. intelligent design, stem cell research

Standard 5 – Strand 8 – Communication

Performance criterion 8

Students acquire, critically examine and communicate information
It is expected that students at standard *five* will:

Stage thirteen	Stage fourteen	Stage fifteen
- analyse how information is organised to influence and persuade	- understand why some information is more dependable than other information	- understand how individuals and groups use tools such as propaganda to persuade
- analyse how information can promote certain value positions	- understand how information can convey a value neutral position	- understand how to design information products that are impartial and free from prejudice
- reach considered conclusions based on persuasive arguments	- understand how to revise conclusions based on feedback or new evidence	- understand how tentative conclusions can be formed based on current knowledge and be open to new information
- design thoughtful and compelling communication products	- refine communication products according to feedback and personal reflection	- communicate convincingly and sensitively according to audience needs and purpose

Sample learning opportunities

Shaded learning opportunities address the *Statements of Learning for Civics and Citizenship*

- evaluate how individuals, groups and governments use the media and ICT to shape popular opinion and manage controversy
- construct a sustained informative and persuasive text that integrates complex ideas and different perspectives, uses structured paragraphs with supporting detail and evidence, and provides a convincing conclusion
- design and conduct an inquiry that examines differing perspectives, evaluates sources, explains and justifies conclusions, and suggests directions for future investigation and action
- evaluate how the use of ICT promotes or impedes public debate on current issues e.g. MySpace®, YouTube®, Facebook®
- define the term propaganda, and assess political or other speeches from the past for propaganda
- compare political or other speeches from the past with those made today and analyse differences in content, style and presentation
- evaluate the use of government funded television and web based advertising as propaganda or public information e.g. Workplace Relations advertisements
- consider ethical and privacy issues raised by increased use of ICT
- accurately identify and reference information sources
- analyse the authenticity and reliability of information and sources
- analyse complex source material by examining direct and implied meaning, the use of references to other texts and evaluating supporting evidence
- assess the effectiveness of persuasive texts in advancing opinions, justifying views and arguing a position
- examine why ideas, events and issues are represented in different ways in alternate information sources
- analyse the language used in information to represent values, attitudes and beliefs
- analyse how information can be interpreted by different groups of people and discuss the implications
- give informal, planned, researched and rehearsed, spoken presentations which explore different perspectives on complex issues

Standard five sample learning sequences

Described below are learning sequences / units of work appropriate for standard five. Some of these are suggested ideas which teachers could develop further. Some are fully developed learning sequences with current web links. Others are units of work available in published texts.

Many learning sequences / units of work would give students the opportunity to develop understanding at standard five. Teachers are encouraged to design sequences / units at the appropriate standard / stage which address a number of strands / performance criteria. Please note the additional requirement at standard five that the *Statements of Learning for Civics and Citizenship* need to be addressed.

Key: (✓) addresses the *Statements of Learning for Civics and Citizenship*

Learning sequences	Performance criteria
Suggestions for learning sequences (these have not been developed further)	
How have Australian values developed? ✓ Examines multiculturalism in Australia and explores how government policies, particularly immigration and Aboriginal and Torres Strait Islander policies, have changed over time. Investigates significant issues and events that have signalled changes in the community about issues including the environment, land use, resources and citizenship.	1, 2, 6, 8
What do we believe? Explores different world views and their impact on societies. Investigates the cultural and ethnic diversity of communities including majority and minority groups. Analyses issues such as religious intolerance, cultural stereotyping and racism.	1, 2, 7, 8
Can we be equal? Explores the concept of equality on a global issue e.g. poverty. Examines poverty from a social perspective in a developed nation such as Australia and investigates poverty as a global issue affecting developing countries, mainly in Africa and Asia.	1, 2, 7, 8
Why value human rights? ✓ Investigates people and campaigns that have enhanced civil and political rights for specific groups of Australians. Explores the concept of human rights in a global context and considers issues where needs and wants are in conflict with rights.	2, 4, 7, 8
How has Australia's democracy changed over time? ✓ Investigates significant events and issues which have led to changes in political or civil rights for groups of Australians. Considers how changes in values, opinions, and social expectations influence democratic participation and government policy.	2, 4, 6, 8
Who cares about the land? Explores the concept of responsible citizenship and decision making on environmental issues. Explores the importance of the land to Aboriginal and Torres Strait Islander people. Examines the concept of ecological sustainability and evaluates decisions made by industry regarding sustainable practices.	1, 3, 8
What is our place in the region? ✓ Explores how global events and developments affect Australia's relationships in the Asia-Pacific region. Explores Australia's role in the region, including international conflicts, peacekeeping operations and strategic alignments.	1, 3, 4, 8

Learning sequences	Performance criteria
Indigenous Australians fight for rights ✓ Investigates social, political and economic influences of colonisation on indigenous Australians.	1, 2, 6, 8
How do different political and legal systems affect people? ✓ Investigates the dominance of particular people, events or ideas during a particular period and analyses short and long term effects e.g. slavery, White Australia policy, Hitler and Nazi Germany, and Middle East conflict.	1, 4, 8
What do our parties stand for? ✓ Considers the role of political parties in Australian democracy. Investigates the philosophies of the major political parties and considers alternate democratic perspectives. Investigates how the political system works for the good of communities.	2, 4, 7, 8
Conflict and confrontation Examines the social and political impact of Australia's involvement in major conflicts e.g. WWI, WWII, Vietnam, Iraq	1, 2, 4, 6, 8
Interacting with the environment Examines the interdependence of people and the environment. Develops understanding of why people live where they do and considers who is responsible for managing resources and systems using sustainable practices.	3, 4, 5, 8

Teacher-developed learning sequences

What does it mean to be socially responsible? ✓ Investigates social issues and actions that can contribute to raising social awareness and social responsibility in the community. Evaluates rights and responsibilities of young adults including the concept of working together for the common good. http://resources.education.tas.gov.au/item/edres/362c9df0-ce46-e99d-218c-ce6405ae2db1/1/socresponsible.doc	2, 5, 8
Investigating a Crisis Provides a model to adapt for use in investigating a particular political, economic or civil crisis. http://resources.education.tas.gov.au/item/edres/cfff3827-c5a4-126c-669c-99e9d0e1358e/1/GenericCrisislStfive.doc	1, 4, 6, 8
Who can be a citizen of our country? Explores the history and future of immigration in Australia. Considers changes to immigration policy over time and connections with changes in society's attitudes and values. Examines different perspectives about current controversial immigration issues. http://resources.education.tas.gov.au/item/edres/e1f946af-a2c7-ec69-8b20-7baf806d4a0e/1/whocanbecitizen.doc	1, 2, 4, 6, 8
How might you promote and support aid agencies? ✓ Explores the need for overseas aid and examines agencies that provide assistance outside Australia. Considers the purpose of aid agencies and evaluates their effectiveness in protecting human rights. http://resources.education.tas.gov.au/item/edres/ac765762-c26c-9614-a131-624620d46892/1/aidagencies.doc	1, 2, 7, 8

Learning sequences	**Performance criteria**

Why do people take civic action? ✓

Considers how individuals can participate actively and responsibly to protect democratic values and promote awareness of global causes. Focuses on Australia's intervention in global issues and the connections between the Australian government, other countries, global organisations and citizen action.

http://resources.education.tas.gov.au/item/edres/73a62988-4a9c-5f0c-4371-7427bebb7c73/1/civicaction.doc

Performance criteria: 2, 5, 8

What is Australia's role in the Asia-Pacific region?✓

Examines how Australia interacts with countries in the Asia-Pacific region. Considers issues and challenges facing the region.

http://resources.education.tas.gov.au/item/edres/a5550d2c-a743-ead8-6f47-1cce481476d2/1/neighbours_print.doc

Performance criteria: 1, 2, 4, 8

What does it mean to discriminate? ✓

Explores how different groups have been discriminated against in the past and considers whether attitudes and actions have changed. Examines racism, prejudice and discrimination and considers appropriate ways to prevent or counter them. Uses the novel and film, *To kill a mockingbird*.

http://resources.education.tas.gov.au/item/edres/6e0945ca-8696-d447-8dd3-915ab330c449/1/justice_print.doc

Performance criteria: 1, 6, 7, 8

Discovering Democracy units http://www1.curriculum.edu.au/ddunits/units/units.htm

Parties control parliament ✓

Investigates the origins and nature of political parties including the major parties in Australia. Examines the role of political parties in Australian government.

www.curriculum.edu.au/ddunits/units/ms1parties-glance.htm

Performance criteria: 2, 6, 8

Democracy destroyed ✓

Investigates the destruction of democracy in Nazi Germany and examines how this can broaden our understanding of democracy and assist in protecting democracy in the future.

www.curriculum.edu.au/ddunits/units/ms3democ-glance.htm

Performance criteria: 2, 6, 8

Human rights ✓

Considers whether some human rights are more important than others. Investigates how human rights have developed in response to particular historical situations. Explores how human rights have been defined and protected globally and in Australia.

www.curriculum.edu.au/ddunits/units/ms2human_glance.htm

Performance criteria: 1, 2, 6, 8

Making a nation ✓

Examines the making of a nation by focusing on Australian Federation, the constitution and the system of government.

www.curriculum.edu.au/ddunits/units/ms4making-glance.htm

Performance criteria: 2, 6, 8

What sort of nation? ✓

Considers what sort of nation Australians have sought to create and want in the future. Considers public policy, composition of the population, economic management and the distribution of wealth.

www.curriculum.edu.au/ddunits/units/ms5sort-glance.htm

Performance criteria: 2, 4, 6, 7, 8

Learning sequences	Performance criteria

Getting things done ✓
Considers the Franklin dam dispute of the late 1970s and early 1980s as an excellent case study of how to get things done using the political process and direct citizen action.
www.curriculum.edu.au/ddunits/units/ms6done-glance.htm

2, 3, 5, 6, 8

Asia Education units http://www.asiaeducation.edu.au/pdf/asiascope/sose_units_secondary.pdf

The power of one – The power of many: Nation building (p 39) ✓
Investigates the history and contribution of individuals and organisations that have campaigned for human rights and democracy in a country in Asia e.g. Mahatma Gandhi in British India. Investigates the impact of some European ideologies and beliefs on change and conflict in Asia. e.g. Marxist revolutions.

1, 2, 6, 8

Regional communities: Building a sustainable future (p 57)
Explores how global events and developments can affect Australia's relationships with countries in Asia e.g. terrorism. Investigates the nature and purpose of regional trade and other international agreements with countries in Asia and how Australia's relations with countries in the region may have changed e.g. APEC and ASEAN. Evaluates the significance of economic, cultural, political and strategic relations between countries in Asia.

3, 4, 8

Perspectives on a conflict - focuses on the Vietnam war (p 67)
Considers the impact that war has had on people and countries when exploring Australia's relationship with Asia e.g. how attitudes to Asia have changed through global conflict in the 20th and 21st centuries. Focuses on the Vietnam war.

1, 2, 6, 8

Resources for Society and History

Picture books

Baillie, A. (1995) *Rebel*. Ashton Scholastic, Sydney. ISBN: 0868969494 Explores dictatorship, Asian culture and the idea of everyone looking guilty so that authorities can't find the culprit.

Baker, J. (1991) *Window*. Random Century, NSW. ISBN: 0862034922 Shows building development, over a child's lifetime around their suburb – investigating past, present and future.

Baker, J. (1995) *The Story of Rosy Dock*. Greenwillow Books, New York. ISBN: 0688114911 Explores the effects of introduced species on Australia's environment and indigenous species.

Baker, J. (1987) *Where the forest meets the sea*. MacRae, London. ISBN: 0862033179 Looks at issues of forest and wildlife conservation.

Browne, A. (1996) *Piggybook*. Walker Books, London. ISBN: 0744533031 Explores the concept of family and looks at the role of the mother.

Camp, L. and Ross, T. (1998) *Why?* Andersen Press, London. ISBN: 0862647932 Useful for philosophical inquiry.

Crew, G. & Tan, S. (2000) *Memorial*. Lothian Books, Port Melbourne, Vic. ISBN: 0850919835 Builds understanding of why we remember soldiers from World War 1.

Crew, G. &Wilson, M. (2003) *I saw nothing, The extinction of the Thylacine*. And *I said nothing: The extinction of the paradise parrot*. Lothian Books, South Melbourne, VIC. ISBN: 0734404727 & ISBN: 0734405596

Cronin, D. (2004) *Duck for president*. Simon & Schuster Books for Young Readers, New York. ISBN: 0689863772 Duck gets tired of working for Farmer Brown and his political ambition eventually leads to him being elected President.

Cronin, D. (2000) *Click clack moo: cows that type*. Simon & Schuster Books for Young Readers, New York. ISBN: 0689832133 When Farmer Brown's cows find a typewriter in the barn they start making demands and go on strike when the farmer refuses to give them what they want.

Dr Seuss. (1972) *The Lorax*. Collins, London. ISBN: 000195458X Looks at environmental issues.

Everett, V. & McGuire, B. (2007) *The house that was built in a day: Anzac Cottage*. Cygnet Books, WA. ISBN: 9781920694715 A story of how a suburban community in Western Australia planned to honour the Anzac soldiers of Gallipoli in 1916.

Elliot, L. (2003) *Noah's boat*. Lothian Books, South Melbourne, Vic. ISBN: 073440459X Useful for discussions about wildlife conservation and living in peace together.

Fox, M. (1984) *Possum magic*. Omnibus Books, Adelaide. ISBN: 0949641189 Useful for exploring Australian capital cities.

Innocenti, R. (1991) *Rose Blanche*. Jonathan Cape, London. ISBN: 0224028413 Explores how a child experiences war (WW 11) without really understanding it. Powerful and moving. (Grades 5-8)

Garnett, A. (2003) *Welcome to Cockatoo Island*. Nelson Thompson Learning, South Bank, Vic. ISBN: 0170108236 Designed to teach democratic principles and citizenship to students in years 2-5.

Garnett, A. (2003) *A Parliament of birds*. Nelson Thompson Learning, South Bank, Vic. ISBN: 0170108252 Designed to teach democratic principles and citizenship to students in years 2-5.

Garnett, A. (2003) *Cacophony*. Nelson Thompson Learning, South Bank, Vic. ISBN: 0170108279 Designed to teach democratic principles and citizenship, elections and voting to students in years 2-5

Gleeson, L. (1992) *Mum goes to work*. Ashton Scholastic, Sydney. ISBN: 0868966061 Shows a variety of mothers in different occupations and the day of their children while they are working.

Hathorn, L. (2004) *The great big animal ask*. Lothian Books, South Melbourne, Vic. ISBN: 0734406320 Provides a way of discussing identity and difference and valuing all.

Hathorn, L. (2002) *The wishing cupboard*. Lothian Books, Melbourne. ISBN: 073440358 A story about the importance of family, exploring the sadness of families who have been separated over time and space and shows how hope, wishes and action can reunite loved ones.

Hathorn, L. (2001) *The river,* Curriculum Corporation, Carlton South, Vic. ISBN: 1863665161 The river is presented in different voices and in different times. It deals with the continuity of life which provides a guide for a young Chinese girl, Xian, on her journey to the home of her grandparents.

Hoy, C. & Johnson, B. (2006) *My grandad marches on Anzac Day.* Lothian Books, South Melbourne. ISBN: 0734408455 A look at Anzac Day through the eyes of a little girl. It explains what happens on the day and its significance in terms that a young child can understand.

Lovell, R. & Miller, D. (2005) *Where there's smoke.* Lothian, South Melbourne, Vic. ISBN: 0734407491 Looks at the issue of forest fires. Illustrations include ideas for mapping.

Magerl, C. (2003) *My gran's different.* Lothian, South Melbourne, Vic. ISBN: 9780734405005 Each grandmother is different, but all are special. Shows Alzheimer's disease from a child's perspective.

Munsch, R. (1982) *The paper bag princess.* Hippo Books, London. ISBN: 0590711261 Considers stereotypes and the role of females.

Marsden, J. & Tan, S. (1998) *The rabbits.* Lothian Books, Port Melbourne, Vic. ISBN: 0850918782 Uses rabbits, a species introduced to Australia, to represent an allegory of the arrival of Europeans in Australia and the widespread environmental destruction caused by man throughout the continent. A sophisticated picture book that can be used for philosophical inquiry.

Miller, D. (2005) *Refugees.* Lothian Books, Melbourne, Vic. ISBN: 073440915X Relates the adventures of a pair of wild ducks who, when their home is destroyed, have to find a safe place to live. There are hidden depths that will intrigue and challenge older readers for philosophical inquiry.

Morimoto, J. (1987) *My Hiroshima.* Collins, Sydney. ISBN: 0001951769 Morimoto, a high-school student when her city was destroyed by the first atomic bomb, relates her experience.

Oliver, N. (1993) *The best beak in Boonaroo Bay.* Lothian, Port Melbourne. ISBN: 0850915597 The birds in Boonaroo Bay squabble over who has the best beak until the wise old pelican organises a contest to settle the issue once and for all. Useful for exploring identity and difference.

Rosen, M. (1996) *This is our house.* Walker Books, London. ISBN: 0744537509 ISBN: 0744560209 Explores ideas around selfishness, prejudices, exclusion and sharing with young children.

Smith, D. (2004) *If the world were a village.* Allen & Unwin, Crows Nest, NSW. ISBN: 1741148154 A book about "world-mindedness" and being a global citizen. It looks at our planet in terms of a village and promotes understanding about living with our neighbours and living in peace.

Stanley, E. (2007) *Tyger! Tyger!* Cygnet Books, UWA Press, WA. ISBN: 978 1920694 845 A number of themes emerge from this story including creation and destruction, the power of dreams (or faith), goodness and evil, harmony and violence, Buddhism and the survival of the tiger.

