GLOBAL CITIZENSHIP EDUCATION – alignment with WA curriculum

Global Citizenship Education (GCEd) is a strategic priority for the United Nations Educational, Scientific and Cultural Organisation (UNESCO). "Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global."[1]

Through a process of international forums, expert panels and field-testing UNESCO developed the GCEd framework below "in response to the needs of Member States for overall guidance on integrating global citizenship education in their education systems. It presents suggestions for translating global citizenship education concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts."[2]

This document maps relevant elements of the Humanities and Social Sciences, English and Science syllabuses of the *WA Curriculum* to the nine topics below. The map may be used by teachers, resource developers and policy makers to enhance and make explicit students' development of Global Competence – to be included for the first time in the 2018 *Programme for International Student Assessment* (PISA). The Word version of the document may also be amended to include alignment with other syllabuses.

Note that the
- *Key Learning Outcomes* encompass the *WA Curriculum* Cross-Curriculum Perspectives – Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, Sustainability.
- *Key Learner Attributes* closely align with the *WA Curriculum* General Capabilities – Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding (WA curriculum overview statements for LOTE, Arts, Health, Technology, Mathematics included in this document).

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"We must foster Global Citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies."

Ban Ki-Moon, UN Secretary-General, 26 September 2014

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[1] UNESCO (2015), *Global Citizenship Education: Topics and Learning Objectives,* Paris, p14
[2] Ibid, p7;

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibiltiess, based on human rights • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Cultivate and manage identities, relationships and feeling of belongingness • Share values and responsibilities based on human rights • Develop attitudes to appreciate and respect differences and diversity	• Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/ lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Source: UNESCO *Global Citizenship Education: Topics and Learning Objectives*, p29

GLOBAL CITIZENSHIP EDUCATION – alignment with WA curriculum

UNESCO Topics	Years P - 3	Years 4 - 6	Years 7 - 9	Years 10 -12
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world and introduce concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
WA Curriculum	**Year 3 Civics and Citizenship** ACHASSK070 Communities make decisions in different ways and voting is a way that groups make decisions democratically ACHASSK071 Who makes rules, why rules are important and the consequences of rules not being followed **Year 3 Geography** ACHASSK066 The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef) ACHASSK066 Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories ACHASSK067 The location of Australia's neighbouring countries	**Year 6 Civics and Citizenship** ACHASSK143 The key institutions of Australia's democratic system of government based on the Westminster system, including monarchy, parliaments and courts ACHASSK144 The roles and responsibilities of the three levels of government, including shared roles and responsibilities in Australia's federal system ACHASSK146 How laws are initiated and passed through Australia's federal parliament ACHASSK147 Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship **Year 5 Civics and Citizenship** ACHASSK115 The key values that underpin Australia's democracy, including freedom, equality, fairness and justice ACHASSK116 The roles and responsibilities of electors (enrolling to vote, being informed) and representatives (representing their	**Year 9 Civics and Citizenship** ACHCK075 The role of political parties and independent representatives in Australia's system of government ACHCK076 How citizen's choices are shaped at election time ACHCK076 How social media is used to influence people's understanding of issues ACHCK077 The key features of Australia's court system and the role of particular courts ACHCK077 How courts apply and interpret the law, resolve disputes and make law through judgements ACHCK078 The key principles of Australia's justice system, including equality before the law, independent judiciary, right of appeal **Year 9 Economics** ACHEK038 Australia's interdependence with other economies such as trade and	**Year 10 Civics and Citizenship** ACHCK090 Key features of Australia's system of government compared with one other in Asia ACHCK091 Australia's global responsibilities, UN participation ACHCK092 Role of High Court and interpreting constitution ACHCK093 The international agreements Australia has ratified and examples of how they shape government policies and laws **Year 10 History** ACDSEH023 Origins and significance of Universal Declaration of Human Rights and Australia's involvement in its development **Year 11 Geography** *Unit 2 – Global networks and interconnections* In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their

and their diverse natural characteristics and human characteristics

ACHASSK068 The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places

ACHASSK069 The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places

Pre Primary Geography

ACHASSK014 The globe as a representation of the Earth on which Australia and other familiar countries can be located

