

Sample Scope and Sequence – Civics and Citizenship CVC115122

Civics and Citizenship, CVC115122

Sample scope and sequence

Below is a possible sequence of content for Civics and Citizenship, CVC115122. This is an example only; to be used to support teachers to develop their own scope and sequence documents that meet the learning needs of their learners. While Work Requirements have been identified within this possible sequence of content, additional opportunities to elicit evidence of learning provided by the teacher should also be included in the development of a localised scope and sequence.

The Office of TASC have specific advice and requirements for the development of school-based scope and sequence documents for the purposes of quality assurance. Please visit the [TASC website](#) for more information.

Context statement

This sample scope and sequence is for a Virtual Learning Environment with delivery through Canvas modules. Learners can access this content anytime, anywhere. Learners meet with their Online Educator and fellow learners in scheduled 'virtual sessions'. Learners are also supported by teachers in their base school who assist with study skills and managing their IT resources. Structure of this 150-hour course, comprising of 3 x 50-hour Modules, is across 3 x 10-week terms and 1 x 4-week term. Learners engage in 3 weekly 90-minute lessons.

Course specific advice

This document is part of a set of baseline resources to support teachers to implement Civics and Citizenship, CVC115122. Teachers are encouraged to view the accredited [Course Document](#) and [Course Implementation Guide](#) to assist them in developing their own scope and sequence for their specific context. A Community of Practice exists for this course, please visit our [website](#) for more information.

Module	Time	Subtopic / learning activity	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Module 1 – Australia's democratic system and me (50 hours) 1.1 Democracy and Me: Democracy – How can I participate in a democracy? (15 hours)	Term 1, Week 1	Democracy & Participation <ul style="list-style-type: none"> Key Terms: Democracy, Participation Vocabulary Building: Etymology Map; Word Cline Mind-map: Ways and benefits of participating in school, local & national communities Planning for future participation 	Democracy is... Analyse a photo by a metacognitive See Think, Wonder thinking routine. Communicate a structured response by using a table to describe participation in democracy. Write clear captions to describe the photo.		No	C7	E1, E2
		Key ideas of Australian Democracy <ul style="list-style-type: none"> Democratic Participation Image Analysis using See Think Wonder Thinking Routine Reflect upon scenarios of everyday actions as either democratic/undemocratic Structure written responses in a table 					
		Democracy is...					

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	Term 1, Week 2	Being Represented <ul style="list-style-type: none"> Consider implications of direct representation through a Consequences Chart Key Term: Representation Vocabulary Building: Concept Cube 6 Using logos to identify representatives in situations Categorising: Strengths & Weaknesses of Representative Democracy Class survey to select a class representative 					
		Representing Diversity <ul style="list-style-type: none"> Reflect on images using De Bono's Thinking Hats Analyse Jacqui Lambie's "Dream a Little Cheaper" Speech Guided research to identify beliefs and values of 3 registered political parties Option: Guest Speaker (In person, online or video) 					
		Who represents us? <ul style="list-style-type: none"> Compare maps to identify the purpose of an electorate Guided research on a local representative. 	Who Represents You? <ul style="list-style-type: none"> Use the Tasmanian Electoral Commission website to identify locate representatives in parliament Reflect upon navigation of website to locate information 	Major	Yes	C2 C3 C7	E2, E3 E3 E1
	Term 1, Week 3	Overcoming Barriers to Participation <ul style="list-style-type: none"> Reflect on a story using a PMI Thinking Routine Listen to Heywire stories Brainstorm: Social, Emotional & Physical barriers to participation 	Barriers to Participation <ul style="list-style-type: none"> Investigate Heywire stories of young Australians to identify barriers of participation Suggest actions to assist involvement Collaborate as a group to create a series of posters for display Practice metacognition & learning about effectiveness of groupwork by using a NESW Thinking Routine 	Major	Yes	C1 C2 C3 C4 C5	E2 E2, E3 E2, E3 E1, E2, E3 E3
1.2 Democracy and Me: Voting - How does voting allow me to contribute to a democracy? (15 hours)	Term 1, Week 4	Voting in Australia <ul style="list-style-type: none"> Listen to reasons about the importance of voting Reflect upon the difficulties with enrolling to vote for those in the AEC's special categories Complete an enrol to vote form 	Enrol to Vote Form <ul style="list-style-type: none"> Fill in the fields with accurate spelling, punctuation and grammar 		No	C1	E1, E3
		Working at Elections <ul style="list-style-type: none"> Investigate the different types of jobs at elections Reflect on ability to show core competencies of employees Write an email applying for a job at an election 					
		Ways we vote <ul style="list-style-type: none"> Identify advantages & disadvantages of different modes of voting Practice using Ballot Papers 					