Tan, S. (2006) *The arrival.* Lothian Books, South Melbourne. ISBN: 0734406940 The story of every migrant, every refugee, every displaced person, and a tribute to those who have made the journey.

Tonkin, R. (1998) *When I was a kid.* Allen & Unwin, St Leonards, NSW. ISBN: 1864482516 A picture book about life in the 1950s, written as a series of vignettes drawn from childhood memories – neighbours, trips to the beach, notable events, domestic routines, schoolboy pranks.

Tonkin, R. (1999) *To the goldfields.* Allen & Unwin, St Leonards, NSW. ISBN: 1864484101 Recreates the details of daily life at the diggings, from family doings to sly grog shops, water shortages and political protests, all from the perspective of a nine-year-old boy.

Tonkin, R. (1995) *What was the war like, grandma?* Heinemann, Port Melbourne, Vic. ISBN: 1863307613 Historical fiction.

Van Allsburg, C. (1990) *Just a dream.* Houghton Mifflin Company, USA. ISBN: 0224030590 Themes explored include street litter, recycling rubbish and planting trees.

Waddell, M. & Oxenbury, H. (1991) *Farmer duck.* Walker Books, London. ISBN: 1406304417 Explores ideas of cooperation, sharing, exploitation and revolution.

Wheatley, N. & Rawlins, D. (1996) *My place.* Longman, Melbourne. ISBN: 0582811074 The story of a house in Sydney, told by the children who lived there in 1988 and back in time to 1788 and before.

Wild, M. & Vivas, J. (1991) *Let the celebrations begin.* Omnibus Books, Norwood, SA. ISBN: 1862910235 Polish women in a Nazi concentration camp scrounge materials to make toys for their children to celebrate their impending liberation.

Primary kits

Curriculum Corporation. (1998) *Discovering Democracy primary kit*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664335 (CD) ISBN: 1863664319 (4) ISBN. 1863664475 (3) ISBN. 1863664351 (2) ISBN: 186366436X (1)Department of Veterans' Affairs. (2001) *Anzac Day: the spirit of Anzac 25 April 2001*. Canberra, ACT. ISBN: 0949380253

Curriculum Corporation. (1996) *Making choices – primary*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663428

Curriculum Corporation. (1998) *Values for Australian schooling kit – Primary*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863666044

Department of Education, Tasmania. (2001) *From gumnuts to buttons*. Department of Education, Hobart.

Department of Veterans' Affairs. (1997) *Their service our heritage: a Federal Government program commemorating the sacrifice and service of Australia's veterans*. Woden, ACT.

Department of Veterans' Affairs. (2002) *Australians at war, primary schools education resource*. Ryebuck Media, Melbourne. ISBN: 1877007064

Department of Veterans' Affairs. (2004) *Working the web, investigating Australia's wartime history*. Woden, ACT. ISBN: 1920720200

Primary novels

Caisley, R. (2005) *Not cricket*. Lothian Books, Melbourne. ISBN: 0734407920 Explores various issues in the modern game of cricket including team building and cooperation.

Caswell, B. (1995) *Maddie*. University of Qld Press, St Lucia, Qld. ISBN: 0702227358 Maddie and her brother Minh escaped Vietnam under traumatic circumstances and became refugees in Australia. Minh comes to terms with his psychological scars with support from Maddie, family and friends.

Gleitzman, M. (2002) *Boy overboard*. Puffin, Camberwell, Vic. ISBN: 0141308389 Concerned with contemporary issues around democracy and refugees.

Gleitzman, M. (2004) *Girl underground.* Puffin, Camberwell, Vic. ISBN: 0143300466 Follows on from *Boy Overboard,* concerned with how individuals can make a difference in society. Looks at the issues of detention centres and refugees.

Gleitzman, M. (2005) *Once*. Puffin, Camberwell, Vic. ISBN: 9780143301950 Historical fiction focusing on issues of World War II.

Honey, E. & Brandt, H. (2007) *The Boy in Berlin*. Allen & Unwin, Crows Nest, NSW. ISBN: 9781741750041 Features Henni Octon, from the Stella Street books. A quirky detective story about righting the wrongs of the past and fighting injustice; friendship (across time, across cultures), football and the Internet.

Moss, B. (compiler) (1998) *Poems about me: a collection of poems about values*. Wayland, Hove. ISBN: 0750223839

Thiele, C. (2002) *Swan song*. Lothian Books, Melbourne. ISBN: 0734403259 When Mitch discovers an abandoned swan's egg and takes it home, his park ranger father doesn't approve. But this proves to be the start of a heart-warming friendship. About wild life conservation.

Ural, S. (2004) *Candles at dawn*. Limelight Press, Balmain, NSW. ISBN: 0957935277 Historical fiction set in Turkey exploring Gallipoli from both an Australian and Turkish perspective.

Wilkinson, C. (2003) *Dragonkeeper*. Black Dog Books, Fitzroy, Vic. ISBN: 1876372192 Ancient China, Han Dynasty. A slave girl saves the life of an ageing dragon and escapes her brutal master. Pursued by a ruthless dragon hunter, the girl and the dragon cross China, carrying with them a mysterious stone that must be protected.

Wilkinson, C. (2003) *Black snake: the daring of Ned Kelly*. Blackdog Books, Melbourne. ISBN: 1876372532 When Ned was sentenced to death, thousands of people rallied to save his life. He stood up to the authorities and fought for what he believed in. He defended the rights of people who had no power. Was he a villain? Or a hero?

Primary resources

Anderson, M. (1999) *A is for Anzacs.* Department of Veteran's Affairs, ACT.

Anderson, M. (2006) *'Don't forget me, cobber': Australia and the first world war.* Anzac Day Commemoration Committee Inc, Aspley, Qld. ISBN: 0975712357

Australian Electoral Commission. (2005) *Electoral education resource for primary and secondary schools in Australia.* Public Awareness Program Section, Australian Electoral Commission, Canberra. ISBN: 0646425110

Australian Electoral Commission. (2003) *Electoral education resource for primary and secondary schools in Australia.* Education Section, Australian Electoral Commission ISBN: 0646425110

Barnard, E. & Cho, T. (2004) *The really big beliefs project.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863665986

Coghill, L. (et al.) (1997) *Foot prints: to country, kin and culture. Aboriginal studies and Torres Strait Islander studies.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863663673

Cole-Adams, J. & Gauld, J. (1999) *Order in the classroom!* Dellasta Publishing Pty Ltd, Mt Waverley, Vic. ISBN: *1875640533*

Cole-Adams, J. & Gauld, J. (2003), *Australians all.* Rigby Heineman, Port Melbourne, Vic. ISBN: 0731234294. Part of a series entitled *Our Voices*, commissioned by the National Museum of Australia. The series explores historical and contemporary issues in Australian life using a variety of authentic sources from the National Museum of Australia.

Commonwealth Department of Education, Science and Training (2003) *Making history, upper primary units, investigating our land and legends.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863665528

Curriculum Corporation. (1998) *Different dreams: Years 7 & 8.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664262

Curriculum Corporation. (1999) *Discovering democracy. Australian readers: middle primary collection.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664904

Curriculum Corporation. (1999) *Discovering democracy. Australian readers: upper primary collection.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664939

Curriculum Corporation. (1999) *Discovering democracy. Australian readers: middle primary teacher's guide.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664955

Curriculum Corporation. (1999) *Discovering democracy. Australian readers: upper primary teacher's guide.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664904

Curriculum Corporation. (1998) *Discovering democracy: Middle primary units.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664351

Curriculum Corporation. (2000) *Discovering democracy. Middle primary units: assessment resources.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664807

Curriculum Corporation. (1998) *Discovering democracy. Upper primary units.* Curriculum Corporation, Carlton South, Vic.ISBN: 186366436X

Curriculum Corporation. (2000) *Discovering democracy. Upper primary units: assessment resources.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664815

Curriculum Corporation. (2000) *Discovering democracy through research.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863664947

Curriculum Corporation. (1996) *From Igloos to Yurts: Years 4 – 7.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863663282

Curriculum Corporation. (1996) *Oodles of Noodles Early Years.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863663274

Curriculum Corporation. (1996) *Part of a Pattern Years 2 – 3*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663622

Fox, M. & O. (2005) *Discovering the environment*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863667644

Fox, M. & O. *The gold rushes: a cut out & activity book*. Wizard Books, Ballarat, Vic. ISBN: 1876973749

Garnett, A. (2003) *Cockatoo Island: A parliament of birds, teacher's in-flight guide (about citizenship and living in a democracy),* Nelson Australia, South Bank, Vic. ISBN: 0170108252, ISBN: 0170108244 (Teacher's guide)

Garnett, A. (2003) *Cockatoo Island: Cacophony, teacher's in-flight guide*. Nelson Thomson Learning, Southbank, Vic. ISBN: 0170108279, ISBN: 0170108260 (Teacher's guide)

Garnett, A. (2003) *Welcome to Cockatoo Island, teacher's in-flight guide*. Nelson Australia, Southbank, Vic. ISBN: 0170108236

Gilligan, B. (1998) *Access Asia voices & values: citizenship in Asia*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664149

Guy, R. (1999) *Look global: global perspectives in the upper primary classroom*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663614

Hamston, J. & Murdoch, K. (1996) *Integrating socially: planning integrated units of work for social education*. Eleanor Curtain Publishing, Armidale, Vic. ISBN: 0435088998

Hamston, J. & Murdoch, K. (2004) *Access Asia, Australia kaleidoscope*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665846

Hattenson, S. (2004) *Being Australian: Australia Day book*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665935

Hattenson, S. & Platt, R. (2001) *Australians all! Teachers guide, discovering democracy Australian readers lower primary*. Curriculum Corporation, Carlton South, Vic. ISBN: 186366534X (Accompanies *The Bindi Gully Band*, *Australia is my home*, *Australia becomes a nation*).

Kiernan, J. & Reeves H. (2001) *Asia Counts: Primary*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664866

Lang, J. (2007) *How to succeed with education for sustainability*. Curriculum Corporation, Carlton South, Vic. ISBN: 9781863666893

Murdoch, K. (1992) *Integrating naturally: units of work for environmental education*. Dellasta Pty Ltd, Mount Waverley, Vic. ISBN: 1875627219

Reid-Nguyen, R. (1999) *Think global: global perspectives in the lower primary classroom*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665463

Wooley, C. & Tatlow, M. (2007) *A walk in old Hobart*. Walk guides Australia, ISBN: 1834-9390
Explores Hobart's waterfront and Battery Point.

Secondary kits

Australian Government Department of Education Science and Training. (2007) *Values for Australian schooling Kit – Secondary*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863666052

Australian Human Rights and Equal Opportunity Commission. (2007) *Voices of Australia: education module*. Human Rights and Equal Opportunity Commission, Sydney. ISBN 0642270023

Curriculum Corporation. (1998) *Discovering democracy secondary kit*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664335

Curriculum Corporation. (1996) *Making choices – Secondary*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663436

Department of Education, Tasmania. (2001) *From gumnuts to buttons*. Department of Education, Hobart.

Department of Education, Tasmania. (1988) *The 40th battalion kit*. Education Department, Hobart, Tas. ISBN: 0724613978

Lewis, R. (et al.) (2005) *Australian history mysteries 2: five case studies in twentieth century Australian history.* Ryebuck Media Pty Ltd, Malvern, Vic. ISBN 094938058X

National Archives of Australia. (2000) *1901 and all that – a federation resource kit.* National Archives, Canberra, ACT. ISBN: 0642344159

National Archives of Australia. (1998) *Voices for democracy.* National Archives of Australia, Canberra. ISBN: 0642344000

Secondary novels

Bowles, C. (1997) *Surfing Mr Petrovic.* Penguin, Ringwood, Vic. ISBN: 0140386416
Concepts include family, children of single parents, anger and friendship.

Boyne, J. (2006) *The boy in the striped pyjamas.* David Fickling, Oxford. ISBN: 038560940X A touching tale of an odd friendship between two boys in horrendous circumstances and a reminder of man's capacity for inhumanity. Set in WWII in Germany.

Caisley, R. (2005) *Not cricket.* Lothian Books, South Melbourne, Vic. ISBN: 0734407920
Explores various issues in the modern game of cricket including team building and cooperation.

Catran, K. (2005) *Black ships ablaze.* Lothian Books, Melbourne. ISBN: 1863665943
Historical fiction (Grade5–8). In the great siege of Troy, a slave boy and a slave girl fight for their lives as battle rages and Greek ships burn in the harbour. When the treacherous wooden horse enters the city, slave girl and boy join forces on this last night of blood and fire and escape.

Crew, G. (2000) *Edward Britton.* Lothian, Port Melbourne. ISBN: 0734400691
Historical fiction based on the convict boys' prison at Port Arthur, Tasmania.

Cunxin, L. (1961) *Mao's last dancer.* Viking, Ringwood, Vic. (2003) ISBN: 1740938208 Plucked from poverty, Li Cunxin goes to Beijing to learn ballet. The story of his life before and after his defection.

Davidson, L. (2005) *Scarecrow army: the Anzacs at Gallipoli.* Black Dog Books, Fitzroy, Vic. ISBN: 1876372605
Historical fiction based on the Anzacs at Gallipoli.

Davidson, L. (2006) *Red haze: Australians and New Zealanders in Vietnam.* Black Dog Books, Fitzroy, Vic. ISBN: 1876372958 An insight into the experiences of Australian and New Zealand soldiers in the Vietnam War.

Ellis, D. (2000) *Parvana.* Allen & Unwin, Crows Nest, NSW. ISBN: 1865086940 About a girl growing up in Afghanistan, struggling under the rule of the Taliban. Concepts include fear, repression, gender.

Farmer, N. (2004) *The house of the scorpion.* Simon Pulse, New York. ISBN: 0689852231
Concerned with issues about genetic engineering.

Frank, A. (1954) *The diary of Anne Frank.* Pan, Sydney, London. ISBN: 0330107372
Focuses on world war, persecution, Jews, the holocaust.

Gleeson, L. (1998) *Refuge.* Puffin Books, Ringwood, Vic. ISBN: 0140389857
About escaping a hostile regime and seeking refuge.

Gleitzman, M. (1992) *Blabbermouth.* Pan Macmillan, Australia. ISBN: 9780330273534

Gleitzman, M. (2002) *Boy overboard.* Puffin, Camberwell, Vic. ISBN: 0141308389
Concerned with contemporary issues about democracy and refugees.

Gleitzman, M. (2004) *Girl underground.* Puffin, Camberwell, Vic. ISBN: 0143300466
Concerned with issues around detention centres, refugees, making a difference.

Gleitzman, M 2005) *Once.* Puffin, Camberwell, Vic. ISBN: 9780143301950
Historical fiction focusing on issues of World War II, ages 11+.

Golding, W. (1958) *Lord of the flies.* Faber and Faber, London. ISBN: 0571084834
Concepts include survival, democratic values, relationships.

Gwynne, P. (1998) *Deadly Unna?* Penguin, Ringwood, Vic. ISBN: 0141300493 Focuses on Indigenous Australians, racial discrimination, football, identity.

Hathorn, L. (2001) *The river*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665161 The river is presented in different voices and in different times. It deals with the continuity of life which provides a guide for a young Chinese girl, Xian, on her journey to the home of her grandparents.

Hill, A. (2001) *Soldier boy: the true story of Jim Martin the youngest Anzac*. Penguin, Ringwood, Vic. ISBN: 0141003308 Historical fiction based on the true story of Jim Martin.

Hyde, M. & Parr, H. (1995) *Same difference*. Curriculum Corporation, Carlton South, Vic. ISBN: 186366260X Focuses on teenagers, Asian people, social issues.

Lee, H. (1960) *To kill a mockingbird*. Harper Collins, USA. ISBN: 0060194995

Levine, K. (2003) *Hana's suitcase*: *a true story*. Evans, London. ISBN: 0237526301 Focuses on Jewish children, the holocaust.

Lowe, P. (1994) *The girl with no name*. Puffin, Camberwell, Vic. ISBN: 0140369538 Issues include camping, sacred sites, indigenous Australians.

Macdougall, A. (2004), *Gallipoli and the middle east*. Moondrake, Port Melbourne, Vic. ISBN: 1740702190 World War 1914 – 1918, Gallipoli Peninsula.

Macinnnis, P. (2007), *Kokoda track: 101 Days*. Black Dog Books, Fitzroy, Vic. ISBN: 1876372966 The story of a small force, 550 men of the 39th Militia Battalion, defeating a much larger one.

Marchetta, M. (1992) *Looking for Alibrandi*. Puffin Books, Ringwood, Vic. ISBN: 0140236139 Concepts include single parent families, teenagers, identity, ethnicity.

Orwell, G. (1996) *Animal farm*. Penguin Books, Camberwell, Vic. ISBN: 0451526341 Concerned with issues of power, democracy, relationships.

Starke, R. (2000) *Nips XI*. Lothian, Port Melbourne. ISBN: 0734401132 Concepts of ethnic relations, discrimination, national identity, multiculturalism.

Tolbert, S. (1991) *Channeary*. Addison, Wesley, Longman (Now Pearson), Australia. ISBN: 0582810728 The Khmer Rouge attack Channeary's Cambodian fishing village, she flees to the safety of a Buddhist monastery in Thailand, where she is offered a chance to come to Tasmania.

Tolbert, S. (2005) *Dreaming Australia*. Ginninderra Press, Australia. ISBN: 174027 288 9 The story of Soraya, a young girl from Masar e-Sharif, Northern Afghanistan.