ACHASSK015 The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)

ACHASSK017 ACHASSK016 The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance

electorate's interests, participating in parliamentary process) in Australia's democracy

ACHASSK116 The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting

ACHASSK117 How regulations and laws affect the lives of citizens (e.g. how laws protect human rights)

ACHASSK117 The roles and responsibilities of key personnel in law enforcement and the legal system

ACHASSK118 Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups

Year 4 Civics and Citizenship

ACHASSK091 The purpose of government and some familiar services provided by local government

ACHASSK092 The differences between rules and laws

ACHASSK092 The importance and purpose of laws (e.g. to maintain social cohesion, reflect society's values)

tourism, trade links with partners in the Asia region and goods and services traded

ACHEK039 Why and how participants in the global economies are dependent on each other, including activities of transnational corporations in supply chains and impacts on the Australian economy

Year 9 Geography

ACHGK067 The ways that places and people are interconnected with other places through trade in goods and services at all scales

Year 8 Civics and Citizenship

ACHCK061 The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement

ACHCK062 How citizens can participate in Australia's democracy, including use of the electoral system, contact with elected representatives, use of lobby groups, direct action

ACHCK063 How laws are made in Australia through Parliament (statutory law)

ACHCK063 How laws are made in Australia through the courts (common law)

ACHCK064 Types of law in

social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

Year 12 Modern History

Unit 3 – Modern nations in the 20th century
This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 – The modern world since 1945
This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students' understanding of the contemporary world – that is, why we are here at this point in time.

Year 11 Politics and Law

Unit 1 – Democracy and the rule of law
This unit examines Australia's democratic and common law systems; a non-democratic system; and a non common law system.

Unit 2 – Representation and justice

			Australia including statutory, civil, the place of ATSI customary law	This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.
			Year 7 Civics and Citizenship	**Year 11 Economics**
			ACHCK048 The purpose and value of the Australian constitution	*Unit 3 – Australia and the global economy*
			ACHCK048 The concept of the separation of powers (Leg, Exec, Judiciary) and how it seeks to prevent excessive concentration of power	This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.
			ACHCK048 The division of powers between state/territory and federal levels of government in Australia	**Year 12 Religion and Life**
			ACHCK048 The different roles of the House of Representatives and the Senate in Australia's bicameral parliament	Unit 4 The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life
			ACHCK049 The process of constitutional change through referendum and case studies	
			ACHCK050 How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial, right to legal representation	
			ACHCK050 How citizens participate in providing justice through their roles as witnesses and jurors	

2. Issues affecting interaction and connectedness of local, national and global communities	List key local, national and global issues and explore how these may be connected	Investigate reasons behind major common global concerns and impact at national and local levels	Assess root causes of major local, national and global issues and interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making; examine and propose appropriate responses
		Year 4 Geography	**Year 9 Civics and Citizenship**	**Year 10 Civics and Citizenship**
		ACHASSK088 The importance of environments to animals and people, and different views on how they can be protected	ACHCK078 The factors that can undermine application of the principles of justice	ACHCK093 Threats to Australia's democracy (vested interests, corruption, organised crime)
		ACHASSK089 Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation	**Year 9 Economics** ACHEK040 Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of different investment types	**Year 10 Geography** ACHGK070 Human-induced environmental changes that challenge sustainability ACHGK074 Strategies to manage environmental change being investigated
		ACHASSK090 The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably	ACHEK040 The ways people can protect themselves from risks such as debt, scams and identity theft	ACHGK075 Application of environmental, economic and social criteria in evaluating management responses to environmental change being investigated
		ACHASSK083 The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life	**Year 9 Geography** ACHGK060 The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity	ACHGK077 The reasons for spatial variations between countries in selected indicators of human wellbeing
		ACHASSK084 The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan),	ACHGK061 The ways that humans, in the production of food and fibre, have altered biomes	ACHGK078 Issues affecting the development of places and their impact on human wellbeing (Africa or Asia or Pacific)
			ACHGK063 Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses and climate change for Australia	**Year 10 History** ACOKFH018 Interwar years including Treaty of Versailles, Roaring Twenties and Great

