Humanities – Civics and Citizenship scope and sequence: Levels 3 to 6

| **Levels 3 and 4** | | | **Levels 5 and 6** | | |
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| **Achievement standard** |  |  | |  |  |
| By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They describe the importance of rules and distinguish between rules and laws. Students describe how people participate in their community as active citizens, their rights and responsibilities, and factors that shape a person’s identity and communities.  Students identify questions to investigate civics and citizenship issues. They describe democratic institutions and systems using information and sources. They describe contemporary civics and citizenship issues and use consensus-building and deliberation to negotiate outcomes together. | | | By the end of Level 6, students explain the values and features of Australia’s democratic institutions and systems, including the 3 levels of government and electoral systems. They explain the roles and responsibilities of key institutions, including how legislation is made and law enforcement. Students explain the different meanings of citizenship and the roles and responsibilities associated with different kinds of citizenship.  Students develop questions to investigate civics and citizenship issues, using different sources. Students explain the values and features of democratic institutions and processes through contemporary issues. They explain reasons to participate in democratic processes and deliberate on issues that affect their communities. They use knowledge and different perspectives from sources to explain contemporary civics and citizenship issues. | | |
| Content descriptions | | | | | |
| Strand: Knowledge and Understanding | | | | | |
| Sub-strand: Government and democracy | | | | | |
| *Students learn about:* | | | | | |
| the features of government, law and key democratic values  VC2HC4K01 | | | the features of Australia’s democratic institutions and systems, including representation in government and electoral systems  VC2HC6K01 | | |
| how and why decisions are made democratically in communities  VC2HC4K02 | | | the values, principles and institutions that underpin Australia’s democracy  VC2HC6K02 | | |
| the roles of local government and how members of the community use and contribute to local services  VC2HC4K03 | | | the roles and responsibilities of the 3 levels of government in Australia  VC2HC6K03 | | |
| Sub-strand: Laws and citizens | | | | | |
| *Students learn about:* | | | | | |
| the differences between rules and laws, why laws are important and how they affect the lives of people  VC2HC4K04 | | | how and why laws are enforced and the roles and responsibilities of key institutions, such as the police, courts and other parts of the legal system  VC2HC6K04 | | |
| the rights and responsibilities of people in their communities  VC2HC4K05 | | | the legal rights and responsibilities of citizens in Australia  VC2HC6K05 | | |
|  | | | how federal and state/territory legislation is initiated and passed through parliament  VC2HC6K06 | | |
| Sub-strand: Citizenship, diversity and identity | | | | | |
| *Students learn about:* | | | | | |
| diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity  VC2HC4K06 | | | the meanings of ‘citizenship’ and the rights and responsibilities of different kinds of citizenship, including local, state, national, global and digital citizenship  VC2HC6K07 | | |
| why people participate within communities and how students can actively participate and contribute to communities  VC2HC4K07 | | | how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal  VC2HC6K08 | | |
| Strand: Skills | | | | | |
| Sub-strand: Investigating contemporary civics and citizenship issues | | | | | |
| *Students learn to:* | | | | | |
| identify and develop questions to investigate contemporary political, legal and civic issues  VC2HC4S01 | | | develop questions to investigate contemporary political, legal and civic issues  VC2HC6S01 | | |
| select and organise information, data and ideas from different sources to describe a contemporary issue  VC2HC4S02 | | | locate, select and organise information, data and ideas from different sources to explain a contemporary issue  VC2HC6S02 | | |
| Sub-strand: Evaluating democratic institutions and systems | | | | | |
| *Students learn to:* | | | | | |
| describe at least one political, legal or civic institution or system and why it is important  VC2HC4S03 | | | explain the key values and features of democratic institutions and systems  VC2HC6S03 | | |
|  | | | explain connections between contemporary issues and democratic institutions and systems  VC2HC6S04 | | |
| Sub-strand: Participating in civic processes | | | | | |
| *Students learn to:* | | | | | |
| use consensus-building and deliberation to discuss an issue that affects their classroom  VC2HC4S04 | | | deliberate about an issue that affects their communities  VC2HC6S05 | | |
|  | | | explain reasons to participate in democratic processes  VC2HC6S06 | | |
| Sub-strand: Communicating | | | | | |
| *Students learn to:* | | | | | |
| describe a civics and citizenship issue using ideas from sources and subject-specific terminology  VC2HC4S05 | | | explain contemporary civics and citizenship issues using ideas, knowledge and perspectives from different sources  VC2HC6S07 | | |