Tolbert, S. (2006) *Surfing for Wayan*. Ginninderra Press, Australia. ISBN: 1740273532 Jacob returns to Bali in *Surfing for Wayan*. Once terrified of surfboards, he's there to surf wild for four people, including his brother killed in the 2002 Bali Bombing.

Ural, S. (2004) *Candles at dawn*. Limelight Press, Balmain, NSW. ISBN: 0957935277 Historical fiction set in Turkey exploring Gallipoli from both an Australian and Turkish perspective.

Wilkinson, C. (2003) *Dragonkeeper*. Black Dog Books, Fitzroy, Vic. ISBN: 1876372192 Ancient China, Han Dynasty, Ages 10+.

Secondary resources

Australian Federal Court. (2001)*The art of delivering justice: resources on law and justice in Australia*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665382

Ainsworth, G. (2000) *Asia at a glance. Studies of society and the environment: Curriculum units secondary*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664831

Amamoo, Sam E. (2006) *Sustainable development workbook for middle years of schooling*. TMC Publishing, SA. ISBN: 0 646 46186 9

Anderson, M. (2007) *History: new for Level 5 of the Victorian Essential Learning Standards*. Jacaranda, Milton, Qld. ISBN: 9780731404919

Australian Archives. (1996) *Celebrations in our history*: *teacher resource book*. Australian Archives, Canberra. ISBN: 0642248028

Australian Electoral Commission. (2003) *Electoral education resource for primary and secondary schools in Australia*. Education Section, Australian Electoral Commission, Canberra. ISBN: 0646425110

Australian Government. Austrade. (2006) *Exporting for the future: innovative Australian businesses go global*. Austrade Education Programs, Canberra, ACT. ISBN: 0642216010

Australian Heritage Commission. (1998) *Investigating Heritage: Our past, present and future*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663932

Australian Human Rights and Equal Opportunity Commission. (2005) *Voices of Australia: 30 years of the Racial Discrimination Act 1975-2005*. Human Rights and Equal Opportunity Commission, Sydney. ISBN: 0642269971

Australian Human Rights and Equal Opportunity Commission. (2005) *A collection of real-life stories about Australians living together*. Sydney, NSW. ISBN: 0642269971

Barrile, J. & Barrile, S. (1997) *Modelled learning activities: essential skills for SOSE*. Macmillan Education Australia, South Melbourne. ISBN: 0732934990

Brown, D. (et al.) (2007) *In our own backyard: connecting to global issues in our region*. Curriculum Corporation, Carlton South, Vic. ISBN: 186366629X

Brown, D. (2005) *Access Asia. Cross currents: discovering civics and citizenship in our region*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863666125

Buckley, J. (2002) *The art of governance: 'putting the pieces together': a curriculum resource for secondary teachers*. Global Education Centre Adelaide, SA. ISBN: 095810350X

Carnegie, J. (2000) *Reconciliation – it starts with me*. Passionfruit Education, Camberwell, Vic. ISBN: 0957739567

Cole-Adams, J. & Gauld, J. (1999) *Order in the Classroom! Scripted role plays and activities for civics education*. Dellasta Publishing Pty Ltd, Mt Waverley, Vic. ISBN: 1875640533

Cole-Adams, J. & Gauld, J. (2003) *Australians all?* Rigby Heineman, Port Melbourne Vic.
ISBN: 0731234294. Part of a series, *Our voices*, exploring historical and contemporary issues in Australian life using a variety of authentic sources from the National Museum of Australia.

Curriculum Corporation. (1996) *Access Asia: secondary teaching and learning units*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863663460

Curriculum Corporation. (1998) *Different dreams Years 7 & 8*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664262 Integrated units collection (for Years 7–8).

Curriculum Corporation. (1999) *Discovering democracy. Australian readers: lower secondary collection*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664955

Curriculum Corporation. (2000) *Discovering democracy. Lower secondary units: assessment resources*. Curriculum Corporation, Carlton South, Vic. ISBN: 186366484X

Curriculum Corporation. (2000) *Discovering democracy through research*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664947

Curriculum Corporation. (1998) *Discovering democracy. Using the secondary kit*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863664335

Curriculum Corporation. (2004) *We swear by the Southern Cross: investigations of Eureka and its legacy to Australia's democracy*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665919

Currie, W. (1997) *Women of Australia shaping our history*. Macmillan, South Melbourne.
ISBN: 0732945267

Darlington, R. (2006) *Historyzone 2 (stage 5) Australia since 1901*. Heinemann, Melbourne, Vic.
ISBN: 174081343X

Darlington, R. (et al.) (2001) *Heinemann history links: Australia and the twentieth century world*. Heinemann, Port Melbourne. ISBN: 0864626967

Dudgeon, P. and Hincks, P. (2007) *Democracy rules*. Communications Products and Services Section, Australian Electoral Commission, Australia. ISBN: 9781863666411

Easton, M. (et al.) (2006) *Humanities alive: for Victorian Essential Learning Standards.* Jacaranda, Milton, Qld. ISBN: 9780731402830

Eshuys, J. and Guest, V. (coordinating authors) (2005) *Heinemann humanities: a narrative approach.* Heinemann, Harcourt Education, Port Melbourne. ISBN: 174081505X

Fogarty, M. (1999) *Global environments communities and citizenship*. McGraw-Hill, Sydney. ISBN: 0074706020

Fox, M. & Fox, O. (2005) *Discovering the environment.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863667644

Fox, M. & Fox, A. (2007) *Time to celebrate: identity, diversity and belief.* Curriculum Corporation Carlton South, Vic. ISBN: 9781863667036

Grey-Blanden, M. (1999) *Australia: all our yesterdays*. Longman, South Melbourne. ISBN: 073390534X

Hamston, J. & Murdoch, K. (1996) *Integrating socially: planning integrated units of work for social education.* Heinemann, Portsmouth, NH. ISBN: 0435088998

Hamston, J & Murdoch, K. (2004) *Access Asia: Australia kaleidoscope.* Curriculum Corporation, Carlton South, Vic. ISBN: 1863665846

Hattensen, S. (2004) *Images of Asia – teachers guide*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665889

History Trust of South Australia. (2003) *Making history. Middle secondary units: Investigating people and issues in Australia after World War 11*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665536

Hoepper, B. (2005) *Global voices: historical inquiries for the 21st century*. John Wiley & Sons, Milton, Qld. ISBN: 0701637528

Holdsworth, R. (2005) *Student Councils and beyond: students as effective participants in educational decision-making.* Connect, Northcote, Vic. ISBN: 0980313317

Holdsworth, R. (2006) *Student action teams: implementing productive practices in primary and secondary school classrooms.* Connect, Northcote, Vic. ISBN: 0980313325

Horne, D. (2002) *An Australian Compact: what are the core values that all Australians might respect?* New South Wales Centenary of Federation Committee, NSW. ISBN: 0958001421

Kleeman, G. (2004) *Australian explorations: stage 5 Geography*. Heinemann, Port Melbourne. ISBN: 1740813383

Lanceley, K. (2000) *Senior Geography 2: global issues.* Blake Education, Clayton South, Vic. ISBN: 1865097470

Lidstone, J. (2006) *Cultural issues of our time.* Cambridge University Press, Port Melbourne. ISBN: 0521604966

Mares, S. (2007) *Acting from the Heart: Australian advocates for asylum seekers tell their stories.* Finch Publishing, Sydney. ISBN: 9781876451783

Murdoch, K. (1999) *Knowing me knowing you: exploring identity and difference through an integrated curriculum.* Dellasta Publishing Pty Ltd, Burwood, Vic. ISBN: 1875640525

National Australia Day Council. (2005) *Being Australian: Australia Day resources for upper primary students.* Curriculum Corporation, Carlton South, Vic. ISBN: 186366596X

Neustatter, A. (2005) *Refugee*. Franklin Watts, London. ISBN: 0749662379

Office of the Anti-Discrimination Commissioner, Tasmania. *Stories of a Journey.* (2005) Office of the Anti-Discrimination Commissioner, Hobart.

Parker, B. (et al.) (1999) *Geography for global citizens*. Macmillan Education Australia, South Yarra, Vic. ISBN: 0732954851

Parker, B. (et al.) (2004) *Geography for Australian citizens*. Macmillan Education Australia, South Yarra, Vic. ISBN: 0732991641

Poultney, T. (2005) *Globalise me! A student's guide to globalisation*. Curriculum Corporation, Carlton South, Vic. ISBN: 1863665927

Reed, M. (2002) *People of concern: refugees and asylum seekers*. Australian Red Cross, Carlton, Vic. ISBN: 0909896771

Reinfeld, B. (1999) *Australia fair: teaching and learning for a more socially just Australia*. Department of Education, Training and Employment, Adelaide. ISBN: 0730851001

Saldais, M. (et al.) (2007) *Humanities alive: for Victorian Essential Learning Standards Level 6*. Jacaranda, Milton, Qld. ISBN: 9780731405107

Saunders, C. (1997) *The Australian Constitution*. Constitutional Centenary Foundation, Carlton, Vic. ISBN: 0958690812

Tamagno, B. (1999) *Australian issues collection: tourism*. McGraw-Hill Book Company, Roseville, NSW. ISBN: 0074705814

Triolo, R. (2000) *Go Global: global perspectives in the secondary classroom*. Curriculum Corporation, Carlton, Vic. ISBN: 1863663592

Young, D. (2005) *SOSE History worksheets for multiple intelligences*. John Wiley, Milton, Qld. ISBN: 07314016

Young, J (2002), *News news news: momentous events and daily life as reported in the Australian press*, Cameron House, Wingfield, SA. ISBN: 1875999566

Digital Resources

An Inconvenient Truth. (2006) [documentary] Paramount Pictures, USA.
Documentary about Global Warming presented by Al Gore who states: If we do nothing, in about 10 years the planet may reach a 'tipping point' and begin a slide toward destruction of our civilization and most of the other species on this planet.

Australian Rules. (2002) [motion picture] Tidy Towns Pictures Pty Ltd, Australia
Based on the book *Deadly Unna* (Phillip Gwynne). The film explores the tension between an Aboriginal mission and town residents in regional Australia.

Bowling for Columbine. (2002) [documentary] Madman Entertainment, USA
Mike Moore takes on the subject of guns. Focuses on the forces behind America's culture of violence.

Cool runnings. (1994) [motion picture] Walt Disney Pictures, USA
Based on the true story of the First Jamaican bobsled team trying to make it to the winter Olympics. This film can be used to explore team building, cooperation, pursuing goals and resilience.

Discovering democracy: parliament at work. (1998) [CD-ROM] Curriculum Corporation, Carlton South, Vic. ISBN: 1863664327, 1863664882 (copies have been sent to all Australian primary and secondary schools).

Discovering democracy: stories of democracy. (1998) [CD-ROM] Curriculum Corporation, Carlton South, Vic. ISBN 1863664335 (interactive timeline of Australian democracy and biographies of significant people)

Fahrenheit 9/11. (2004) [documentary] Lions Gate Films and IFC Films, USA.
A controversial political film exploring reasons for The USA entering the Iraq War.

For the term of his natural life. (1983) [motion picture] BFS Video, Australia.
A young man is transported for a murder which he did not commit. Focuses on the harsh and inhumane treatment experienced by the convicts, some of whom were transported for relatively minor crimes.

Kokoda. (2006) [motion picture] Rising Sun, Australia.
A film made as a commemorative tribute to Australian fighting forces in 1942.

Lord of the Flies. (1954) [motion picture] Pakula-Mulligan Productions, UK.
Focuses on the concepts of rules, survival, law, power, leadership.

Mississippi Burning. (1988) [motion picture] Orion Pictures, USA.
In 1964, when three civil-rights workers, two white and one black, mysteriously disappear in Mississippi two FBI agents investigate. Concepts include racial intolerance, civil rights, equality, historical fiction, law.

Pay it forward. (2001) [motion picture] Warner Bros, USA.
Trevor McKinney has a social studies assignment to think of something to change the world and put it into action. Trevor's efforts to make good on his idea bring a revolution in the lives of himself, his mother and his teacher, as well as an ever-widening circle of people completely unknown to him.

Pearl Harbour. (2001) [motion picture] Buena Vista Pictures, USA.
Historical fiction set during the time of the Japanese bombing of Pearl Harbour. The movie considers the events that drew the United States into World War II.

Rabbit-proof fence. (2002) [motion picture] Australian Film Finance Corporation Ltd, The Premium Movie Partnership, South Australian Film Corporation and Jabal Films Pty Ltd, NSW.
Aboriginal children separated from their parents – the stolen generation.

Remembrance. (2005) [documentary] Australian Government Department of Education, Science and Training. Memoirs of 8 Australian World War II veterans through interviews. Suitable for senior students.

Sicko. (2007) [documentary] Dog Eat Dog Films, USA
A Mike Moore controversial political assault on the American Health System and how it compares to other major world nations such as Cuba and France.

Tasmania's Clean Green Future: Too Precious to Pulp? (2007) [documentary] Wilderness Society, Hobart.
Considers the environmental, economic and health effects the proposed pulp mill may have on people in and around the Tamar Valley. Focuses on how groups can influence political decision making.

The Castle. (1997) [motion picture] Village Roadshow Pictures and Working Dog, Australia.
A story about an everyday Melbourne family who go to extraordinary lengths to save their home and maintain their ideals. When they are forced to leave their beloved home by the Government and airport authorities they fight to remain in their house, taking their case as far as the High Court.

The Franklin River Blockade Films. (2007) [documentary] Wilderness Society, Hobart.
Contains the films used by the Tasmanian Wilderness Society throughout 1982 in the successful campaign to save the Franklin River. Focuses on the environment, having a say and taking civic action.

The Power of One. (1992) [motion picture] Village Roadshow, Australia.
Historical fiction about a young English boy and his passion for changing the world. Concepts include bullying, power, apartheid, racism and making a difference.

The Year of Living Dangerously. (1982) [motion picture] MGM, Australia.
A journalist is on his first job as a foreign correspondent. His apparently humdrum assignment to Indonesia soon turns hot as President Sukarno electrifies the populace and frightens foreign powers.

To Kill a Mockingbird. (1962) [motion picture] Universal Pictures, USA. In a small Alabama town in the thirties, a softly-spoken lawyer defends a black sharecropper against the charge of raping a white woman.

12 Angry men. (1957) [motion picture] Universal Studios, USA.
A teenager accused of killing his father is on trial. Eleven jurors are convinced that the defendant is guilty of murder, the twelfth has no doubt of his innocence. Considers how weight of evidence leads to the truth.

What's in a name? (2004) [CD-ROM] Australia's Geographical names teaching package for primary and secondary years.

Yolgnu Boy. (2000) [motion picture] Australian Film Finance Corporation, Australia.
Focuses on the search for identity, making the journey from adolescence to adulthood and belonging to a larger social group. Key themes include rites of passage, personal growth, identity and culture.

Websites [accessed August 2007]

Tasmanian Department of Education

http://www.education.tas.gov.au/mediacollection Tasmanian Education Department Media Collection – vast resources available for loan – relevant topics include: Ancient Civilisations, Asian Studies, Australian geography and history, immigration, politics, law, Tasmania, war, celebrations, religion.
http://mediacat.education.tas.gov.au/scripts/AfWiInq.dll bookings for Media Collection resources

http://www.ecentre.education.tas.gov.au/C8/Find/default.aspx Search or browse for resources.

http://www.ecentre.education.tas.gov.au/C15/Learning%20Objects/browse/by%20EL%20and%20User%20Level.aspx Learning objects are reusable digital resources designed to support learning.

http://www.ecentre.education.tas.gov.au/C15/Learning%20Objects/searchdr.aspx Search for Learning Federation digital resources.

http://wwwfp.education.tas.gov.au/english/philo1.htm English websites - using texts
http://wwwfp.education.tas.gov.au/english/philo2.htm to ask philosophical questions

Tasmanian Government

http://www.crimestoppersyouthchallenge.com/ Crimestoppers Youth Challenge

History

http://search.archives.tas.gov.au/ Tasmanian Archives – descriptive and contextual information on Tasmanian state and local government and private records. The actual records can be viewed at the Archives and copies can be purchased.

http://www.archives.tas.gov.au/nameindexes Online databases covering genealogy, convict arrivals, convict marriages, passengers leaving Tasmania, census records, divorces, wills and naturalisations provide information for historical inquiry and allow additional source materials to be identified.

http://portal.archives.tas.gov.au/menu.aspx?search=8 The Colonial Tasmanian Family Links database is an online genealogical research resource about people in Tasmania in the 19th Century.

http://portal.archives.tas.gov.au/menu.aspx?search=7 Search for Tasmanian images.

http://www.archives.tas.gov.au/films Index of archival films and videos.

http://www.statelibrary.tas.gov.au/whathave/tasres State Library of Tasmania site provides links to the collections and online resources of the library which relate to Tasmania and its history.

Parliament

http://www.parliament.tas.gov.au/ Parliament of Tasmania site.
http://www.parliament.tas.gov.au/history/tasparl/tasparl.htm Historical information about parliament.
http://www.parliament.tas.gov.au/VR-Tour/index.htm Virtual tour of parliament.
http://www.parliament.tas.gov.au/ha/HAMembersBio.htm Parliament member's biographies.
http://www.parliament.tas.gov.au/tpl/Backg/HAElections.htm Description of the electoral system.