		including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society ACHASSK086 The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)	and the world ACHGK064 The effects of anticipated future population growth on global food production and security; implications for agriculture, innovation and sustainability ACHGK069 The effects of people's travel, recreational, cultural or leisure choices on places and implications for the future of these places **Year 7 Geography** ACHGKO039 The quantity and variability of Australia's water resources compared with those in other continents. ACHGKO040 Water scarcity and what causes it, why it is a problem, ways of overcoming it (Australia and West Asia or North Africa)	Depression **Year 12 Geography** *Unit 3 – Global environmental change* In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss. *Unit 4 – Planning sustainable places* In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate fact/opinion, reality/fiction, different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess ways in which power dynamics affect voice, influence, access to resources, decision making and governance
	Years P – 3 Humanities and Social Sciences Skills Questioning and researching Analysing Evaluating Communicating and reflecting **Year 3 Science**	**Year 6 English** ACELA1516 Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase **Year 5 English** ACELA1501 Understand that	**Years 7 – 9 Humanities and Social Sciences Skills** Questioning and researching Analysing Evaluating Communicating and reflecting **Year 9 Geography**	**Year 10 English** ACELA1564 Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people ACELA1565 Understand that people's evaluations of texts are influenced by their value

ACSHE050 Science involves making predictions and describing patterns and relationships

ACSHE051 Science knowledge helps people to understand the effect of their actions

Year 2 Science

ACSHE034 Science involves observing, asking questions about, and describing changes in, objects and events

ACSHE035 People use science in their daily lives, including when caring for their environment and living things

Year 1 Science

ACSHE021 Science involves observing, asking questions about, and describing changes in, objects and events

Pre Primary Science

ACSHE022 People use science in their daily lives, including when caring for their environment and living things

ACSHE013 Science involves observing, asking questions about, and describing changes in, objects and events

patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships

ACELA1502 Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

Year 4 English

ACELA1489 Understand differences between the language of opinion and feeling and the language of factual reporting or recording

Years 4 – 6 Humanities and Social Sciences Skills

Questioning and researching

Analysing

Evaluating

Communicating and reflecting

Year 6 Science

ACSHE098 Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions

ACSHE100 Scientific knowledge is used to solve problems and inform personal and community decisions

Year 5 Science

ACSHE081 Science involves testing

ACHGK062 Environmental, economic and technological factors affecting crop yields in Australia and across the world

Year 9 English

ACELA1551 Understand that roles and relationships are developed and challenged through language and interpersonal skills

ACELA1552 Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor

Year 9 Science

ACSHE157 Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community

ACSHE158 Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries

ACSHE160 People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career

systems, the context and the purpose and mode of communication

Year 10 Humanities and Social Sciences Skills

Questioning and researching

Analysing

Evaluating

Communicating and reflecting

Year 10 Civics and Citizenship

ACHCK094 Safeguards that protect Australia's democratic system and society (shared values, right to dissent)

Year 10 Science

ACSHE191 Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community

Year 11 Modern History

Unit 1 – Understanding the modern world
This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as

		predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ACSHE083 Scientific knowledge is used to solve problems and inform personal and community decisions **Year 4 Science** ACSHE061 Science involves making predictions and describing patterns and relationships ACSHE062 Science knowledge helps people to understand the effect of their actions	opportunities ACSHE228 Values and needs of contemporary society can influence the focus of scientific research **Year 8 English** ACELA1542 Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody **Year 8 Science** ACSHE226 Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures ACSHE135 Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations **Year 7 Science** ACSHE119 Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available	liberty, equality and fraternity. *Unit 2 – Movements for change in the 20th century* This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. **Year 12 Politics and Law** *Unit 3 – Political and legal power* This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues. *Unit 4 – Accountability and rights* This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

				Year 12 Aboriginal and Intercultural studies
				Unit 3 This unit enables students to explore concepts of media representation within and between cultures in Australia and other countries. Students investigate the influence all forms of media have on contemporary society.