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I.3 Democracy & Me: The law – How do laws enable me to live fairly and freely? (15 hours)	Term 1, Week 5	How to vote	How to vote <ul style="list-style-type: none"> Create a “How to vote” Card 	Major	Yes	C1 C2 C5 C6	E1, E2, E3 E3 E3 E1, E3
		Your Dream Community <ul style="list-style-type: none"> Analyse how the 3 levels of government would manage resources in a crisis As group, plan your Dream Community to consider issues with resource management Identify the services provided by each of the 3 levels of government 	Your Dream Community <ul style="list-style-type: none"> As a group, create an infographic of your dream community & the services provided by the 3 levels of government Provide & receive peer feedback Use metacognitive questioning strategies to think about the effectiveness of groupwork 	Major	Yes	C1 C2 C3 C4	E1 E3 E3 E1, E2, E3
	Term 1, Week 6	Keeping our Communities Fair & Safe <ul style="list-style-type: none"> Record examples of rules & laws in everyday situations in a table. Categorise posters of different types of rules & laws according to fairness criteria Rewrite laws to be more reasonable 					
		Criminal Law <ul style="list-style-type: none"> Classify situations as crimes & evaluate seriousness via a continuum line Recognise the characteristics that describe a crime Identify changing thinking patterns about crime 					
		Staying Safe on the Road <ul style="list-style-type: none"> Watch the documentary “Its People Like Us” Provide advice to the young people in the documentary about their mobile phone use Reflect on strategies used in the documentary to assist learning List ways to be more responsible using mobile phones 					
	Term 1 – Week 7 and Week 8	Safe Shopping (Consumer Law) <ul style="list-style-type: none"> Complete a quiz on consumer rights Evaluate examples of unfair terms & conditions Create a list of tips when choosing a mobile phone contract 					
		Safe Shopping – Scam Trends <ul style="list-style-type: none"> Complete a quiz to identify prior knowledge of scams Investigate stories of Australian victims of scams Identify basic data patterns and trends in graphs Use metacognitive questioning to identify positives and negatives of learning tasks 					

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		Safe Shopping – Avoiding Scams <ul style="list-style-type: none"> Rate effectiveness of commercials and posters to inform about scams Record in a table the strategies used in commercials and posters to make learning effective Design a list of do's & don'ts for responding to scams 					
	Term 1 – Week 9 and Week 10	The Law & Me	The Law & Me <ul style="list-style-type: none"> Create a multi-modal presentation to advise peers on either (a) Youth Crime or (b) Consumer Protection. Map learning via a planning guide Provide & receive peer feedback 	Major	Yes	C1 C2 C3 C4 C5 C6	E1, E3 E1, E2 E1, E2 E1 E1, E2 E1, E2, E3
Module 2 – Communities and Us 2.1 Communities & Us: Local Communities – How can I be included in my local community? (15 hours)	Term 2, Week 1	Community Groups <ul style="list-style-type: none"> explain the difference between a formal and informal community, using examples locate examples of local sporting and cultural communities & explain how they include others outline opportunities for volunteering in the community 	Local Community Groups Research piece on either local community groups Presentation: written report, oral report or creative response Size: 100 words	Major	Yes	C1 C2 C3 C4 C5 C7	E1, E2, E3 E1, E2 E1, E3 E1, E2, E3 E1 E2, E3
	Term 2, Week 2	Not for profit Organisations <ul style="list-style-type: none"> Define 'not for profit' organisation (non-government organisation) C1, E2 	Volunteering Group formal or informal volunteering contribution to global community (C3, E1, E3)	Major	Yes	C1 C2 C3 C4 C5 C7	E1, E2, E3 E1, E2 E1, E3 E1, E2, E3 E1 E2, E3
	Term 2, Week 3	Volunteering <ul style="list-style-type: none"> Define volunteering Opportunities and obligations for volunteering Participate in a group to volunteer as part of the local community 	Group report & individual signed certificate (Consider digital volunteering – monitoring online deforestation??) <ul style="list-style-type: none"> Set a goal for volunteering, reflect on progress (C2, E1 & E3) Vote as a group who to volunteer with. (C4, E2) What social skills does the organisation need from me? (eg punctuality, friendliness) Reflect on your personal experience (C5, E1)				
2.2 Communities & Us: National Communities – What role does citizenship play in building a national	Term 2, Week 4	Citizenship <ul style="list-style-type: none"> explain the meaning of citizenship & the criteria for being an Australian citizen recognise how Australian citizenship has changed over time (especially inclusion of Indigenous Australians) What does it mean to be an Australian - Where are you really from? SBS Season 3, Episode 4 					