Australian Government

Civics and citizenship

http://www1.curriculum.edu.au/ddunits/index.htm Discovering Democracy units: *Who Rules? Laws and Rights*, *The Australian Nation* and *Citizens and Public Life*.

http://www.mceetya.edu.au/verve/_resources/Civics_SOL06.pdf The *Statements of Learning for Civics and Citizenship*.

http://www.civicsandcitizenship.edu.au/cce/ Information about the Discovering Democracy project, Civics and Citizenship Statements, national events, a link to parliament@work database, units of work, teaching and learning activities, professional learning ideas and an extensive list of resources.

http://www.racismnoway.com.au/ Anti-racism education for Australian schools.

http://www.aiatsis.gov.au/home Australian Institute of Aboriginal and Torres Strait Islander Studies. Includes digital version of Aboriginal Australia Map.

http://www.nma.gov.au/indigenousrights/ The 1967 referendum – rights for Indigenous Australians.

http://www.immi.gov.au/living-in-australia/index.htm Provides an introduction to Australia including Australian laws, values and customs.

http://www.citizenship.gov.au/ Provides information for prospective immigrants about life in Australia and the new citizenship test.

http://www.humanrights.gov.au/education/voices/index.html *Voices of Australia* – the Human Rights and Equal Opportunity Commission – promotes young people's awareness of cultural and religious diversity, and legal protections with regards to racial discrimination.

http://www.humanrights.gov.au/info_for_teachers/face_facts/ref_rec.htm Provides information about refugees and asylum seekers and how they are treated in Australia. Explore current issues relating to 'unauthorised arrivals' or 'boat people', immigration detention and the so-called 'Pacific Solution'.

http://www.globaleducation.edna.edu.au Provides curriculum material about global issues.

http://www.valueseducation.edu.au/values/values_homepage,8655.html Resources for *Values for Australian Schooling* including learning area based lesson plans for primary and secondary students.

http://www.valueseducation.edu.au/values/default.asp?id=15648 Values resources as PDF files.

http://www1.curriculum.edu.au/rel//index.php Online student-centred activities based on engaging texts that promote understanding of the nine *Values for Australian Schooling*.

Geography and environment

http://www.environment.gov.au/education/publications/sustainable-future.html#download *Educating for a Sustainable Future – A National Environmental Education Statement for Australian Schools* provides a nationally agreed description of environmental education for sustainability.

http://www.heritage.gov.au/anlr/index.html Maps of disturbed and undisturbed waterways and land.

http://www.heritage.gov.au/ahpi/ The Australian Heritage Places Inventory.

http://www.icsm.gov.au/icsm/cgna/lesson/index.html What's in a name? Australia's Geographical names e-learning teaching package for primary and secondary years.

http://www.bom.gov.au/ The Bureau of Meteorology.

http://www.environment.gov.au/education/students-teachers/index.html Sustainability education – Department of Environment and Water Resources.

http://www.daff.gov.au/aqis/about/public-awareness/education Australian Quarantine and Inspection.

http://audit.ea.gov.au/anra/atlas_home.cfm Australian Natural Resources Atlas.

http://www.australianminesatlas.gov.au/TOC.jsp Australian Atlas of mineral resources, mines and processing centres. View maps in Google Earth or make your own online maps.

http://www.nla.gov.au/map/cartolinks.html National Library of Australia's cartographic links.

http://www.nla.gov.au/digicoll/maps.html National Library of Australia's digitised maps.

History

http://www.foundingdocs.gov.au/ National Archives of Australia site with 101 key documents that are the foundation of our nation. Historical information includes photos, maps, posters and timelines.

http://www.foundingdocs.gov.au/timeline.asp Links to the key documents through a timeline.

http://www.foundingdocs.gov.au/picturealbum.asp Links to images for the Commonwealth and the States and Territories. With each image are links to related documents.

http://www.environment.gov.au/cgi-bin/heritage/photodb/imagesearch.pl Australian Heritage Photograph Database.

http://www.abs.gov.au/websitedbs/cashome.nsf/Home/Entry%20Page.es Australian Bureau of Statistics.

http://www.heritage.gov.au/index.html Australian Heritage Directory.

http://www.hyperhistory.org/ Provides teachers with units of work, scholarly articles and newsletters to support the teaching of Australian history in primary and secondary schools.

http://www.hyperhistory.org/index.php?option=displaypage&Itemid=220&op=page Online and PDF version of *Making History: a guide for the teaching and learning of history in Australian schools*, which provides detail on the use of source material, film, digital resources.

http://www.hyperhistory.org/index.php?option=displaypage&Itemid=223&op=page Upper Primary and Middle Secondary units of work.

www.naa.gov.au/ Commonwealth Government National Archives records.

http://www.naa.gov.au/the_collection/recordsearch.html Digitised materials from National Archives.

http://naa12.naa.gov.au/scripts/PhotoSearchStartup.asp Photo search images from National Archives.

http://www.naa.gov.au/learning/index.aspx Education resources from National Archives.

http://www.naa.gov.au/vrroom-splash/index.html Education resources from National Archives.

http://www.anzacsite.gov.au Read war correspondents' and soldiers' landing accounts, and investigate historians' research findings.

www.awm.gov.au/ The Australian War Memorial.

http://www.dva.gov.au/commem/commac/studies/studies.htm#west_front Department of Veterans' Affairs produces a range of resource material for schools.

http://www.dva.gov.au/commem/ceremony/ceremony.htm Commemorative service outline and music.

http://www.nma.gov.au/index.html The National Museum of Australia.

http://www.pictureaustralia.org/index.html Search Australia's major historical picture collections.

http://www.pictureaustralia.org/trails.html Access a selection of photos on particular themes.

http://australianscreen.com.au/ *australianscreen* is a look at the Australian film and television industry, from its earliest days to the present.

Parliament

http://www.parliament.curriculum.edu.au/ Information about federal parliament and parliament in all states and territories, including information about electorates, parliamentarians and political parties.

http://www.peo.gov.au/ Resources for students and teachers about parliament and its history and processes and teaching and learning resources (including *Peeling Back Parliament* and *Cockatoo Island*).

http://www.peo.gov.au/kidsview/menu.html An interactive site about parliament for primary years.

Teaching and Learning resources

http://www.curriculum.edu.au/ccsite/ Curriculum Corporation site with teaching resources, professional learning and journals, innovative school-based projects and library cataloguing.

http://www.thelearningfederation.edu.au/tlf2/ The Learning Federation produces online learning objects for Studies of Australia and digital resources such as film, images and documents.

http://www.thelearningfederation.edu.au/tlf2/showMe.asp?nodeID=77 A catalogue of learning objects for Studies of Australia.

www.nfsa.afc.gov.au/nfvls National Film and Video Lending Service – 16mm films, DVDs and VHS videos – feature films, shorts, animations and experimental films from early silent films to recent releases – can be borrowed by schools and are shipped anywhere in Australia for reasonable rates.

http://librariesaustralia.nla.gov.au/apps/kss Database of Australian Library resources.

www.austrade.gov.au/studentcentre Australian Trade Commission (Austrade) education resources include international trade, business enterprise, exporting, marketing and globalisation.

www.asiaeducation.edu.au Asia Education Foundation education resources.

Curriculum materials

www.afssse.asn.au AFSSSE, the Australian Federation of Societies for Studies of Society and Environment, and the Australia-China Council – units of work linked to the Beijing Olympics – a historical and cultural focus; a geographical focus; an environmental focus and an economics focus.

http://www.afairerworld.org/ Tasmanian Centre for Global Learning – features the program R U Mad? (making a difference) as well as focusing on issues of global concern such as sustainability and poverty.

http://csf.vcaa.vic.edu.au/so/ksso.htm Victorian Curriculum, SOSE.

http://k6.boardofstudies.nsw.edu.au/go/human-society-and-its-environment NSW Curriculum - units of work and support materials, K-6.

http://www.vasst.asn.au/sose/www.html Social Education Victoria.

http://www.eduref.org/cgi-bin/lessons.cgi/Social_Studies Search lesson plans in Civics, History and Geography in Grade Levels, K-12.

http://www.portarthur.org.au/pashow.php?ACTION=Public&menu_code=550.400 Using the website and CD ROM, students select a key life from Port Arthur and follow it through a series of tasks that make explicit links between the Port Arthur Historic Site and contemporary society.

http://www.time.com/time/photogallery/0,29307,1626519,00.html What's on family dinner tables in fifteen different homes around the globe? Photographs by Peter Menzel from the book *Hungry Planet*.

http://www.asylumsupport.info/publications/unicef/democratic.pdf Encouraging students' participation in democratic decision making.

www.guybarnett.com Lifting the Lid on How Parliament Works – easy to read guide.

http://www.abc.net.au/rn/features/speeches/ 20 most popular speeches nominated by ABC listeners.

http://www.acoss.org.au/upload/publications/factsheets/340__Causes%20of%20Poverty%20Factsheet.pdf Causes of Poverty – The Facts. Australian Council for Social Services.

http://www.miniature-earth.com/ Movie showing the world as a village of 100 people.

http://www.tasmanianenvironmentcentre.org.au/ Sustainable Living Tasmania.

https://www.cia.gov/library/publications/the-world-factbook/index.html Information about countries of the world e.g. government, economics, population, geography.

http://plasma.nationalgeographic.com/mapmachine/index.html National Geographic maps.

http://www.nationalgeographic.com/xpeditions/atlas/ Online printable maps.

http://users.erols.com/mwhite28/20centry.htm Historical atlas of the twentieth century.

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Assessment evidence guide for Society and History

The Assessment evidence guide lists examples of evidence of student achievement across each standard and at each of the stages within a standard. Teachers use the Assessment evidence guide to help make on-balance judgements when assessing student work. So that students are challenged to improve their learning, opportunities to learn should be provided in advance of students' expected assessment ratings.

Students do not have to be capable of achieving everything within a particular stage to be rated as performing at that stage, but they should be capable of demonstrating most of the evidences. Students need as many opportunities as possible to demonstrate their understanding and skill level. Teachers make an on-balance judgement about whether a student's performance is at a similar level to the evidences described in this guide.

A range of performances is possible within each stage. For assessment purposes, teachers should make a judgement as to whether the student has only just reached that stage (proficient) or has progressed well towards the next stage (advanced). The assessment of being *proficient* or *advanced* is based on teacher judgement supported by collegial discussions, feedback and moderation. This level of discrimination should also be reflected in the teachers' written comments on student performance. It is important that teachers can explain what key understandings and skills are required for students to progress to the next stage.

The points of reference for assessment can be shown as below:

	Standard 1						Standard 2						Standard 3						Standard 4						Standard 5					
Stage	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
Level	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A	P	A

Stages for assessment ratings

Year levels	Kinder and Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Standards 1 – 5	1	1 – 2	2 – 3	2 – 4	3 – 4	4 – 5
Assessment ratings Stages 1 – 15	Stages 1 – 3	Stages 2 – 5	Stages 4 – 8	Stages 6 – 10	Stages 8 – 12	Stages 10 – 15

Assessment evidence at each stage

The table on the following pages describes sample indicators of performance at each stage. It is not intended to be used as a set of criteria or a checklist of performance for each stage and it does not map the entire territory of Society and History. It does, however, give some examples of what might be expected at each stage. The table draws from a range of sources such as the national *Statements of Learning for Civics and Citizenship, SOSE – a curriculum profile for Australian schools,* the *Tasmanian Curriculum for Society and History* and the Tasmanian calibration project for *Acting democratically*. The examples will help teachers use their professional judgement to locate each student's performance within the appropriate standard.

Society and History – Standard one

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard one Stage one	Standard one Stage two	Standard one Stage three	Standard two Stage four
1. Understand how culture and community shape identity and relationships	▪ list two or more physical characteristics that make them unique ▪ listen to a peer describe a significant event in their day ▪ identify two groups they belong to	▪ describe or illustrate a personal interest or hobby ▪ draw or write a personal response to a story from another culture ▪ list two local community groups	▪ classify a group of people by shared physical characteristics ▪ express an opinion about a message in a cultural story ▪ use a graphic organiser to show groups they are part of	▪ describe some similarities and differences between self and family members or friends ▪ describe a family or group tradition using words and / or images ▪ identify a reason for working in a group
2. Understand democratic values and processes in society, government and law	▪ list some ways that students help in the classroom ▪ identify a class practice where students need to take turns ▪ identify some rules that operate in the class ▪ identify some rules that apply outside of the classroom	▪ describe or illustrate the steps involved in following a personal routine ▪ give a reason why people should take turns ▪ describe or illustrate how a particular rule is helpful ▪ describe why a particular rule applies to everyone at school	▪ identify basic responsibilities of class members ▪ give a reason why using a roster can be helpful ▪ state a reason for agreeing or disagreeing with a rule ▪ state a reason why it is important to know the school rules	▪ link a right with an appropriate responsibility ▪ describe or illustrate a reason why fairness is important ▪ identify two different democratic processes used in the classroom ▪ identify a rule and a law
3. Understand relationships between people, resources and places	▪ list or describe some features of home and school ▪ state what they like about their own home ▪ give an example of how to look after the classroom	▪ identify or describe key features of places on the way to school ▪ draw or describe a place they like to go to in the community ▪ give a reason why keeping the classroom clean is important	▪ identify features of places in maps, photos or videos ▪ describe or draw a place that serves the local community ▪ list two reasons for conserving resources in the classroom	▪ describe how their home is similar and different to others ▪ describe or illustrate some key natural and built features of the local community ▪ identify some places in the local community that require care

Society and History – Standard one

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard one Stage one	Standard one Stage two	Standard one Stage three	Standard two Stage four
4. Understand social, economic and political systems and the connections between them	▪ identify two essential human needs ▪ identify two places where people buy food ▪ give an example of making a choice about what to eat ▪ describe one home or school routine	▪ give a reason why people need shelter ▪ list people who help meet basic needs ▪ give a reason for choosing a particular type of food ▪ identify a helpful rule in the community	▪ describe what can happen if basic needs are not met ▪ describe groups who help meet basic needs ▪ give a reason for and against a particular choice ▪ describe or illustrate a consequence of a need not being met	▪ categorise a list of items into needs and wants ▪ describe how milk gets from farm to table ▪ complete a PMI for a particular choice ▪ state how a rule helps everyone's needs to be met
5. Understand how individuals and groups can take action to positively influence change	▪ identify two groups they belong to ▪ give an example of how a class roster can help achieve a personal interest ▪ state one way to help a new student in the class ▪ identify one group that helps other people at school	▪ identify a school or community group they could join ▪ identify an example of where a new rule would be helpful ▪ describe a situation where someone needs help to solve a problem ▪ describe a situation where being in a group is more effective than doing something alone	▪ use a graphic organiser to show groups they are part of ▪ give a reason why a group decision is needed ▪ state two possible solutions to a problem ▪ describe a situation where a personal action helped the group	▪ give an example of a personal choice that affects a peer ▪ participate in a class democratic process ▪ work with a partner to achieve a common goal ▪ identify people who help others in the school community
6. Undertake historical inquiries in relation to continuity and change in society	▪ link the words past, present and future to appropriate situations ▪ give an example of a past, present and future event ▪ devise a question to ask a family member or friend about a past event ▪ give a response to a provided 'If …..then ……' statement	▪ make a connection between a past, present and future event e.g. birthday party ▪ draw or illustrate a key personal event from the past ▪ ask two questions about an image or artefact from the past ▪ predict the outcome of a provided story or situation	▪ retell a past event and describe how it could be similar or different to what might happen in the future ▪ state when events occur at school using times and days of the week ▪ link images about a past or current event with appropriate text ▪ describe how a change at the beginning of a story or situation would lead to a change in the outcome	▪ classify personal images or artefacts as depicting the past, present or future ▪ use a provided calendar to mark when key events occur in the year ▪ sequence three images from the past about an annual event ▪ place a series of events in a story or scenario in chronological order

Society and History – Standard one

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard one Stage one	Standard one Stage two	Standard one Stage three	Standard two Stage four
7. Undertake philosophical inquiries into issues and beliefs in society	▪ ask a 'why?' question about a recent event ▪ complete a provided 'I like …….because ……..' statement ▪ describe an example of how a peer has a different personal preference ▪ give a response to a provided 'If …..then ……' statement	▪ ask a 'why?' question to find an answer ▪ give a reason for and a reason against a particular choice ▪ use a simple graphic organiser to group preferred personal activities of class members ▪ predict the outcome of a provided story or situation	▪ ask a question to help decide if they agree with an answer ▪ make a decision after considering options in a provided scenario ▪ compare personal responses to a story with a peer ▪ describe how a change at the beginning of a story or situation would lead to a change in the outcome	▪ ask five 'why?' questions in response to an explanation ▪ describe possible choices in a provided scenario based on a value e.g. honesty, fairness ▪ describe two different opinions on the same topic or issue ▪ describe evidence in a story or scenario to support a conclusion
8. Acquire, critically examine and communicate information	▪ identify two or more different forms of information ▪ describe what a story or reported event is about ▪ state how a story or reported event makes you feel ▪ draw a picture and say what it is	▪ list two common features of printed and digital information forms ▪ describe how a person or place in a reported event or story is similar to personal experience ▪ describe how others might feel about a reported event or story ▪ retell a recent personal event using words	▪ list two unique features of printed and digital information forms ▪ describe how a person or place in a reported event or story is different to personal experience ▪ compare personal responses to a reported event or story with a peer ▪ combine text and images to tell a story	▪ state the main purpose of a particular type of familiar text ▪ describe a reported event or story from two perspectives ▪ identify how news stories are reported in different forms ▪ give a simple explanation for text and image selection in a story