Cognitive Domain of Learning General Capability (Critical and Creative Thinking)	**Humanities and Social Sciences** Across the Western Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to reflect broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.
	English Critical and creative thinking are essential to developing understanding in English. Students employ critical and creative thinking through discussions, the close analysis of texts and through the creation of their own written, visual and multimodal texts that require logic, imagination and innovation. Students use creative thinking when they imagine possibilities, plan, explore and create ideas and texts. Through listening to, reading, viewing, creating and presenting texts and interacting with others, students develop their ability to see existing situations in new ways, and explore the creative possibilities of the English language. In discussion students develop critical thinking as they state and justify a point of view and respond to the views of others. Through reading, viewing and listening students critically analyse the opinions, points of view and unstated assumptions embedded in texts.
	Science Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In the Science learning area, critical and creative thinking are embedded in the skills of posing questions, making predictions, speculating, solving problems through investigation, making evidence-based decisions, and analysing and evaluating evidence. Students develop understandings of concepts through active inquiry that involves planning and selecting appropriate information, and evaluating sources of information to formulate conclusions. Creative thinking enables the development of ideas that are new to the individual, and this is intrinsic to the development of scientific understanding. Scientific inquiry promotes critical and creative thinking by encouraging flexibility and open-mindedness as students speculate about their observations of the world. Students' conceptual understanding becomes more sophisticated as they actively acquire an increasingly scientific view of their world.

Languages Other Than English

In the Languages, as students learn to interact with people from diverse backgrounds and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the language and culture. As a result, they develop *critical thinking skills* as well as analytical and problem-solving skills.

The Arts

In the Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They generate, design and analyse art forms, consider possibilities and processes, and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. In responding to the Arts, students learn to analyse traditional and contemporary artworks and identify possible meanings and connections with self and community. They consider and analyse artists' motivations, intentions, possible influencing factors, and biases. They reflect critically and creatively, both individually and collectively, on the thinking and design processes that underpin arts making. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

Technologies

Students develop capability in critical and creative thinking as they imagine, generate, develop and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. Students analyse problems, refine concepts and reflect on the decision-making process by engaging in systems, design and computational thinking. They identify, explore and clarify technologies information and use that knowledge in a range of situations. Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, materials, tools and equipment (past and present) impact on our lives, and how these elements might be better designed and managed. Experimenting, drawing, modelling, designing and working with digital tools, equipment and software helps students to build their visual and spatial thinking and to create solutions, products, services and environments.

Mathematics

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking solutions. Engaging students in reasoning and thinking about solutions to problems and the strategies needed to find these solutions are core parts of the Mathematics curriculum.

Students are encouraged to be critical thinkers when justifying their choice of a calculation strategy or identifying relevant questions during a statistical investigation. They are encouraged to look for alternative ways to approach mathematical problems, for example, identifying when a problem is similar to a previous one, drawing diagrams or simplifying a problem to control some variables.

Health and Physical Education

Health and Physical Education develops students' ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities. In Health and Physical Education, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by designing appropriate strategies to promote and advocate personal, social and community health and wellbeing. Students also use critical thinking to challenge societal factors that negatively influence their own and others' health and wellbeing.