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community? (15 hours)	Term 2, Week 5	<ul style="list-style-type: none"> describe the obligations and opportunities available for Australian citizens describe the process involved in how to become an Australian citizen 	Barriers to community participation Social, Emotional & Physical Barriers to community participation (eg literacy; online gaming/social isolation) Presentation: poster, speech, audio-visual presentation	Major	Yes	C1	E1, E2, E3
	Term 2, Week 6	<ul style="list-style-type: none"> identify ways citizenship may exclude people from being part of the Australian community 				C2	E1, E2, E3
2.3 Communities & Us: Global Communities – How do Australians connect with people and communities throughout the world? (15 hours)	Term 2, Week 7	<ul style="list-style-type: none"> explain the concept of global citizenship (Focus: Responsible Tourism) identify different types of global communities (eg family connections through immigration, political partnerships such as ASEAN) explain how Australians are part of a global community 	Maps of Australia – eg ASEAN partnership? Digital communities? Sports?				
	Term 2, Week 8	<ul style="list-style-type: none"> describe ways to connect with people and communities throughout the world Focus: ‘not for profit’ organisations (non-government organisations) – describe how NGOs & foreign aid builds global community connections 					
	Term 2, Week 9 and Week 10	<ul style="list-style-type: none"> describe ways to connect with people and communities throughout the world Focus: Sister Cities - explain how a formal sister city relationship enables Australians to be a part of a global community 	Give a list of sister cities in Australia; learners to select one to investigate – explore the benefits and challenges of this partnership – select an example of an effective sister city partnership and reasons for success (eg local government financial support)				
Module 3 – Belonging, Citizenship & Diversity 3.1 Belonging, Citizenship & Diversity: Diversity (15 hours) – How can I appreciate diversity in Australian communities?	Term 3, Week 1	<ul style="list-style-type: none"> Examples of diverse identities Examples of diverse points of view Appreciating diversity 					
	Term 3, Week 2	<ul style="list-style-type: none"> Examples of diverse identities (religious groups, involvement in citizenship) 					
	Term 3, Week 3	<ul style="list-style-type: none"> Examples of diverse points of view (on citizenship?) Appreciating diversity Photos of diverse charity groups in Australia (eg Muslim Aid) 					
3.2 Belonging, Citizenship & Diversity: Joining and Belonging (15 hours) How does active citizenship include others?	Term 3, Week 4	<ul style="list-style-type: none"> How to join social, political and community groups Role of social media/how to use effective social media Participating, belonging and active citizenship: some opportunities and obligations they bring Inclusion: inclusive groups and inclusive behaviours, such as inclusive practices and inclusion strategies – what do they look like? 	Global Citizens Group Project: <ul style="list-style-type: none"> Environment Initiative Democracy Initiative Poverty Initiative Social Justice Initiative Teacher-approved initiative Allocate groups, decide initiative 	Major	Yes	C1	E1, E2, E3
	Term 3, Week 5					C2	E1, E2, E3
	Term 3, Week 6					C3	E1, E2, E3
						C4	E1, E2, E3
						C5	E1, E2, E3

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3.3 Belonging, Citizenship & Diversity: Getting Involved (15 hours) – How can my involvement in a project create personal opportunities?	Term 3, Week 7	<ul style="list-style-type: none"> Get started on a project Initiate change and maintain ongoing involvement in the project Sustainable actions and relationships 	<ul style="list-style-type: none"> Topic outline (define the topic, explain significance) Project plan Report Evaluation 			C8	E1, E2, E3	
	Term 3, Week 8							
	Term 3, Week 9							
	Term 3, Week 10	Example evaluation of existing projects						
Assessment Folios (15 hours)	Term 4, Week 1	Finalising Assessment Folio	Module 1 Folio Reflection					
	Term 4, Week 2	Metacognition/Feedback						Metacognition
	Term 4, Week 3							

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