

## Links to the Australian Curriculum

ENGLISH	
Content Descriptions	Achievement Standards
<p>Use interaction skills, varying conventions of spoken interactions such as <a href="#">voice</a> volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the <a href="#">audience (ACELY1816)</a></p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for <a href="#">modality</a> and emphasis <a href="#">(ACELY1710)</a></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with <a href="#">text</a> structures, <a href="#">language features</a>, images and digital resources appropriate to purpose and <a href="#">audience (ACELY1714)</a></p>	<ul style="list-style-type: none"> <li>• They show how specific details can be used to support a point of view.</li> <li>• Students create detailed texts elaborating on key ideas for a range of purposes and audiences.</li> <li>• They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</li> <li>• They <a href="#">demonstrate</a> an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.</li> <li>• They use accurate spelling and punctuation for clarity and make and <a href="#">explain</a> editorial choices based on criteria.</li> </ul>

HISTORY	
Content Descriptions	Achievement Standards
<p>Experiences of <a href="#">Australian democracy</a> and <a href="#">citizenship</a>, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children <a href="#">(ACHASSK135)</a></p> <ul style="list-style-type: none"> <li>• investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their</li> </ul>	<ul style="list-style-type: none"> <li>• Students <a href="#">explain</a> the significance of an event/development, an individual or group.</li> <li>• They <a href="#">identify</a> and <a href="#">describe</a> continuities and changes for different groups in the past.</li> <li>• They <a href="#">describe</a> the causes and effects of change on society.</li> <li>• They <a href="#">compare</a> the experiences of different people in the past.</li> </ul>

<p>families leading to the Stolen Generations, and poor pay and working conditions</p> <ul style="list-style-type: none"> <li>• describing the significance of the 1962 right to vote federally and the 1967 referendum</li> <li>• investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia</li> </ul> <p>The contribution of individuals and groups to the <a href="#">development</a> of Australian society since Federation (<a href="#">ACHASSK137</a>)</p> <ul style="list-style-type: none"> <li>• investigating the role of specific cultural groups in Australia’s economic and social development</li> <li>• considering notable individuals in across a range of fields, including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men</li> </ul>	<ul style="list-style-type: none"> <li>• Students <a href="#">sequence</a> information about events and the lives of individuals in chronological order and <a href="#">represent</a> time by creating timelines.</li> <li>• When researching, students <a href="#">develop</a> appropriate questions to frame a historical inquiry.</li> <li>• They <a href="#">identify</a> a range of primary and secondary sources and <a href="#">locate</a>, collect, <a href="#">organise</a> and <a href="#">categorise</a> relevant information to answer inquiry questions.</li> <li>• They <a href="#">analyse</a> information or sources for evidence to determine their origin and purpose and to <a href="#">identify</a> different perspectives.</li> <li>• Students <a href="#">develop</a> texts and present their information, by using historical terms and concepts, and incorporate relevant sources.</li> </ul>
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GEOGRAPHY	
Content Descriptions	Achievement Standards
<p>The world’s cultural diversity, including that of its indigenous peoples (<a href="#">ACHASSK140</a>)</p> <ul style="list-style-type: none"> <li>• identifying examples of indigenous peoples who live in different regions in the world (for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia), appreciating their similarities and differences, and exploring the United Nations Declaration on the Rights of Indigenous Peoples</li> </ul>	<p>They <a href="#">describe</a> the interconnections between people in different places, <a href="#">identify</a> factors that influence these interconnections and <a href="#">describe</a> how interconnections change places and affect people.</p> <p>Students <a href="#">develop</a> appropriate geographical questions to frame an inquiry.</p> <p>They <a href="#">locate</a>, collect and <a href="#">organise</a> useful data and information from primary and secondary sources.</p>

## CIVICS AND CITIZENSHIP

### Content Descriptions

- The shared values of Australian [citizenship](#) and the formal [rights and responsibilities](#) of Australian citizens ([ACHASSK147](#))
- clarifying the formal rights and responsibilities of Australian citizenship and comparing these to the rights and responsibilities of non-citizens
  - exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)

### Achievement Standards

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.