4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
	Year 3 English ACELA1476 Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations ACELA1477 Examine how evaluative language can be varied to be more or less forceful **Year 2 English** ACELA1461 Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context ACELA1462 Identify language that can be used for appreciating texts and the qualities of people and things **Year 1 English** ACELA1444 Understand that language is used in combination with other means of communication, for example facial expressions and	**Year 6 English** ACELA1515 Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English **Year 6 Geography** ACHGKO031 Location of countries of the Asia region in relation to Australia and the geographical diversity of the region ACHGKO032 Differences in economic, demographic and social characteristics of a selection of countries across the world **Year 5 Geography** ACHGK026 The main characteristics of North and South America and the location of their major countries in relation to Australia **Year 4 Civics and Citizenship** ACHASSK093 People belong to diverse groups, such as social, religious and cultural, and this can shape identity **Year 4 Geography** ACHGK020 The main characteristics of Africa and Europe and the	**Year 9 Geography** ACHGK066 The way transportation, information and communication technologies are used to connect people to services, information and people in other places **Year 8 Civics and Citizenship** ACHCK066 Different perspectives about Australia's national identity **Year 8 English** ACELA1541 Understand how conventions of speech adopted by communities influence the identities of people in those communities **Year 7 English** ACELA1529 Understand how accents, styles of speech and idioms express and create personal and social identities **Year 7 to Year 9 Languages** Providing opportunities for students to participate in intercultural exchange, questioning reactions and assumptions; and considering	**Year 11 Religion and Life** Unit 2 The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life. **Year 11 Aboriginal and Intercultural studies** Unit 2 This unit enables students to explore the idea of cultural interaction and resilience. They learn that cultural change results from a range of external and internal factors and may be welcomed or resisted. Students explore how individuals and groups show resilience as they seek to maintain their cultural identity. **Year 12 Aboriginal and**

	gestures to interact with others **Kindergarten to Year 3 Languages** *Communication Strand/Reflection* Providing opportunities for students to participate in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	location of their major countries in relation to Australia **Year 4 to Year 6 Languages** Providing opportunities for students to participate in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	how interaction shapes communication and identity.	**Intercultural studies** Unit 4 This unit enables students to explore the concepts of heritage and cultural identity in the context of Australia. Students investigate cultural practices, beliefs and values that contribute to understanding heritage and identity.
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
	Year 3 History ACHASSK063 The role that different cultural groups have played in development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community **Pre Primary History** ACHASSK011 Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees ACHASSK012 How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)	**Year 6 Geography** ACHGK033 The world's cultural diversity, including that of its indigenous peoples who live in different parts of the world **Year 4 to Year 6 Languages** Students analyse the role of language and culture in the exchange of meaning	**Year 9 Geography** ACHGK065 Perceptions people have of place and how this influences their connections to different places **Year 7 to Year 9 Languages** Students analyse the role of language and culture in the exchange of meaning	**Year 10 Geography** ACHGK071 Environmental worldviews of people and their implications for environmental management ACHGK076 Different ways of mapping and measuring human wellbeing and development and how these can be applied to measure differences between places **Year 10 to Year 12 Languages** Students analyse the role of language and culture in the exchange of meaning

	Kindergarten to Year 3 Languages Students analyse the role of language and culture in the exchange of meaning			
6. Difference and respect for diversity	Distinguish between sameness and difference and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
		Year 6 Geography ACHGK034 Australia's connections with countries and how these connections change people and places		

Socio-emotional Domain of Learning General Capabilities (Intercultural Understanding)	**Humanities and Social Sciences** Across the Western Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.
	English Students develop intercultural understanding through the study of the English language and the ways it has been influenced by different cultural groups, languages, speakers and writers. In interpreting and analysing authors' ideas and positions in a range of texts in English and in translation to English, they learn to question stated and unstated cultural beliefs and assumptions, and issues of intercultural meaning. Students use Intercultural understanding to comprehend and create a range of texts, that present diverse cultural perspectives and to empathise with a variety of people and characters in various cultural settings.
	Science There are opportunities in the Science learning area to develop intercultural understanding. Students learn to appreciate the contribution that diverse cultural perspectives have made to the development, breadth and diversity of science knowledge and applications. Students become aware that the raising of some debates within culturally diverse groups requires cultural sensitivity. They recognise that increasingly scientists work in culturally diverse teams and engage with culturally diverse communities to address issues of international importance.
	Languages Other Than English In the Languages, development of *intercultural understanding* is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By

learning a new language students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language. Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