NEALS

Society and History – Standard two

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard one Stage three	Standard two Stage four	Standard two Stage five	Standard two Stage six	Standard three Stage seven
1. Understand how culture and community shape identity and relationships	▪ classify a group of people by shared physical characteristics ▪ express an opinion about a message in a cultural story ▪ use a graphic organiser to show groups they are part of	▪ describe some similarities and differences between self and family members or friends ▪ describe a family or group tradition using words and / or images ▪ identify a reason for working in a group	▪ identify and describe similarities and differences between self and another person ▪ describe differences in the way families or groups celebrate a particular event ▪ identify an example of a group working well together	▪ complete a PMI about similarities and differences between self and another person ▪ identify differences and similarities between a celebration from another culture and one from your own ▪ identify two factors that are present when groups work well together	▪ describe an example of a cultural festival that is celebrated locally ▪ give a thoughtful opinion about how discrimination can be minimised at school ▪ identify examples of people with different talents and skills contributing to the community
2. Understand democratic values and processes in society, government and law	▪ identify basic responsibilities of class members ▪ give a reason why using a roster can be helpful ▪ state a reason for agreeing or disagreeing with a rule ▪ state a reason why it is important to know the school rules	▪ link a right with an appropriate responsibility ▪ describe or illustrate a reason why fairness is important ▪ identify two different democratic processes used in the classroom ▪ identify a rule and a law	▪ provide a reason why people act responsibly ▪ list some routines or rules in the class that are fair for everyone ▪ give a reason for everyone having a vote ▪ identify two similarities between rules and laws	▪ identify an example of how people can share responsibilities ▪ describe how routines and rules promote fairness and / or safety ▪ describe or illustrate a fair process for making a class decision ▪ list some ways that rules and laws are similar and different	▪ identify an example where a person's rights are infringed by the actions of others ▪ list some values shared by a cultural or ethnic group in society ▪ compare a personal opinion about a democratic decision with a peer ▪ identify laws that apply in the local community ▪ identify a service provided by each level of government in Australia

Society and History – Standard two

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard one Stage three	Standard two Stage four	Standard two Stage five	Standard two Stage six	Standard three Stage seven
3. Understand relationships between people, resources and places	• identify features of places in maps, photos or videos • describe or draw a place that serves the local community • list two reasons for conserving resources in the classroom	• describe how their home is similar and different to others • describe or illustrate some key natural and built features of the local community • identify some places in the local community that require care	• identify two differences between living in a rural and urban area • describe how a natural or built feature of the local community is used by people • identify a group that helps care for the environment	• locate Australia and the Pacific and Indian oceans using a globe or world map • give a reason why a particular place is valued by people in the community • list some examples of community groups caring for the environment	• identify the main physical features of Tasmania using the key of a map • identify places in the local community which have cultural significance • identify a natural place that has been positively or negatively affected by people • identify a resource in the local area which benefits the community
4. Understand social, economic and political systems and the connections between them	• describe what can happen if basic needs are not met • describe groups who help meet basic needs • give a reason for and against a particular choice • describe or illustrate a consequence of a need not being met	• categorise a list of items into needs and wants • describe how milk gets from farm to table • complete a PMI for a particular personal choice • state how a rule helps everyone's needs to be met	• list some wants that money cannot buy • list some examples of goods and services • describe how making a personal choice can be influenced by peers • describe how a rule can help to conserve resources	• rank personal wants and explain the order • list some services that are used by families • state two criteria that could help make a personal decision about using resources • identify a law in the local area that helps care for a place	• survey and prepare a graph comparing the wants of class members • identify examples of primary, manufacturing and service industries • identify an example of a scarce resource • give an example of a law that helps guarantee product safety

Society and History – Standard two

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard one Stage three	Standard two Stage four	Standard two Stage five	Standard two Stage six	Standard three Stage seven
5. Understand how individuals and groups can take action to positively influence change	▪ use a graphic organiser to show groups they are part of ▪ give a reason why a group decision is needed ▪ state two possible solutions to a problem ▪ describe a situation where a personal action helped the group	▪ give an example of a personal choice that affects a peer ▪ participate in a class democratic process ▪ work with a partner to achieve a common goal ▪ identify people who help others in the school community	▪ give an example of a personal choice that could be influenced by peers ▪ describe a personal view about voting on a class issue ▪ fulfil a designated role as a member of a group ▪ identify a group that helps people in the community	▪ describe a personal choice that helps a group achieve a goal ▪ complete a PMI about a democratic decision made by the class ▪ use a democratic process such as voting to make a decision as part of a group ▪ describe how a community group helps others	▪ give an example of two groups whose needs are not being met by the community ▪ describe two different points of view about a class issue ▪ suggest an effective democratic solution to a class problem ▪ give an example of a social issue of concern to people in the community
6. Undertake historical inquiries in relation to continuity and change in society	▪ retell a past event and describe how it could be similar or different to what might happen in the future ▪ state when events occur at school using times and days of the week ▪ link images about a past or current event with appropriate text ▪ describe how a change at the beginning of a story or situation would lead to a change in the outcome	▪ classify personal images or artefacts as depicting the past, present or future ▪ use a provided calendar to mark when key events occur in the year ▪ sequence three images from the past about an annual event ▪ place a series of events in a story or scenario in chronological order	▪ use provided images or artefacts to describe how the features of people and / or places can change and persist over time ▪ use words and / or images to describe how time is measured ▪ select words and images to illustrate personal or family changes in a specified period of time ▪ describe how information from different periods of time is connected	▪ select and compare two images or artefacts and describe how features of people or places change and persist over time ▪ draw up a time line to show a number of recent and distant past events in their life time ▪ devise a time line to describe key past events in a specified period of time ▪ describe how one event in history caused a particular outcome	▪ describe how the features of places change and persist over time using photos and maps as evidence ▪ compare ages of human and other life on earth using provided time scales ▪ develop a time line of indigenous life in Tasmania using a primary and secondary source ▪ describe a simple cause and effect relationship using an example from Australian history

Society and History – Standard two

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard one Stage three	Standard two Stage four	Standard two Stage five	Standard two Stage six	Standard three Stage seven
7. Undertake philosophical inquiries into issues and beliefs in society	• ask a question to help decide if they agree with a reason • make a decision after considering options in a provided scenario • compare personal responses to a story with a peer • describe how a change at the beginning of a story or situation would lead to a change in the outcome	• ask five 'why?' questions in response to an explanation • describe possible choices in a provided scenario based on a value e.g. honesty, fairness • describe two different opinions on the same topic or issue • describe evidence in a story or scenario to support a conclusion	• give examples of open and closed questions • use a journal to record personal thinking about making a choice • participate in a values line to put forward an opinion • identify a peer who has a shared view on a topic or issue	• rank questions about a topic from least to most relevant • use a Think / pair / share to discuss personal thinking about choices • contribute an opinion in response to a different view • give a reason to support an opinion about a topic or issue	• devise a question to determine relevance and accuracy of provided evidence • use a strategy e.g. SWOT, to develop a view on a topic or issue • use a strategy e.g. Thinking hats, to identify perspectives about a topic or issue • use a strategy e.g. T chart, to consider two perspectives on an issue and then state a conclusion
8. Acquire, critically examine and communicate information	• list two unique features of printed and digital information forms • describe how a person or place in a reported event or story is different to personal experience • compare personal responses to a reported event or story with a peer • combine text and images to tell a story	• state the main purpose of a particular type of familiar text • describe a reported event or story from two perspectives • identify how news stories are reported in different forms • give a simple explanation for text and image selection in a story	• state the main purposes of a number of different provided types of texts • note similarities and differences between a personal view and that of a peer on a topic • list key points in the information from different types of texts • list key points that make their text effective	• apply provided criteria to describe how a particular type of text helps achieve a purpose • identify relevant and irrelevant information on a topic • identify key features of how information is presented in different types of texts • select an appropriate communication form for the task	• identify features of different information on the same topic or issue • give a reason whether or not provided information is relevant to the topic or issue • identify features common to selected sources of information on the topic or issue • use an appropriate communication form to effectively communicate information about an issue

Society and History – Standard three

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard two Stage six	Standard three Stage seven	Standard three Stage eight	Standard three Stage nine	Standard four Stage ten
1. Understand how culture and community shape identity and relationships	▪ complete a PMI about similarities and differences between self and another person ▪ identify differences and similarities between a celebration from another culture and one from your own ▪ identify two factors that are present when groups work well together	▪ describe an example of a cultural festival that is celebrated locally ▪ give a thoughtful opinion about how discrimination can be minimised at school ▪ identify examples of people with different talents and skills contributing to the community	▪ identify an aspect of an Asian culture that is valued by Australians ▪ identify the views of different groups about an discrimination issue in the community ▪ give an example of an indigenous Australian contributing to the community from the past or present	▪ describe an aspect of Australian culture which is based on a past society ▪ outline a strategy to address a discrimination issue ▪ describe the contributions of a cultural or ethnic group from Australia's past to Australian identity today	▪ describe how stereotypical images of Australian culture can represent or misrepresent multicultural Australia ▪ describe the contribution of a group in Australia's past in challenging a discrimination issue ▪ describe how national events can contribute to social cohesion ▪ describe how community attitudes towards women and work in Australia have changed since WWII
2. Understand democratic values and processes in society, government and law	▪ identify an example of how people can share responsibilities ▪ describe how routines and rules promote fairness and / or safety ▪ describe or illustrate a fair process for making a class decision ▪ list some ways that rules and laws are similar and different	▪ identify an example where a person's rights are infringed by the actions of others ▪ list some values shared by a cultural or ethnic group in society ▪ compare a personal opinion about a democratic decision with a peer ▪ identify laws that apply in the local community ▪ identify a service provided by each level of government in Australia	▪ suggest some ways that personal rights can be protected ▪ give an example of how shared values can positively impact on how a group operates ▪ define the meaning of majority and minority ▪ identify the responsibilities of each level of government ▪ use a graphic organiser to show how people are represented at each level of government in Australia	▪ describe an example where a change in a rule or law has enabled a person's rights to be protected ▪ describe how shared values and group responsibilities are connected using a familiar example ▪ describe two benefits of using a preferential voting system ▪ outline the process used by government in Australia to pass a new law ▪ identify reasons for having two houses of parliament in state and federal government	▪ provide examples of laws which protect Australian's rights ▪ describe how particular democratic values lead to particular beliefs, using examples ▪ produce a timeline showing key events in the development of government in Australia ▪ outline the purpose of the Constitution in Australia's democracy ▪ identify similarities and differences between representation in a democracy from the past and in Australian democracy today

Society and History – Standard three

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard two Stage six	Standard three Stage seven	Standard three Stage eight	Standard three Stage nine	Standard four Stage ten
3. Understand relationships between people, resources and places	▪ locate Australia and the Pacific and Indian oceans using a globe or world map ▪ give a reason why a particular place is valued by people in the community ▪ list some examples of community groups caring for the environment	▪ identify the main physical features of Tasmania using the key of a map ▪ identify places in the local community which have cultural significance ▪ identify a natural place that has been positively or negatively affected by people ▪ identify a resource in the local area which benefits the community	▪ locate a landmark using major reference points on a map e.g. grid references, compass directions, latitude ▪ identify an area in the community that has been protected by law ▪ provide a timeline to show negative human impact on the environment using an example ▪ identify physical features that can influence how people use land in different places	▪ identify land use and climate patterns of places using maps and other sources ▪ outline a personal opinion about a local land use issue ▪ provide a thoughtful argument about why a local site needs protection ▪ describe how living near a particular long-term geographical feature e.g. river or desert, can impact on people	▪ describe differences and similarities in land use and climate zones in Australia and an Asian country ▪ identify an example of an area where changed land use is based on a change in values ▪ identify some key ways that human activity contributes to environmental degradation ▪ identify examples of significant human impact on geographical features
4. Understand social, economic and political systems and the connections between them	▪ rank personal wants and explain the order ▪ list some services that are used by families ▪ state two criteria that could help make a personal decision about using resources ▪ identify a law in the local area that helps care for a place	▪ survey and prepare a graph comparing the wants of class members ▪ identify examples of primary, manufacturing and service industries ▪ identify an example of a scarce resource ▪ give an example of a law that helps guarantee product safety	▪ discuss and use a T chart to classify wants as either easy or not easy to attain ▪ outline how primary and manufacturing industry contribute to the flow in the provision of a product ▪ identify some ways that resources can be conserved for the future ▪ suggest an effective strategy to promote laws and guidelines about conserving resources e.g. water restrictions	▪ list reasons why some people or groups have unmet needs ▪ describe how service industries contribute to provision of products ▪ identify and list scarce resources using local and global examples ▪ outline a law that is designed to make industries conserve resources	▪ describe how attaining needs and wants is connected to income ▪ explain how demand for products and services can be met by suppliers using an example ▪ express a thoughtful view on an issue in the local community about using scarce resources ▪ identify and list a number of major social changes and associated law reforms in Australia since WWII

Society and History – Standard three

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard two Stage six	Standard three Stage seven	Standard three Stage eight	Standard three Stage nine	Standard four Stage ten
5. Understand how individuals and groups can take action to positively influence change	▪ describe a personal choice that helps a group achieve a goal ▪ complete a PMI about a democratic decision made by the class ▪ use a democratic process such as voting to make a decision as part of a group ▪ describe how a community group helps others	▪ give an example of two groups whose needs are not being met by the community ▪ outline two different points of view about a class issue ▪ suggest an effective democratic solution to a class problem ▪ give an example of a social issue of concern to people in the community	▪ identify the unmet needs of two diverse groups in the community ▪ list two or more criteria for choosing a social cause to support ▪ identify a personal example that demonstrates helping others at school or in the community ▪ state a valid reason for being concerned about a particular social issue	▪ list reasons why some people or groups have unmet needs ▪ outline an argument for and against supporting a particular social cause ▪ provide examples of ways that people can take constructive action on an issue of community concern ▪ list reasons why people might help others in the community	▪ record and interpret people's motivation to participate in communities using interviews ▪ identify different democratic processes used to address two recent or current issues ▪ describe how celebrating a special day can promote community harmony ▪ discuss and provide a view about why some citizens are complacent about community participation
6. Undertake historical inquiries in relation to continuity and change in society	▪ select and compare two images or artefacts and describe how features of people or places change and persist over time ▪ draw up a time line to show a number of recent and distant past events in their life time ▪ devise a time line to describe key past events in a specified period of time ▪ describe how one event in history caused a particular outcome	▪ describe how the features of places change and persist over time using photos and maps as evidence ▪ compare ages of human and other life on earth using provided time scales ▪ develop a time line of indigenous life in Tasmania using a primary and secondary source ▪ describe a simple cause and effect relationship using an example from Australian history	▪ record significant changes in an aspect of daily life in Australia over time using different types of evidence ▪ select and justify an appropriate time scale to represent indigenous Australia and European life in Australia ▪ sequence a series of events in Tasmanian history using primary and secondary sources ▪ identify a short, medium and long term effect of an action or event from Australian history	▪ examine interpretations of a past event and its likely impact on the present and future using different records ▪ use primary and secondary sources to describe a series of events ▪ describe key events in Tasmanian history using a time line and primary and secondary sources ▪ identify multiple effects in different areas resulting from an action or event from Australian history	▪ categorise evidence about a past event as likely fact or opinion ▪ describe how a recent account of Australian colonisation is similar to or different from an account from the time ▪ compare and record differences in primary and secondary evidence in describing events ▪ identify an example of political or social action from the past that has influenced a current issue

Society and History – Standard three

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard two Stage six	Standard three Stage seven	Standard three Stage eight	Standard three Stage nine	Standard four Stage ten
7. Undertake philosophical inquiries into issues and beliefs in society	• rank questions about a topic from least to most relevant • use a Think / pair / share to discuss personal thinking about choices • contribute an opinion in response to a different view • give a reason to support an opinion about a topic or issue	• devise a question to determine relevance and accuracy of provided evidence • use a strategy e.g. SWOT, to develop a view on a topic or issue • use a strategy e.g. Thinking hats, to identify perspectives about a topic or issue • use a strategy e.g. T Chart, to consider two perspectives on an issue and then state a conclusion	• make a judgement about the value of researched information using provided criteria • develop a logical argument about an issue of personal interest or concern • rank views about an issue of personal interest or concern from least to most convincing • state a conclusion with a valid supporting reason	• form a conclusion about the relative value of information sources • discuss contrasting personal views with a peer to establish merit of arguments • provide reasons why a particular view about an issue of personal interest or concern is convincing • state a valid conclusion that considers more than one view	• express a view about the credibility and validity of provided information • use a reflective process to examine personal views to test for impartiality • prepare a T chart showing different views and supporting evidence on a current issue • use evidence to develop a logical argument and reach a valid conclusion
8. Acquire, critically examine and communicate information	• apply provided criteria to describe how a particular type of text helps achieve a purpose • identify relevant and irrelevant information on a topic • identify key features of how information is presented in different types of texts • match appropriate communication forms which will effectively communicate different types of information	• identify features of different information on the same topic or issue • give a reason whether or not provided information is relevant to the topic or issue • identify features common to selected sources of information on the topic or issue • use an appropriate communication form to effectively communicate information about an issue	• explain differences between different information on the same topic or issue • rank information on a topic or issue from most to least relevant giving reasons • list similarities and differences between how information is presented on the same topic or issue • identify the introduction, key ideas and arguments and the conclusion in a media report or editorial	• identify an assumption or belief underlying a media report • apply provided criteria to test for the accuracy of selected information • identify the main points in selected sources of information • provide a structured response to a question with an introduction, ideas in paragraphs and a conclusion	• provide an example of historical or current information that is influenced by the values and beliefs of the time • identify facts and opinions in a provided media report about a controversial topic • summarise the main points from two sources of information on the same topic • provide a logical argument with a valid conclusion

