|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum alignment —** [**Year 6**](https://peo.gov.au/teach-our-parliament/units-of-work/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](https://peo.gov.au/teach-our-parliament/education-resources/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** | |
| **Knowledge**  ACHASSK143  ACHASSK144  ACHASSK145  **Skills**  ACHASSI122  ACHASSI126  ACHASSI128  ACHASSI133 | **Knowledge**  AC9HS6K07  **Skills**  AC9HS6S01  AC9HS6S04  AC9HS6S07 | **Topic 2**  Democratic institutions in Australia | **Students will understand:**  The roles and responsibilities of the different levels of government and Australia’s system of government.  **Students will be able to:**  Discuss the different roles and responsibilities of their elected members and how they are elected. | |
| **Knowledge**  ACHASSK146  **Skills**  ACHASSI122  ACHASSI127  ACHASSI129  ACHASSI130  ACHASSI131 | **Knowledge**  AC9HS6K06  **Skills**  AC9HS6S01  AC9HS6S05  AC9HS6S06 | **Topic 3**  How are laws made? | **Students will understand:**  How federal laws are made in Australia.  **Students will be able to:**  Outline the passage of a bill through Parliament. | |