The Arts

In The Arts, intercultural understanding assists students to move beyond known worlds to explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on practices and thinking of artists and audiences. Students explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters. They develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships. Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

Technologies

Students consider how technologies are used in diverse communities at local, national, regional and global levels, including their impact and potential to transform people's lives. They explore ways in which past and present practices enable people to use technologies to interact with one another across cultural boundaries. Students investigate how cultural identities and traditions influence the function and form of solutions, products, services and environments designed to meet the needs of daily life now and in the future. In their interactions with others in online communities, students consider the dynamic and complex nature of cultures, including values, beliefs, practices and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between technologies and society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.

Mathematics

Intercultural understanding can be enhanced in Mathematics when students are exposed to a range of cultural traditions. Students learn to understand that mathematical expressions use universal symbols, while mathematical knowledge has its origin in many cultures. Students realise that proficiencies such as understanding, fluency, reasoning and problem solving are not culture or language specific, but that mathematical reasoning and understanding can find different expression in different cultures and languages. New technologies and digital learning environments provide interactive contexts for exploring mathematical problems from a range of cultural perspectives and within diverse cultural contexts. Students can apply mathematical thinking to identify and resolve issues related to living with diversity.

Health and Physical Education

Health and Physical Education provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in physical activity and health practices. Students

	learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they are able to participate in physical activities. Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to community health issues and concepts of participation, success and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued, in terms of health and physical activity, within their families, social groups and institutions, and within other cultures in the broader community.			
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses	Develop and apply skills for effective civic engagement
			Year 9 Economics ACHEK041 The nature of innovation and ways in which businesses seek to maintain competitive advantage in the market, including global market ACHEK042 The way the Australian work environment is changing and implications for current and future work	
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse challenges and dilemmas associated with social justice and ethical responsibility and consider implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
				Year 10 Geography ACHGK081 The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose actions for and become agents of positive change
	Year 3 Civics and Citizenship ACHASSK072 Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute in their local community **Year 3 Humanities and Social Sciences** Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)	**Years 5 and 6 Humanities and Social Sciences** *Communicating and reflecting* Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) **Year 4 Humanities and Social Sciences** Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL - know, want and learn - chart, propose action in response to new knowledge)	**Year 9 Humanities and Social Sciences** *Evaluating* Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, phenomena *Communicating and reflecting* Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action **Years 7 and 8 Humanities and Social Sciences** Less complex progression to the above	**Year 10 Humanities and Social Sciences** *Evaluating* Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, phenomena *Communicating and reflecting* Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action
Behavioural Domain of Learning General Capabilities (Ethical	**Humanities and Social Sciences** Across the Western Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.			
	English Students develop ethical understanding as they study the issues and dilemmas present in a range of texts and explore how ethical principles affect			

Understanding)	the behaviour and judgment of characters and those involved in issues and events. Students apply the skills of reasoning, empathy and imagination, consider and make judgments about actions and motives, and speculate on how life experiences affect and influence people's decision-making and whether various positions held are reasonable. The study of English helps students to understand how language can be used to influence judgments about behaviour, speculate about consequences and influence opinions and that language can carry embedded negative and positive connotations that can be used in ways that help or hurt others.
	Science Students develop the capacity to form and make ethical judgments in relation to experimental science, codes of practice, and the use of scientific information and science applications. They explore what integrity means in science, and explore and apply ethical guidelines in their investigations. They consider the implications of their investigations on others, the environment and living organisms. They use scientific information to evaluate claims and to inform ethical decisions about a range of social, environmental and personal issues, for example, land use or the treatment of animals.
	Languages Other Than English In the Languages, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own *ethical points of view*.
	The Arts In the Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgment of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives. They speculate on how life experiences affect and influence people's decision-making and whether various positions held are reasonable. Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating artworks and their meaning, students consider the intellectual, moral and property rights of others.
	Technologies Students develop the capacity to understand and apply ethical and socially responsible principles when collaborating with others and creating, sharing and using technologies – materials, data, processes, tools and equipment. Using an ethical lens, they investigate past, current and future local, national, regional and global technological priorities. When engaged in systems thinking students evaluate their findings against the criteria of legality, environmental sustainability, economic viability, health, social and emotional responsibility and social awareness. They explore complex issues associated with technologies and consider possibilities. They are encouraged to develop informed values and attitudes. Students learn about safe and ethical procedures for investigating and working with people, animals, data and materials. They consider the rights of others and their responsibilities in using sustainable practices that protect the planet and its life forms. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Students consider their own roles and responsibilities as discerning citizens, and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