Society and History – Standard four

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard three Stage nine	Standard four Stage ten	Standard four Stage eleven	Standard four Stage twelve	Standard five Stage thirteen
1. Understand how culture and community shape identity and relationships	▪ describe an aspect of Australian culture which is based on a past society ▪ outline a strategy to address a discrimination issue ▪ describe the contributions of a cultural or ethnic group from Australia's past to Australian identity today	▪ describe how stereotypical images of Australian culture can represent or misrepresent multicultural Australia ▪ describe the contribution of a group in Australia's past in challenging a discrimination issue ▪ describe how national events can contribute to social cohesion ▪ describe how community attitudes towards women and work in Australia have changed since WWII	▪ develop a time line of key events and developments in Australia relating to a cultural or ethnic group ▪ define equity and equality using diverse examples ▪ describe how conflict can arise between groups in Australia whose values and beliefs differ ▪ describe how a particular event in Australia's history has contributed to national identity	▪ compare the contributions of two diverse cultural or ethnic groups to Australian identity ▪ identify and describe examples of equitable and inequitable opportunities or outcomes in society ▪ identify and describe an example of cultural conflict being addressed through legal processes ▪ evaluate an example of an Australian government marketing campaign against personal beliefs	▪ compare how social attitudes towards immigration have changed from 1950 to the present ▪ analyse how government policy has influenced cultural diversity in Australia ▪ evaluate actions of two or more governments which address cultural conflict ▪ describe how an international convention promotes global harmony
2. Understand democratic values and processes in society, government and law	▪ describe an example where a change in a rule or law has enabled a person's rights to be protected ▪ describe how shared values and group responsibilities are connected using a familiar example ▪ describe two benefits of using a preferential voting system ▪ outline the process used by government in Australia to pass a new law ▪ identify reasons for having two houses of parliament in state and federal government	▪ provide examples of laws which protect Australian's rights ▪ describe how particular democratic values lead to particular beliefs, using examples ▪ produce a timeline showing key events in the development of government in Australia ▪ outline the purpose of the Constitution in Australia's democracy ▪ identify similarities and differences between representation in a democracy from the past and in Australian democracy today	▪ examine how a particular law works to protect democratic rights using a case study ▪ explain why particular groups form to participate in democratic processes ▪ rank key events in the development of government in Australia from least to most significant ▪ identify and rank key changes that have been sought by referenda in Australia ▪ examine how democratic values are reflected in a past and present democracy	▪ develop a scenario to demonstrate and explain how democratic rights might be enhanced by a change in the law ▪ give a personal perspective on why people join particular groups to participate in democratic processes ▪ select and justify how a key event has contributed to the development of government in Australia ▪ analyse the intention, context and effect of a significant referendum held in Australia ▪ identify and describe the operation of two or more non-democratic political systems	▪ identify examples of political action by groups and describe how they can promote democratic values ▪ provide a reasoned personal view about differences in political party philosophies ▪ analyse the impact of a recent change in Australian law e.g. industrial relations ▪ identify countries that Australia is closely aligned with through formal agreements ▪ identify similarities and differences between the Australian political system and that of an Asian country

Society and History – Standard four

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard three Stage nine	Standard four Stage ten	Standard four Stage eleven	Standard four Stage twelve	Standard five Stage thirteen
3. Understand relationships between people, resources and places	▪ identify land use and climate patterns of places using maps and other sources ▪ outline a personal opinion about a local land use issue ▪ provide a thoughtful argument about why a local site needs protection ▪ describe how living near a particular long-term geographical feature e.g. river or desert, can impact on people	▪ describe differences and similarities in land use and climate zones in Australia and an Asian country ▪ identify an example of an area where changed land use is based on a change in values ▪ identify some key ways that human activity contributes to environmental degradation ▪ identify examples of significant human impact on geographical features	▪ identify human activity in places using maps and other information sources ▪ analyse different perspectives about proposed change in land use based on conflict in values ▪ provide a definition of environmental sustainability using local community examples ▪ use historical and current information to evaluate how land use has changed over time in a particular region of Australia	▪ identify and discuss relationships between land use, climate and human activity in regions of Australia ▪ examine the role of government in resolving community conflict about land use ▪ identify and describe an example of land use which demonstrates sustainable practices ▪ examine the impact of population growth on natural resources in an Asian country	▪ analyse population data over time for a particular country to predict future trends ▪ identify and discuss land use issues affecting urban and rural Australians ▪ develop a detailed project plan for an environmentally sustainable development ▪ compare and evaluate the contribution of a developed and developing country to climate change
4. Understand social, economic and political systems and the connections between them	▪ list reasons why some people or groups have unmet needs ▪ describe how service industries contribute to provision of products ▪ identify and list scarce resources using local and global examples ▪ outline a law that is designed to make industries conserve resources	▪ describe how attaining needs and wants is connected to income ▪ explain how demand for products and services can be met by suppliers using an example ▪ express a thoughtful view on an issue in the local community about using scarce resources ▪ identify and list a number of major social changes and associated law reforms in Australia since WWII	▪ explain how particular disadvantaged groups needs are identified and met ▪ analyse causes and effects of business closure or the restriction of government services ▪ describe how legal processes can assist in resolving disputes about resources ▪ predict and outline how a particular law reform might result from a technological advance	▪ explain how the political system can support those in need in Australia e.g. Medicare and Centrelink ▪ investigate a government service and evaluate how it meets the needs of different groups e.g. hospitals, communication ▪ outline the role of unions in representing employees' views in industrial disputes ▪ explain how an amended or new law reflects a change in society values	▪ research and assess the role of the Australian government agency Ausaid ▪ compare access to goods and services in rural and urban areas ▪ identify and discuss the local impacts of international competition ▪ identify examples of inequity which have been addressed through global agreements e.g. child labour

Society and History – Standard four

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard three Stage nine	Standard four Stage ten	Standard four Stage eleven	Standard four Stage twelve	Standard five Stage thirteen
5. Understand how individuals and groups can take action to positively influence change	▪ list reasons why some people or groups have unmet needs ▪ outline an argument for and against supporting a particular social cause ▪ provide examples of ways that people can take constructive action on an issue of community concern ▪ list reasons why people might help others in the community	▪ record and interpret people's motivation to participate in communities using interviews ▪ identify different democratic processes used to address two recent or current issues ▪ describe how celebrating a special day can promote community harmony ▪ discuss and provide a view about why some citizens are complacent about community participation	▪ link a current community issue with an appropriate democratic action ▪ describe how a democratic process can help to address a social issue ▪ identify a current political debate and assess individual and group responses ▪ describe an example where collective citizen action has resulted in a positive change for a community	▪ outline a personal view about a civic issue of concern ▪ compare two different democratic processes that directly address community issues ▪ define what is meant by political action ▪ investigate the contribution of an aid organisation in Australia to social welfare	▪ identify and rank current civic issues of concern to young Australians ▪ evaluate the effectiveness of an example of civic action ▪ evaluate strategies designed to effect change ▪ collect and interpret statistics that show Australian citizens' involvement in aid organisations
6. Undertake historical inquiries in relation to continuity and change in society	▪ examine interpretations of a past event and its likely impact on the present and future using different records ▪ use primary and secondary sources to describe a series of events ▪ describe key events in Tasmanian history using a time line and primary and secondary sources ▪ identify multiple effects in different areas resulting from an action or event from Australian history	▪ categorise evidence about a past event as likely fact or opinion ▪ describe how a recent account of Australian colonisation is similar to or different from an account from the time ▪ compare and record differences in primary and secondary evidence in describing events ▪ identify an example of political or social action from the past that has influenced a current issue	▪ classify different evidence about Australian colonisation as historical fact or opinion ▪ describe how accounts of the war in Iraq from diverse sources are similar or different ▪ justify a personal view about the credibility of an account of an event from Australia's past ▪ describe immediate and longer term consequences of Australian colonisation	▪ describe a personal view about Australian colonisation based on factual evidence ▪ examine how views change over time by comparing views about Gallipoli now and from the past ▪ evaluate the strengths and weaknesses of primary and secondary source material using an Australian example ▪ examine the issue of current governments providing compensation for indigenous people	▪ form and articulate a valid conclusion citing authoritative primary and secondary evidences ▪ evaluate alternative views of Australian history by examining the meaning of Australia Day and Sorry Day ▪ develop a plausible 'what if' scenario that portrays an alternate version of a key historical event or phase ▪ identify underlying motives of an individual or groups' past action using a primary source

Society and History – Standard four

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard three Stage nine	Standard four Stage ten	Standard four Stage eleven	Standard four Stage twelve	Standard five Stage thirteen
7. Undertake philosophical inquiries into issues and beliefs in society	▪ form a conclusion about the relative value of information sources ▪ discuss contrasting personal views with a peer to establish merit of arguments ▪ provide reasons why a particular view about an issue of personal interest or concern is convincing ▪ state a valid conclusion that considers more than one view	▪ express a view about the credibility and validity of provided information ▪ use a reflective process to examine personal views to test for impartiality ▪ prepare a T Chart showing different views and supporting evidence on a current issue ▪ use evidence to develop a logical argument and reach a valid conclusion	▪ compare two forms of evidence and decide which is more credible ▪ compare two diverse views on a controversial topic or issue ▪ identify and examine ethical positions that underlie two diverse views ▪ discuss and define fair-mindedness	▪ apply criteria to assess the authenticity of information ▪ make a judgement about the fair-mindedness of a value position ▪ develop criteria to test for bias in different views ▪ modify a provided editorial or value statement to remove or reverse bias	▪ form and articulate a valid conclusion based on authentic evidence ▪ analyse personal values using scenarios and evidence ▪ identify inferences from an editorial or value statement ▪ develop criteria to assess personal views for fair-mindedness and impartiality
8. Acquire, critically examine and communicate information	▪ identify an assumption or belief underlying a media report ▪ apply provided criteria to test for the accuracy of selected information ▪ identify the main points in selected sources of information ▪ provide a structured response to a question with an introduction, ideas in paragraphs and a conclusion	▪ provide an example of historical or current information that is influenced by the values and beliefs of the time ▪ identify facts and opinions in a provided media report about a controversial topic ▪ summarise the main points from two sources of information on the same topic ▪ provide a logical argument with a valid conclusion	▪ compare two accounts of historical or current information and identify underlying differences in opinion ▪ analyse more than one media report on the same topic and make a reasoned judgement about which is more credible ▪ synthesise information from two or more sources ▪ provide a well developed argument based on convincing evidence	▪ apply criteria to determine why a particular account is more persuasive than another ▪ analyse one media report and apply provided criteria to test for bias ▪ develop a line of reasoning based on synthesised information ▪ refine an argument based on feedback	▪ identify examples of information designed to persuade and influence ▪ identify underlying value positions in two media accounts on the same topic or issue ▪ using compelling arguments form a considered viewpoint ▪ write a thoughtful essay reaching a considered conclusion

Society and History – Standard five

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard four Stage twelve	Standard five Stage thirteen	Standard five Stage fourteen	Standard five Stage fifteen
1. Understand how culture and community shape identity and relationships	▪ compare the contributions of two diverse cultural or ethnic groups to Australian identity ▪ identify and describe examples of equitable and inequitable opportunities or outcomes in society ▪ identify and describe an example of cultural conflict being addressed through legal processes ▪ evaluate an example of an Australian government marketing campaign against personal beliefs	▪ compare how social attitudes towards immigration have changed from 1950 to the present ▪ analyse how government policy has influenced cultural diversity in Australia ▪ evaluate actions of two or more governments which address cultural conflict ▪ describe how an international convention promotes global harmony	▪ evaluate media portrayal of cultural diversity using two or more different sources ▪ investigate and evaluate the role of non-government organisations in promoting cultural diversity ▪ evaluate why Australia has developed closer economic and cultural links with Indonesia ▪ evaluate the effectiveness of the United Nations in promoting global cooperation	▪ explain how attitudes towards cultural diversity are influenced by government policy and media portrayal over time and place ▪ evaluate how governments promote inclusive policies and practices in Australia and the region ▪ evaluate Australia's role in peacekeeping operations in the Asia-Pacific region ▪ examine the influence of religious movements in promoting cultural cohesion or conflict
2. Understand democratic values and processes in society, government and law	▪ develop a scenario to demonstrate and explain how democratic rights might be enhanced by a change in the law ▪ give a personal perspective on why people join particular groups to participate in democratic processes ▪ select and justify how a key event has contributed to the development of government in Australia ▪ analyse the intention, context and effect of a significant referendum held in Australia ▪ identify and describe the operation of two or more non-democratic political systems	▪ identify examples of political action by groups and describe how they can promote democratic values ▪ provide a reasoned personal view about differences in political party philosophies ▪ analyse the impact of a recent change in Australian law e.g. industrial relations ▪ identify a formal agreement Australia has with USA and its purpose ▪ identify similarities and differences between the Australian political system and that of an Asian country	▪ analyse the actions of a group who have been denied access to democratic processes in Australia's past ▪ discuss and debate the value of democratic systems ▪ investigate the role of regional agreements in influencing national policy direction ▪ evaluate government policy about Australian intervention in regional conflicts ▪ examine the influence of communism in the 20th and 21st centuries	▪ evaluate how diverse groups work to promote democracy within the political realm ▪ articulate personal beliefs about the value of democratic systems ▪ evaluate how Australia's anti-terrorism laws have impacted on democratic values ▪ evaluate Australia's role in assisting new and developing democracies ▪ evaluate the impact of democratic and non-democratic political systems on people in the 20th and 21st centuries

Society and History – Standard five

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard four Stage twelve	Standard five Stage thirteen	Standard five Stage fourteen	Standard five Stage fifteen
3. Understand relationships between people, resources and places	▪ identify and discuss relationships between land use, climate and human activity in regions of Australia ▪ examine the role of government in resolving community conflict about land use ▪ identify and describe an example of land use which demonstrates sustainable practices ▪ examine the impact of population growth on natural resources in an Asian country	▪ analyse population data over time for a particular country to predict future trends ▪ identify and discuss land use issues affecting urban and rural Australians ▪ develop a detailed project plan for an environmentally sustainable development ▪ examine a dispute involving territorial claims of two neighbouring countries in the Asia-Pacific region	▪ analyse connections between infant mortality and access to safe drinking water in two or more countries ▪ identify how an agreement between governments can assist in the management of places ▪ develop criteria to assess a proposal for an environmentally sustainable development ▪ compare and evaluate the contribution of a developed and developing country to climate change	▪ analyse multiple sources of geographical data to make predictions about quality of life ▪ assess local and regional land use decisions and their international impact ▪ assess a proposal for an environmentally sustainable development ▪ explain how climate change might affect human life in the future
4. Understand social, economic and political systems and the connections between them	▪ explain how the political system can support those in need in Australia e.g. Medicare and Centrelink ▪ investigate a government service and evaluate how it meets the needs of different groups e.g. hospitals, communication ▪ outline the role of unions in representing employees' views in industrial disputes ▪ explain how an amended or new law reflects a change in society values	▪ research and assess the role of the Australian government agency Ausaid ▪ compare access to goods and services in rural and urban areas ▪ identify and discuss the local impacts of international competition ▪ identify examples of inequity which have been addressed through global agreements e.g. child labour	▪ investigate an example of cooperation between national governments and international agencies in response to a major disaster ▪ develop an informed perspective on assessing quality of life between developed and developing countries ▪ investigate the concept of fair trade and its implications for local and national economies ▪ assess the social impact of eliminating world debt on developing countries	▪ evaluate how national governments and community agencies work together to address global needs ▪ analyse life expectancy statistics in diverse countries and explain key contributing factors ▪ examine how access to technology has contributed to the concept of trade without borders ▪ evaluate how anti-terrorism laws have impacted on legal and other systems

Society and History – Standard five

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard four Stage twelve	Standard five Stage thirteen	Standard five Stage fourteen	Standard five Stage fifteen
5. Understand how individuals and groups can take action to positively influence change	▪ outline a personal view about a civic issue of concern ▪ compare two different democratic processes that directly address community issues ▪ define what is meant by political action ▪ investigate the contribution of an aid organisation in Australia to social welfare	▪ identify and rank current civic issues of concern to young Australians ▪ evaluate the effectiveness of an example of civic action ▪ evaluate strategies designed to effect change ▪ collect and interpret statistics that show Australian citizens' involvement in aid organisations	▪ investigate compulsory and voluntary political actions of young people in other countries in the Asia-Pacific region ▪ debate the principles of compulsory voting within a democratic system ▪ develop an effective set of strategies to raise citizen awareness about a significant issue ▪ make a judgement about what citizen action is acceptable in a democracy	▪ identify and analyse the reasons why young Australians volunteer and participate in political processes ▪ evaluate the required and voluntary contributions of individuals to democracy ▪ assess how technological change has impacted on citizen's rights and action in a democracy ▪ analyse the potential for citizens to use extreme action and methods to effect change
6. Undertake historical inquiries in relation to continuity and change in society	▪ describe a personal view about Australian colonisation based on factual evidence ▪ examine how views change over time by comparing views about Gallipoli now and from the past ▪ evaluate the strengths and weaknesses of primary and secondary source material using an Australian example ▪ examine the issue of current governments providing compensation for indigenous people	▪ form and articulate a valid conclusion citing authoritative primary and secondary evidences ▪ evaluate alternative views of Australian history by examining the meaning of Australia Day and Sorry Day ▪ develop a plausible 'what if' scenario that portrays an alternate version of a key historical event or phase ▪ identify underlying motives of an individual or groups' past action using a primary source	▪ provide a considered view on Australia's immigration policy which demonstrates understanding of past policies e.g. White Australia policy ▪ analyse the strengths and weaknesses of relying on oral tradition as historical evidence ▪ explain the meaning of and use of propaganda using current and historical examples ▪ investigate a key historical figure and assess their impact on social or political change	▪ articulate an insightful view of the effects on different groups of the establishment of Israel ▪ evaluate historical and current interpretations of the bombing of Hiroshima and Nagasaki ▪ test for truth and propaganda by analysing different perspectives about the war in Iraq ▪ analyse the motivation of Australia's involvement in WWII and the effect on Australia's defence and military involvement today

