

In your small groups compare and contrast the Australian Citizenship Pledge to the following oaths from Canada, Philippines and Russia. What similarities are there? What differences? What do the oaths tell us about the values of the country? Be prepared to report your findings to the class.

AUSTRALIA

Australian Citizenship Pledge

From this time forward, I pledge my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I will uphold and obey.

CANADA

Oath of Citizenship

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen.

PHILIPPINES

Oath of Allegiance

I, (name), solemnly swear (or affirm) that I will support and defend the Constitution of the Republic of the Philippines and obey the laws and legal orders promulgated by the duly constituted authorities of the Philippines and I hereby declare that I recognize and accept the supreme authority of the Philippines and will maintain true faith and allegiance thereto; and that I imposed this obligation upon myself voluntarily without mental reservation or purpose of evasion. So help me God.

RUSSIA

Oath of Allegiance

I, (surname, name, middle name), swear that, by taking the citizenship of the Russian Federation, I will observe the Constitution and laws of the Russian Federation, and the rights and freedoms of its citizens; that I shall fulfill my duties as a citizen of the Russian Federation for the welfare of the state and society; that I will protect the freedom and independence of the Russian Federation; and that I will be loyal to Russia and respect its culture, history and traditions.

Celebrating citizenship stories

Watch the *Celebrating citizenship* video and complete the following table.

CELEBRATING CITIZENSHIP STORIES	
Name	
Story	
How does this person contribute to Australia?	

The Australian system of government

Label and provide a short summary of the 5 different parts of the Australian system of government.

THE AUSTRALIAN SYSTEM OF GOVERNMENT



Constitution: _____

Democracy: _____

Representative democracy: _____

Federation of states: _____

Constitutional monarchy: _____

Curriculum alignment — Year 6

After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 6 Australian HASS Curriculum sub-strand: Civics and Citizenship.

Australian Curriculum 8.4

Knowledge

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

Skills

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

Australian Curriculum 9.0

Knowledge

By the end of Year 6, students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs.

Skills

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

Unit assessment overview

This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment tasks are a poster discussing rights and responsibilities as an Australian citizen and a letter to a representative addressing an identified issue. These tasks align to the Year 6 Australian HASS Curriculum sub-strand: Civics and Citizenship, including skills components. [PEO quizzes](#) could be used as further assessment items. Teachers will need to develop an appropriate marking criterion and rubric using the relevant Australian Curriculum content descriptors.

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
Knowledge ACHASSK147 ACHASSK148 Skills ACHASSI122 ACHASSI123 ACHASSI124 ACHASSI125 ACHASSI127 ACHASSI130 ACHASSI132		Topic 1 What does it mean to be an Australian citizen?	Students will understand: The values, rights and responsibilities of Australian citizens. Students will be able to: Compare Australian citizenship values, rights and responsibilities with other countries and communicate their thoughts on a community issue to a representative.

Australian Curriculum 8.4	Australian Curriculum 9.0	Topic	Learning goals and success criteria
<p>Knowledge ACHASSK143 ACHASSK144 ACHASSK145</p> <p>Skills ACHASSI122 ACHASSI126 ACHASSI128 ACHASSI133</p>	<p>Knowledge AC9HS6K07</p> <p>Skills AC9HS6S01 AC9HS6S04 AC9HS6S07</p>	<p>Topic 2 Democratic institutions in Australia</p>	<p>Students will understand: The roles and responsibilities of the different levels of government and Australia's system of government.</p> <p>Students will be able to: Discuss the different roles and responsibilities of their elected members and how they are elected.</p>
<p>Knowledge ACHASSK146</p> <p>Skills ACHASSI122 ACHASSI127 ACHASSI129 ACHASSI130 ACHASSI131</p>	<p>Knowledge AC9HS6K06</p> <p>Skills AC9HS6S01 AC9HS6S05 AC9HS6S06</p>	<p>Topic 3 How are laws made?</p>	<p>Students will understand: How federal laws are made in Australia.</p> <p>Students will be able to: Outline the passage of a bill through Parliament.</p>