Mathematics

There are opportunities in the Mathematics curriculum to explore, develop and apply ethical understanding in a range of contexts, for example through analysing data and statistics; seeking intentional and accidental distortions; finding inappropriate comparisons and misleading scales when exploring the importance of fair comparison; and interrogating financial claims and sources.

Health and Physical Education

Health and Physical Education focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.

Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies, such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement-based contexts.

Cross-Curriculum Priorities **Sustainability**	Across the Western Australian Curriculum, the sustainability priority allows students to develop the knowledge, skills, values and worldviews necessary for them to act in ways that contribute to more sustainable patterns of living. Education for sustainability enables individuals and communities to reflect on ways of interpreting and engaging with the world. The sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence. The **Humanities and Social Sciences** provides opportunities for students to explore the human dependence on the environment and develops students' worldviews in relation to judgments about access to, and sustainable use of, the Earth's resources, as well as local and global equity and fairness across generations for the long-term wellbeing of our world. This priority also provides a rich context for understanding that sustaining a resilient democracy depends on the informed participation of its citizens in discussing and acting on local, national and global issues. **English** assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and worldviews that promote social justice. In this learning area, students may interrogate a range of texts to shape their decision-making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures. In **Science**, the priority of sustainability provides authentic contexts for exploring, investigating and understanding chemical, biological, physical and Earth and space systems. Science explores a wide range of systems that operate at different time and spatial scales. By investigating the relationships between systems and system components and how systems respond to change, students develop an appreciation for the interconnectedness of Earth's biosphere, geosphere, hydrosphere and atmosphere. Relationships including cycles and cause and effect are explored, and students develop observation and analysis skills to examine these relationships in the world around them. In this learning area, students appreciate that science provides the basis for decision-making in many areas of society and that these decisions can impact on the Earth system. They understand the

importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects.

In **Languages**, the sustainability priority allows students to develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages, and alternative ways of caring for land and agriculture, social and political change, conservation and how language and culture evolve. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

In **The Arts**, the sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art making and responding. It enables the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop worldviews, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

In **Technologies**, the priority of sustainability provides authentic contexts for creating preferred futures. When students identify and critique a problem, need or opportunity; generate ideas or concepts; and create solutions, they give prime consideration to sustainability by anticipating and balancing economic, environmental and social impacts. Technologies focus on the knowledge, understanding and skills necessary to design for effective sustainability action. It recognises that actions are both individual and collective endeavours shared across local, regional and global communities and provides a basis for students to explore their own and competing viewpoints, values and interests. Understanding systems enables students to work with complexity, uncertainty and risk; make connections between disparate ideas and concepts; self-critique; and propose creative solutions that enhance sustainability.

Mathematics provides opportunities for students to develop the proficiencies of problem solving and reasoning essential for the exploration of sustainability issues and their solutions. Mathematical understandings and skills are necessary to measure, monitor and quantify change in social, economic and ecological systems over time. Statistical analysis enables prediction of probable futures based on findings and helps inform decision-making and actions that will lead to preferred futures. In this learning area, students can observe, record and organise data collected from primary sources over time and analyse data relating to issues of sustainability from secondary sources. They can apply spatial reasoning, measurement, estimation, calculation and comparison to gauge local ecosystem health and can cost proposed actions for sustainability.