Society and History – Standard five

The following examples are **indicators** of achievement that can be used to inform assessment

Performance criteria	Standard four Stage twelve	Standard five Stage thirteen	Standard five Stage fourteen	Standard five Stage fifteen
7. Undertake philosophical inquiries into issues and beliefs in society	▪ apply criteria to assess the authenticity of information ▪ make a judgement about the fair-mindedness of a value position ▪ develop criteria to test for bias in different views ▪ modify a provided editorial or value statement to remove or reverse bias	▪ form and articulate a valid conclusion based on authentic evidence ▪ analyse personal values using scenarios and evidence ▪ identify inferences from an editorial or value statement ▪ develop criteria to assess personal views for fair-mindedness and impartiality	▪ justify a conclusion that exposes and deals with conflicting evidence ▪ analyse personal views that have developed over time and relate this to developing ethical beliefs ▪ provide a structured sceptical response to an editorial or value statement ▪ compare a personal view on a current controversial issue with alterative views and develop a fair-minded position	▪ debate the concept of certainty using different examples of valid contradictory information ▪ explain how personal beliefs about an ethical issue are based on particular values ▪ evaluate a faith-based ideology on an ethical issue ▪ argue a convincing opposing view to your own in a debate or essay
8. Acquire, critically examine and communicate information	▪ apply criteria to determine why a particular account is more persuasive than another ▪ analyse one media report and apply provided criteria to test for bias ▪ develop a line of reasoning based on synthesised information ▪ refine an argument based on feedback	▪ identify examples of information designed to persuade and influence ▪ identify underlying value positions in two media accounts on the same topic or issue ▪ using compelling arguments form a considered viewpoint ▪ write a thoughtful essay reaching a considered conclusion	▪ evaluate the influence of political party election campaign materials on different voting groups ▪ identify different value positions of political parties using election campaign materials and media ▪ develop a structured persuasive argument based on valid evidence ▪ write a persuasive essay with a justified interpretation	▪ analyse how different media reports present a skewed view in order to persuade ▪ analyse the value positions of politicians in statements about the war in Iraq ▪ develop a personal persuasive argument free from prejudice or bias ▪ write an astute persuasive essay from a personal perspective

Glossary

Academic controversy
A form of debate where people work together to consider alternative sides of an issue before reaching a consensus. Students research and prepare a position, present and advocate their position, refute opposing positions and rebut attacks on their own position. They then reverse perspectives and create a synthesis that represents a compromise.

Act
A law made by Parliament; a Bill that has passed its required readings in each House (where applicable) and has received royal assent (where applicable).

Advocacy
Active support for an idea or cause.

Anarchy
A society without government or law; political and social disorder through lack of government control.

Anzac
Used to denote Australians and New Zealanders who served at Gallipoli and the name given to the beach where they landed in Turkey. Name given to the two Australian and New Zealand Army Corps which served in France in WWI; 1st and 2nd Anzac Corps. Anzac Day is celebrated on 25th April.

ANZAC
The fully capitalised acronym ANZAC refers only to the Australian and New Zealand Army Corps.

ANZUS
A military alliance binding Australia, New Zealand and the United States formed after World War II; following a dispute in 1984, it no longer binds all three nations.

Apartheid
A social policy or racial segregation involving political, economic and legal discrimination against people who are not legally defined as, for example, white. The former official policy in South Africa from 1948-1990.

APEC
The Asia Pacific Economic forum is a group of 21 Pacific rim countries.

Assertion
A statement or premise that is taken as being correct or true.

Assumption
Something that is taken for granted as being true or correct.

Australia Day
A celebration of the Australian nation on the anniversary of the arrival of the First Fleet at Sydney Cove on 26 January 1788.

Australian citizen
A citizen of the Commonwealth of Australia, either by birth or by a process of naturalisation.

Australian Democrats
A political party formed in 1977. Historically, they have sought more government control of the economy to reduce unemployment, greater protection for the environment and less foreign ownership of Australian resources.

Australian Electoral Commission
The organisation that runs national elections and referendums and provides information about elections. It also plays a significant role in assisting with the conduct of elections in new democracies in the Asia-Pacific region.

Australian Labor Party
A political party formed nationally in 1901 and given its present name in 1918. Historically, Labor has sought greater equality in the distribution of income, wealth and opportunity. It has traditionally strong union links and some argue that it promotes a view that private businesses produce injustices and inequalities and so need to be closely controlled by the government for the benefit of workers and the common good.

Authenticity
The truthfulness of origins, attributions, commitments, sincerity, and intentions – not a copy or forgery. The concept is often applied to historical evidence and philosophical argument.

Belief system
Beliefs held by a community or group. Can refer to a religion e.g. Christianity or Judaism or a world view e.g. rationalism or humanism.

Bias
A view generally considered to be prejudiced or unfair.

Bicameral
Two chambers – or houses – of parliament; for example, the federal parliament and most state parliaments are bicameral, consisting of an upper and lower house.

Bill
A proposal for a law that has been presented to parliament.

Bloom's taxonomy
A classification of thinking organised by levels of complexity where knowledge is the lowest level of thinking. The six levels are knowledge, comprehension, application, analysis, synthesis and evaluation. There are refinements of this model and many other thinking or learning taxonomies such as the SOLO (Structure of Observed Learning Outcomes) taxonomy.

Brainstorm
Individually or collectively compiling a list of all components of an issue without stopping to think about each item.

Budgeting
Estimation or forecasting of all income and expenses for a period of time to enable financial planning.

Bullying
A form of harassment involving intimidatory verbal or physical behaviour or emotional or psychological coercion.

Capitalism
An economic system in which the means of production are privately owned and operated for profit.

Cause
A goal or aim of a group for social or political change; for example, the preservation of the environment is an environmental cause.

Celebration
An event held to mark an important occasion.

Citizen
A member of a city, state or nation who enjoys its rights and protection, and of whom some degree of loyalty to the state is expected.

Citizenship rights
The rights that are enjoyed by a citizen, such as the right to vote and to live permanently in a particular country.

Civic action
Actions that can be taken by citizens to exert political influence and to enable change for the collective benefit of the community.

Civic rights
The rights that allow citizens or members of a community to take part in community decision-making.

Civil law
The law of a state or nation regulating the conduct of citizens in non-criminal areas.

Civil liberty
Freedom to act, assemble, think or speak as individuals or groups wish, regulated only as much as is needed for the perceived good of other people.

Civil rights
The rights that allow a person to live freely in a society and be fairly treated. They can include rights such as freedom of movement and of religion, the right to open a business and own property, the right to a fair trial and equal access to public facilities. Rights are sometimes expressed in formal documents such as Bills of Rights.

Civil war
A war in which different groups within a particular country fight one another. For example, the war between the forces of King Charles I and Parliament in Britain in the 1640s, or the North and South of the United States in the 1860s.

Coalition
The joining together of two or more groups or parties, usually to form a government or opposition.

Coat of arms
A set of symbols that typically represent a family, city, locality, state or nation. These were originally worn over armour and are often in a shield shape.

Cold war
The armed but largely non-violent confrontation between the anti-communist 'Western' nations, especially the United States, and the former Soviet Union from approximately the 1940s to 1980s.

Colonisation
Settlement in a new land that is ruled by a parent country; for example, all the States and territories in Australia began as British colonies.

Commemoration
The act of remembering an event associated with the life of a person, place or nation. For example, on Anzac Day each year, Australians commemorate the landing at Gallipoli on 25 April 1915 to remember those who have given their lives in wars.

Common law
Law based on custom or court decisions, as distinct from statute law.

Commonwealth Government
The government of Australia can legitimately be called the Federal Government, the Commonwealth Government or the Australian Government. The Australian Government is the current accepted term.

Common good
Describes a specific, perceived or generalised 'good' that is shared and beneficial for all (or most) members of a given community, usually applied to a whole society. It has multiple meanings in politics, ethics and philosophy.

Commonwealth
The shared good or general welfare that was used as the name for the Australian Federation in 1901. Generally, it refers to a group of countries or peoples united by a common interest, in particular the Commonwealth of Nations that used to make up the British Empire.

Communism
A system in which people share the ownership of all goods and property; a system of government such as the former Soviet Union or current Communist China where the government owns most resources and denies particular political, economic and social freedoms in the perceived interest of the state

Community of Inquiry

A process central to philosophy for children and philosophical inquiry, focusing on students' listening, thinking, challenging, changing viewpoints and taking risks in their thinking. Logic and reasoning underpin the development of ideas as each member of the community of inquiry challenges the thoughts expressed by others.

Concept

A mental construct that classifies sets of examples or ideas sharing common attributes. They are usually timeless, universal, abstract and broad in scope.

Concept map

A diagrammatic representation of an issue or idea.

Consensus

Collective agreement by members of a group.

Constitution

Principles by which an organisation, such a country or a state, is governed. It also means the document setting out those principles e.g. the Australian Constitution.

Constitutional monarchy

A country in which a king or queen is the highest authority but their powers are limited by a constitution.

Council

The government of a local area such as a city or a shire.

Court

A body set up to administer justice, to find the guilt or innocence of someone accused of a crime, or to ensure that people's legal rights are protected; the people who surround a monarch.

Criminal law

A body of law dealing with criminal behaviour.

Critical reflection (Reflection)

A process whereby someone thinks about practices and ideas and then challenges and confronts their own thinking by asking probing questions or using a specific thinking strategy.

Culture

The collective knowledge, practices and values of a society or group, which are usually passed on from one generation to another.

Custom

Habit or usual practice.

Democracy

Government by the people – either by them directly, or through elected representatives. Also a form of society that promotes values such as equal rights, freedom of speech, a fair trial, exercises majority rule, and simultaneously protects the views of minorities.

Democratic beliefs

Beliefs and values associated with upholding a democratic nation, such as individual rights, freedoms of the individual, responsibilities of the individual, and particular beliefs about society and government. Australian society is defined, among many other attributes, by a belief in elected Government; a commitment to the rule of law, to equal rights for all before the law; and by a belief in freedom of religion, freedom of speech and freedom of association. Australian society is usually characterised as being relatively tolerant of public debate and of a range of religious, political, social and cultural beliefs and values.

Democratic institutions

Structures within a democracy that use democratic processes to develop and enact laws, make decisions and manage change. Democratic institutions include parliament, courts and committees.

Democratic participation

Sharing in or contributing to the actions of groups or society in a democracy. It is a legal responsibility of citizens in a democracy to participate in processes such as voting in elections and referendums.

Democratic processes
Participation in different decision making processes e.g. consensus decision making, voting procedures (first past the post, preferential voting, majority rules, secret ballot) consultative processes (surveys, class meetings, community of inquiry) taking collective responsibility for tasks, being representatives (SRC, sports captains, class captains) and taking action (protests, petitions and lobbying).

Democratic rights
Those rights that are characterised by the principle of political or social equality for all.

Democratic values
Those values held as essential for a democratic society such as fairness, freedom, equality, tolerance, integrity and responsibility. Sometimes these values are explicitly expressed in formal documents but often they are implicit in processes and institutional practices.

Demonstration
A public exhibition of protest, or of sympathy with a particular cause.

Developing nation
A country with a relatively low income average, a relatively backward infrastructure and a poor human development index when compared with the global norm.

Dictatorship
A country in which one person or relatively small group has absolute power to govern.

Direct democracy
A system of government in which citizens participate in making decisions, often by voting in referendums or in public assemblies. Direct democracies are historically rare but a current example of direct democracy can be found in the concept of a Citizen Initiated Referendum.

Discrimination
Is the practice of treating one person or group less fairly or less well than others. It can be direct or indirect and can sometimes include legislation and practices against particular groups.

Disposition
Is a prevailing tendency, mood or inclination to act in a certain manner.

Diversity
Within a group of people or population group, diversity encompasses difference in such factors as age, gender, race, ethnicity, ability, religion, sexual orientation, education, professional background, and marital and parental status.

Division of powers
The constitutional allocation of powers and functions between a national parliament and government and state parliaments and governments – the basis of a federal system of government.

Double dissolution
An order issued by the governor-general dissolving both Houses of Parliament and necessitating a new election for all Senators and Members.

Due process of law
The correct legal procedures when a person is charged with a crime.

Economy
The total activities involved in the production, exchange and consumption of goods and services in a defined area.

Election
The use of a voting process to choose a person or a government.

Emblem
An object or picture that represents an event, group or cause, often in the form of a badge or shield.

Enterprise
Enterprise skills are usually business skills relating to an individual or organisation's capability to respond to changes in markets with innovation.

Equality
Has a different meaning in different disciplines. In Mathematics, equality refers to precise sameness in all respects and under all conditions. In the Humanities, equality usually means treating people fairly. This can refer to equality of opportunity, access, outcomes, or relate to sexual, social or racial equality.

Equity
Similar to the concept of equality; relates to fair treatment regarding rights, opportunities, access and outcomes. Sometimes positive discrimination (i.e. unequal treatment) is exercised to redress past inequality and bring about outcomes that are more equitable.

Ethnic
Pertaining to a population, especially to a group of people racially, historically or linguistically related.

Ethnicity
The feeling of belonging to a particular racial or cultural group.

Evidence
Something seen or heard that may show something else to be true; information or artefacts used to prove or establish facts.

Exclusive power (of the Constitution)
The power that only the Commonwealth Parliament is given by the Constitution, for example, the power to make laws for the whole country on customs and excise duties.

Fascism
A political ideology characterised by totalitarian state control, militarism and national unity, based on extreme views about racial or cultural identity. Fascist regimes include Nazi Germany ruled by Adolf Hitler and Italy ruled by Mussolini during the 1930s-1940s.

Fair trial
A trial conducted legally and free from bias.

Fair
Unbiased; equal treatment.

Fair-mindedness
The ability to make judgments free from discrimination or dishonesty.

Fairness
Free from bias, dishonesty or injustice.

Federal Court
A court formed by the Commonwealth Parliament in 1977 to make judgements on certain federal matters and on appeals from state and territory courts in other matters.

Federal government
The national government of a federation, which shares powers and responsibilities with state or territory governments.

Federation
The forming of a nation by the union of a number of states that relinquish some of their powers and responsibilities to a national government.

Five whys
A thinking strategy for examining an issue by asking a why question and after each response is given a why is asked again. It is recommended to do this five times to gain deeper levels of understanding of the topic or issue.

Freedom of information
The principle that citizens should have a right to access most government papers and reports, particularly those that relate to their personal affairs.

Freedom of speech
The right to speak freely on social and political matters without fear of persecution or suppression.

Freedom
Personal or civil liberty.

Futures wheel
A graphic organiser and thinking tool used for exploring consequences of future events. A future event is placed in a centre circle and possible consequences are placed in a series of expanding circles radiating from the centre.

Gender
Refers to the socially constructed roles, behaviours and attitudes a society or culture considers most appropriate or typical for a given gender. The concept is made up of gender identity – a person's internal sense of being male, female or a combination – and gender expression – external characteristics and behaviours that are socially defined as masculine, feminine or both.

Geography
The science of the world and its people. Although often subdivided into branches of geography, for the purposes of considering the discipline of Geography as part of Society and History, geography refers to the study of people, places and their interactions.

Geographic skills
Skills that relate to acquiring, organising and interpreting geographical information e.g. mapping, graphing, interpreting photographs.

Gerrymander
The drawing of the boundaries of electorates in a way that gives one political group an unfair advantage in elections by maximising its potential vote.

Global economy
The total activities involved in the production, exchange and consumption of goods and services on a global scale.

Globalisation
Refers to increasing global connections, integration and interdependence in economic, social, technological, cultural, political and environmental areas.

Government revenue
The income of a government from taxation, excise duties, customs or other sources, appropriated to the payment of public expenses.

Government
The system by which the affairs of a state or nation are administered. It also refers to the ruling party in a state or a nation, which has been elected or appointed to be in charge of its administration.

Graffiti
A graphic organiser where students contribute words, phrases, drawings or pictures about a topic. This can be in the form of large sheets of paper with a key-word prompt or question. This can be used to look for connections and patterns and / or record prior knowledge at the beginning of a learning sequence.

Governor-general
The representative of the Queen at the federal level in the Commonwealth of Australia.

Graphic organiser
A thinking tool that organises information in visual form. There are many different types of graphic organisers including concept maps, fishbone diagrams, flow charts, Venn diagrams and timelines. They are often used to extend student thinking and deepen understanding.

Green movement
An ideology advocating goals including environmentalism, sustainability and social justice; a political party representing Green interests. The Australian Greens is a group of eight state and territory parties which developed from environmental movements in the 1970s and 80s. The world's first "green party" – the United Tasmania Group – was formed in Hobart during the campaign to save Lake Pedder in 1972.

Harassment
The act of troubling or persistently tormenting another person or group of people either physically, verbally, emotionally or financially.

Heritage
The culture, traditions and local or national assets preserved from one generation to another.

Hare-Clark system
A voting system now used in Tasmania based on proportional representation and designed to eliminate chance and maximise voter preference. The system was based on the work of Thomas Hare and Andrew Inglis Clark (born in Hobart in 1848) and used for the first time in Tasmania in 1909.

