|  |  |
| --- | --- |
| **Curriculum alignment —** [**Year 8**](https://peo.gov.au/teach-our-parliament/units-of-work/year-8/) | |
| **Australian Curriculum 8.4**  After completing this Unit of work and associated assessment tasks, students will have met the achievement standard for the Year 8 Australian Civics and Citizenship Curricul­­um.  **Knowledge**  By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people’s sense of belonging.  **Skills**  When researching, students develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts. | **Australian Curriculum 9.0**  For students to meet the achievement standard for the Year 8 Australian Civics and Citizenship Curricul­­um, they will need to complete this Unit of work and additional topics from the Year 7 and 9 Units of work, and associated assessment tasks.  **Knowledge**  By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia.  **Skills**  Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments. |
| **Unit assessment overview**  This Unit of work provides a range of informal and formal assessment items. The suggested formal assessment task is a written submission to a parliamentary committee that explains an issue and presents perspectives. This task aligns to the Year 8 Australian Civics and Citizenship Curriculum, 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**  ACHCK061  ACHCK065  ACHCK066  ACHCK067  **Skills**  ACHCS068  ACHCS069  ACHCS070 | **Knowledge**  AC9HC8K05  AC9HC8K06  **Skills**  AC9HC8S01  AC9HC8S02  AC9HC8S03 | **Topic 1**  Belonging and identity | **Students will understand:**  The features of Australia’s democracy that enable active participation.  Different perspectives about our national identify and factors that contribute to a sense of belonging.  Identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people’s sense of belonging.  **Students will be able to:**  Develop and answer a range of questions to investigate Australia’s political system.  Critically analyse information and ideas from a range of sources.  Explain different points of view on civics/citizenship. |
| **Knowledge**  ACHCK063  ACHCK064  **Skills**  ACHCS070 | **Knowledge**  AC9HC8K03  AC9HC8K04  **Skills**  AC9HC8S03 | **Topic 2**  Laws | **Students will understand:**  The different types of laws in Australia and how these laws are made.  **Students will be able to:**  Develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from a range of sources for relevance. |
| **Knowledge**  ACHCK061  ACHCK062  **Skills**  ACHCS071  ACHCS072  ACHCS073  ACHCS074 | **Knowledge**  AC9HC8K01  **Skills**  AC9HC8S04  AC9HC8S05 | **Topic 3**  Active citizenship | **Students will understand:**  How citizens can participate in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement.    **Students will be able to:**  Identify ways they can be active and informed citizens.  Explain different points of view on civics/citizenship.  Take into account multiple perspectives and use democratic processes to develop solutions to an issue.  Present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. |
|  | ***And:* Knowledge** AC9HC8K05 | Addressed in [Year 7](https://peo.gov.au/teach-our-parliament/units-of-work/year-7/)  **Topic 3:** A diverse and cohesive society | |
|  | ***And:***  **Knowledge**  AC9HC8K01  AC9HC8K02 | Addressed in [Year 9](https://peo.gov.au/teach-our-parliament/units-of-work/year-9/)  **Topic 1:** Media literacy  **Topic 2:** Political parties  **Topic 3:** Election campaigns | |