High Court of Australia
The court set up under the Commonwealth Constitution to decide matters arising out of the Constitution, and to hear appeals from the supreme courts of the states and other federal courts.

House of Representatives
The House of Parliament elected by the people and organised in electorates with approximately equal numbers of voters. It is called the Lower House and represents the people of the nation.

Human Rights and Equal Opportunity Commission
A body set up by the Commonwealth Parliament to promote respect for and observance of the human rights of all people in Australia and their access to equal opportunity.

Human rights
The rights which people have as human beings, whether recognised by their national government or not. The first rights in the United Nations Declaration of Human Rights are the right to life, liberty and security of the person.

ICT
Information and Communication Technologies.

Identity
Individual characteristics, including ideas, feelings and attitudes towards self-worth and capabilities of a person or characteristics of a social group. Often used interchangeably with self-concept.

Immigration
The process of coming into a country of which one is not a native for the purpose of permanent residence.

Inclusion
The concept of tolerance and acceptance of all people, consistent with prevailing views of equity and equality.

Income tax
An amount of money paid to the government each year, based on personal income or earnings.

Independent
Free from interference; in democratic political contexts, it describes politicians who do not seek affiliation with any political party.

Indigenous people
The original inhabitants of a country also sometimes called First Peoples.

Industrial relations
The relationship between management and workers, particularly groups of workers represented by unions.

Inference
The act or process of reaching a conclusion based on what is known.

Interest group
A group of people organised to further some cause or interest that they share. They can also be called an advocacy group, lobbying group, or pressure group. They usually work to encourage or prevent changes in public policy without trying to be elected or formally join political parties or processes.

International law
The rules that most countries accept as regulating their behaviour towards one another.

Judge
Someone whose role is to hear and decide cases in a court of law.

Judicial
Relating to judges or law courts.

Jury
A group of citizens selected from the community to sit in court to hear evidence for and against a person accused of a crime and deliver a verdict as to their guilt or innocence.

Justice
The principle of what is fair or right. This is often administered through the law or justice system, for example a court of justice.

Knowledge
Knowledge is the awareness and understanding of facts, truths or information gained in the form of experience or learning. There are many forms of and definitions of knowledge that vary across subjects and disciplines.

Kyoto Protocol
An amendment to the United Nations international treaty on climate change. In 2007 over 150 countries are signatories to the agreement, with Australia and the United States as notable exceptions.

Land rights
Term given to the claim of Aboriginal people to own their traditional lands. The Mabo decision created the term 'native title' to describe this.

Law
A set of rules, especially those made by a parliament or ruler, recognised by a community as binding.

Learning opportunities
Are described in this syllabus and provide indications of the types of learning expected for each strand and standard. They are not a definitive list and it is not expected that every learning opportunity will be used in a teaching program or that a learning opportunity can provide a guarantee of a concept, idea or issue being learned or understood by all students.

Left wing
A phrase commonly applied to those seeking to reform the established order to improve the condition of the public welfare, sometimes by radical means.

Legal
Allowed by or falling within a law; lawful. Having to do with law.

Legal rights
The rights of all individuals in a society as described in its laws.

Legal system
Codifications, institutions and processes which establish, maintain, enforce and revise laws for a given area or community. Legal systems can be based on civil, common or religious law or a blend of these.

Legislation
A law or a set of laws. The process of the law making.

Legislative Assembly
The Lower House of Parliament in New South Wales, Queensland (where it is the only House), Victoria and Western Australia; called the House of Assembly in South Australia and Tasmania.

Legislative Council
The Upper House of Parliament in all states except Queensland, which has only a Lower House. Often this House has the power to review, give assent, or reject legislation but not initiate it.

Legislative power
The power to make and change laws; one of the three powers under the Constitution, the others being the judicial power and the executive power.

Legislative process
The series of actions that result in a law being made.

Levels of government
Federal, State and local governments. Sometimes described as 'tiers'.

Liberal Party of Australia
A party founded in 1944 by Sir Robert Menzies and others, which developed from the Liberal Party of 1909, later the Nationalist Party of 1917 and then the United Australia Party of 1931. Historically, the Liberal Party has been characterised as desiring more freedom from government interference, less government control and the encouragement of wealth making so that everyone can enjoy a good standard of living. It has traditionally been perceived as believing strongly in private business in a free-market economy, fearful of union power and in promoting the concept of individuals looking after themselves.

Lobby
A group of people trying to get support for a particular cause; originally those who used to wait in the entrance hall (lobby) or corridors of Parliament to see ministers and members.

Lobbying
Attempting to influence attitudes or decisions of politicians or governments.

Local government
Manages the affairs of a shire, municipality or town, and is elected by the residents of that area.

Looks like, feels like, sounds like
A thinking strategy to focus attention on aspects of a topic or issue and which organises ideas about a topic or issue into 'looks like', feels like', sounds like'.

Lower House
A House of a two-chamber Parliament, usually having more members than the Upper House, and whose members usually represent electorates with similar numbers of voters; the 'popular' or national House to which the government is responsible.

Media
The means of communication, including radio, television, newspapers, magazines and the internet. The journalists who work for radio, television, newspapers and magazines.

Migrant
A person who leaves his or her country of origin to settle in another country.

Military rule
A situation in which a military officer or officers form, or replace, the government. This may take place as part of a military overthrow or coup d'état.

Mind map
A graphic organiser for representing related ideas that radiate from the one central idea. A useful tool to share prior knowledge, establish connections between ideas and list ideas quickly without judgement.

Monarchy
A state or country in which a monarch (a king or queen) holds power. It is called an absolute monarchy when the monarch's authority is not limited by laws or a constitution. It is called a limited or constitutional monarchy when the monarch's power is limited by a constitution.

Multiculturalism
In Australia, the belief and policy that all residents should be able to live in harmony, whatever their cultural or ethnic background, based on acceptance of diversity and acceptance of common values such as democracy and the rule of law.

Municipality
A town or city district that has its own local government.

NAIDOC
National Aboriginal and Islander Day of Observance Committee.

Nation
A group of people who regard themselves as a community that has or thinks it should have its own government. (They may speak the same language or have the same culture.)

National Party of Australia
A party formed in 1920 as the Australian Country Party, later called the National Country Party and then the National Party of Australia. For most of its history, the National Party has worked in coalition with the Liberal Party, in both opposition and government. The leader of the National Party always becomes deputy Prime Minister when this coalition wins government. As part of the coalition, the National Party supports Liberal Government policies but has historically worked to safeguard the interests of farmers and country people and uphold what are perceived to be 'traditional values'.

Native title
A form of title that recognises the long term traditional relationship of Indigenous people to the land.

Non-government organisation
A private organisation that is independent from, but often seeks to influence, governments.

Oligarchy
A form of government in which power is held by a small number of people belonging to a dominant class or group.

Ombudsman
A public official responsible for investigating complaints against the government or the Public Service.

Open / closed questions
In developing thinking skills, open (or 'open-ended') questions are those that are either unable to be answered briefly or whose answer is not known; closed questions can usually be answered with a 'yes/no' or brief, simple response.

Pacifism
The belief that violence, especially war, must be avoided and that individuals should refuse to participate in war.

Parliament
An assembly of elected representatives that forms the legislature of a state or a nation. It may have both an Upper and a Lower House, or one House only.

Parliamentary democracy
A system of government in which power is in the hands of the people, who exercise this power through elected representatives in Parliament.

Parliamentary government
A system of government in which the executive government is answerable to the Parliament, in which the government is formed from members of the Parliament, and in which the Parliament is supreme – it can 'make or break' governments.

Philosophical reasoning
Mental or cognitive processes of looking for reasons to support beliefs, conclusions, actions or feelings.

Philosophy
A system or study of knowledge, ideas and ways of thinking. Rules for, or an approach to life.

PMI
Plus, minus interesting is a common thinking tool that helps students clarify their thinking around an issue by focusing on possible positive, negative and interesting outcomes or aspects. It is often useful attached to a reflection process or by undertaking more research into aspects identified by the process.

Political freedom
A person's right to express their political beliefs freely and to vote as they choose.

Political ideology
The system of ideas that underlies the aims and program of a political party.

Political party
A group of people with similar ideas or aims, some of whose members stand at elections in the hope that they will form or influence the government.

Political rights
The rights that allow a person to participate in political life. They include the right to vote, the right to hold particular political views, and the right to join a political party and influence public life.

Political values
The principles people believe should operate in the governing of their society. They can include equality, liberty, tolerance and diversity.

Powers (under the Constitution)
The three types of authority – legislative, executive and judicial – provided under the Australian Constitution.

Preamble
A preamble to a constitution is a short piece of text designed to introduce the constitution. Preambles are also used in other documents, most notably in Acts of Parliament.

Prejudice
Unwillingness to give equal or fair treatment to a certain group in society on the basis of membership in that group.

Presumption of innocence
When a court treats a person charged with a crime as not having done it until the case against them is proved.

Primary source
In historical inquiry, a primary source is a document or artefact that was created at or near the time being studied usually by a person with direct personal knowledge of the events being described. It is not more or less reliable than a secondary source.

Propaganda
Messages designed to influence the opinions or behaviour of large numbers of people by selectively presenting facts and information. Propaganda encourages particular views and often produces emotional rather than rational responses. The desired result of propaganda is that the target audience accepts a change in position towards the subject.

Question quadrant
A thinking tool whereby particular labels are applied to classify questions. For example, if a particular piece of evidence was being used as part of historical inquiry, the labels open, closed, relevant and irrelevant could be applied to group questions about the text.

Quorum
The minimum number of people required by an organisation (usually applied to a parliament or formal meetings) to conduct business and make decisions.

Race
A major group of human beings having distinct physical characteristics. A tribe, nation etc. regarded as having a distinct ethnic ancestry.

Racial Discrimination Act
This 1975 Commonwealth legislation was passed to outlaw any acts which discriminate against any Australians on the basis of race. Exemptions to the act are possible by application.

Racial discrimination
Unfair treatment of an individual or group because of their racial or ethnic origin.

Racism
The belief that one race of people is superior or inferior to another and that people of different races should not be treated equally.

Referendum
A vote by all voters on a question requiring constitutional change; in Australia, nearly always a public vote on a proposed law to alter the Constitution.

Reliability
Applied to historical contexts, something that produces consistent results and is dependable as evidence.

Representative democracy
A system of government in which electors choose representatives to make decisions for them.

Republic
A state in which citizens rule themselves and do not have a monarch.

Responsibility
Sense of duty or social obligation, usually applied to civic rights and responsibilities.

Responsible government
A system where the government is answerable to elected representatives of the people for its actions, especially a system where the government is formed from the party or parties which has the support of a majority of the Lower House (in Australia the House of Representatives), and must maintain the confidence of a majority of that House.

Rights
A series of claims that are recognised as just and fair by society. They can include legal rights, political rights, social rights and human rights.

Restorative justice
Restorative justice focuses on crime as an act against another individual or community rather than the state. The victim plays a major role in the process and may receive some type of restitution from the offender. It can also encompass restorative resolutions, engaging those who are harmed, wrongdoers and their affected communities in search of solutions that promote repair, reconciliation and the rebuilding of relationships.

Right wing
A phrase commonly applied to those seeking to retain or strengthen the established order; the conservative side of politics.

Rubric
A set of ordered categories to which a given piece of work can be compared; often described as criteria.

Sacred site
Places held in high regard by particular religious, cultural or ethnic groups; holy places.

Secondary source
In historical inquiry, a secondary source is a study written by someone about a topic using primary sources and other secondary sources. It is not more or less reliable than a primary source.

Sexuality
Sexuality is made up of sexual orientation, sexual identity and sexual behaviour. Sexual orientation refers to a person's enduring emotional or romantic attraction towards other people. Sexual identity is how people perceive and what they call themselves regarding their own sexuality. Sexual behaviour refers to practices that people use when seeking sexual or relational partners. This may develop with, but should not be equated with, sexual identity or sexual orientation.

Senate
The House of Parliament that represents the states in the federation. Each state, regardless of population, has the same number of Senate seats (12).

Social justice
Refers to the concept of a just society, where justice refers to more than the administration of laws or the application of political processes. It is based on the idea of a community which gives individuals and groups fair treatment and a reasonable share of the benefits of society. The concepts of fair and just are subject to considerable debate in philosophical, political and other domains.

Social rights
The rights that allow a person to have a decent standard of living. They include the right to housing, employment, good nutrition and health care.

Social security
Payments from the government to people in need, such as the unemployed.

Social welfare
The provision by government, to people in need, of payments and services such as pensions, public housing and hospitals.

Socialism
A system of society in which the community has ownership of the businesses and the land.

Society
Individuals living as members of a community, including the members of a nation. Can also mean a group of people who come together to achieve a particular goal, such as the Wilderness Society.

State
Any of the regions, each more or less independent in internal affairs, which together make up a federal union, such as any of the states of Australia.

State government
The government at a state level as distinct from a federal or local level.

Statute law
Law passed by Parliament as distinct from common law.

Stereotyping
The process of generalising ideas held about individuals and members of particular groups, based primarily on membership in that group. The ideas may be positive or negative or prejudicial, and are often used to justify certain discriminatory behaviours. Some people consider all stereotypes to be negative but this is not always the case.

Supreme court
In Tasmania, the highest court; except in matters excluded to it by specific legislation, it has unlimited jurisdiction in civil and criminal matters under Tasmanian law. In also deals in some matters under federal law. The lower level in the Tasmanian court hierarchy is the Magistrates Court.

Sustainability
Relates to the continuity of economic, social, institutional and environmental aspects of human society, as well as the non-human environment. It is most often applied to environmental or ecological contexts. An often-cited definition defines sustainable development as that which 'meets the needs of the present without compromising the ability of future generations to meet their own needs'. (Brutland Commission UN)

SWOT Analysis
A thinking tool that identifies **s**trengths, **w**eaknesses, **o**pportunities and **t**hreats. It is used to assist planning and determine what may assist individuals and groups in meeting goals.

Symbol
A visual representation of an idea which is otherwise difficult to describe; for example, the Coat of Arms represents the Australian nation.

Tasmania *Together*
A project of community goal setting and measurement used to guide decision making in the government, business and community sectors in Tasmania until 2020.

Taxation
Money that has to be paid to a government and levied on incomes, property, goods purchased etc.

T chart
A graphic organiser that places ideas on a topic into two main ideas which are usually connected e.g. cause and effect, advantages and disadvantages.

Thinking hats
A particular thinking strategy developed by Edward de Bono to illustrate different thinking processes that people can use when problem solving or approaching a question or issue. Each hat represents a different method of thinking commonly used by individuals in problem solving. For example, White – State the Facts; Red – State the Emotions. The strategy and the many adaptations of it are designed to help individuals and groups think more deeply about a problem or issue and view concepts from multiple perspectives.

Thinking strategies
Strategies that develop students' capacity to think. Thinking strategies can help students understand concepts, acquire skills and develop enduring habits and patterns of thinking. Thinking strategies can include graphic organisers, taxonomies and forms of inquiry and reflection.

Tribes
A specific cooperative learning process based on developing collaborative skills and responsible behaviour; rests on honouring four agreements around attentive listening, appreciation / no put downs, mutual respect and the right to pass.

Unconstitutional
Contrary to, or inconsistent with, the constitution or the recognised principles of the constitutional law of a country.

UNESCO
The United Nations Educational, Scientific and Cultural Organisation.

Unionism
Support for Trade Unions; commitment to maintaining or improving conditions for workers.

United Nations
An international organisation founded after World War II to try to achieve international security by providing arbitration for conflicts between countries, as well as assistance to refugees and many health, development and cultural programs.

United Nations Universal Declaration of Human Rights
The key statement of human rights today. It was written in 1948 largely in response to the genocide perpetrated by Nazi Germany.

Upper House
The second house in a two chamber parliament. It has fewer members than the lower house and they are usually elected for longer terms and from larger electorates. It checks and reviews legislation coming from the lower house and is known as the house of review.

Validity
Has colloquial meaning and more specific meanings applied to Society and History in areas such as evidence and argument. Validity in philosophical inquiry refers generally to statements or arguments that have 'truth value' i.e. that they are true and based on accurate premises and conclusions. In historical inquiry, valid evidence is demonstrably authentic and authoritative.

Values
Values describe the underlying or expressed beliefs of an individual or culture. A set of values may be part of a value system. Most values are considered subjective and vary across time, people and cultures. Types of values include ethical / moral values, doctrinal / ideological (religious, political) values, social values, and aesthetic values. It is debated whether some values are innate or universal.

Values for Australian Schooling
Nine values for Australian schooling promoted by the Australian Government Department of Education, Science and Training; the values are: a fair go; care and compassion; responsibility; honesty and trustworthiness; integrity; respect; understanding, tolerance and inclusion; and doing your best.

Values walk
Moving to a position on an imaginary continuum to indicate a personal position on an issue e.g. from strongly agree to strongly disagree.

Venn diagram
The use of shapes (usually circles) to indicate the relationship between items or characteristics. Other forms of Venn diagrams can be used to represent more complex relationships.

Veracity
Conforming to truth or fact; accuracy.

Vote
A formal expression of a choice, such as putting one's hand up or marking a piece of paper.

White Australia Policy
Until the late 1960s, Australia had national government policies to deny permanent entry to 'non-whites'.

World Heritage
An international list of outstanding cultural or natural sites administered by the United Nations through UNESCO.

Xenophobic
Being unduly fearful of what is foreign and particuarly of people of foreign origin.

Y chart
A diagram used to consider what an issue, word or value looks like, feels like and sounds like.

Zealot
The word has a particular meaning as a sect in early Judaism but it is applied more generally to describe people who are fanatically partisan about a particular cause or issue.