Australian
Human Rights
Commission

everyone, everywhere, everyday

RightsED

Human rights education
resources for teachers

Human Rights Examples for the Australian Curriculum

(English, History, Geography,
Science and Maths –
Foundation to Year 10)

Electronic format

This publication can be found in electronic format on the website of the Australian Human Rights Commission:
http://www.humanrights.gov.au/publications.

Contact details

For further information about the Australian Human Rights Commission, please visit **www.humanrights.gov.au** or email **communications@humanrights.gov.au**. You can also write to:

Human Rights Education Team
Australian Human Rights Commission
GPO Box 5218
Sydney NSW 2001

Introduction

The Australian Curriculum provides a rich opportunity for children and young people to learn about their human rights and the importance of respecting the rights and freedoms of others.

Educating people about human rights is a way of protecting fundamental freedoms, like freedom of speech. It also helps to address discrimination, harassment and violence because of someone's race, age, gender, disability or their sexuality.

The importance of human rights education is recognised in a number of human rights treaties including the Convention on the Rights of the Child. Human rights education is a right in itself. But it's also a way of protecting human rights.

Human rights education enables students to learn from Australia's history and proud record on human rights. It is a way to build an equal, respectful and inclusive Australia that values human rights. Human rights education gives all students a foundation to build a culture of respect for human rights. This provides both knowledge about human rights and the laws that protect all people and helps students gain the skills needed to promote, defend and apply human rights in daily life.

Human Rights Examples for the Australian Curriculum aims to provide a guide for teachers to identify practical opportunities through the Australian Curriculum, to teach human rights-related content.

Human Rights Education can change attitudes, build empathy and motivate participation. All of these can help to build a more equal, respectful and inclusive Australia.

We hope that ***Human Rights Examples for the Australian Curriculum*** will be an inspirational and useful tool to help identify many of the opportunities that the Australian Curriculum provides for teaching students about the promotion and protection of human rights both in Australia and globally.

Gillian Triggs
President
Australian Human Rights Commission

Human Rights Education in the Australian Curriculum

The Australian Curriculum provides many opportunities for students to learn about human rights in a range of contexts, at all year levels, across all key learning areas and through the general capabilities and cross curriculum priorities.

This mapping identifies some of the opportunities from Foundation to Year 10 in the key learning areas of English, History, Geography, Science and Maths. As other curricula are finalised, further mapping of human rights will occur. This mapping aims to provide useful examples for teaching human rights to students. We welcome further examples and feedback on how school communities are effectively teaching human rights through the Australian Curriculum.

How to use Human Rights Examples for the Australian Curriculum

The human rights in the Australian Curriculum mapping is designed as a guide for teachers to provide human rights related examples that are consistent with key learning area content descriptions. Each human rights example is mapped by key learning area, year level, code and content description so teachers can easily identify possible human rights content for their programs.

There will also be many human rights related examples in the existing content elaborations and many of the human rights examples complement these.

To provide ease of use for year level primary teachers and subject specific secondary teachers the mapping is organised slightly differently at the primary and secondary level:

Primary

In the primary years, human rights content is organised by year level so that a teacher can identify teaching opportunities across all key learning areas within their classroom context.

Secondary

In the secondary years, human rights content is organised by key learning areas so that subject teachers can identify teaching opportunities across their learning area from years 7 – 10.

Australian Human Rights Commission

Human Rights Examples for the Australian Curriculum: Primary Foundation – Year 6

Foundation

ENGLISH		
Code	**Content Description**	**Human Rights Example**
ACELA1426	• Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community.	• Exploring texts where characters speak different languages including Aboriginal and Torres Strait Islander languages. • Identifying the different languages that are spoken by students within the class.
ACELT1575	• Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences.	• Reading stories by male and female authors from different cultures and discuss the different gender roles.
ACELY1646	• Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations.	• Reading and developing texts about human rights and cultural diversity.

HISTORY		
Code	**Content Description**	**Human Rights Example**
ACHHK002	• The different structures of families and family groups today, and what they have in common.	• Exploring diverse family structures.
ACHHK003	• How they, their family and friends commemorate past events that are important to them.	• Incorporating Welcome to Country and acknowledgement of Traditional Owners into classroom events.

GEOGRAPHY		
Code	**Content Description**	**Human Rights Example**
ACHGK002	• The places people live in and belong to, their familiar features and why they are important to people.	• Exploring how places people live provide us with water, housing and food and how these are human rights.
ACHGS006	• Reflect on their learning to suggest ways that they can look after a familiar place.	• Drawing pictures and describing ways to care for places in order to protect sources of food and water.

SCIENCE		
Code	**Content Description**	**Human Rights Example**
ACSSU002	• Living things have basic needs, including food and water.	• Identifying that needs are human rights – we all need food and also have a right to food, we need water and have a right to water, we need shelter and have a right to a safe home.

Year 1

ENGLISH

Code	Content Description	Human Rights Example
ACELA1443	• Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others.	• Using the Auslan Sign Bank to demonstrate and teach Auslan words.
ACELY1656	• Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.	• Valuing listening, questioning and positive body language and being respectful of gender differences.
ACELY1788	• Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace.	• Identifying respectful interaction skills including group and pair work in order to make sure that all students have the opportunity to participate regardless of gender, disability or culture.

HISTORY

Code	Content Description	Human Rights Example
ACHHK028	• Differences in family structures and roles today, and how these have changed or remained the same over time.	• Exploring diverse family structures and identify the diverse roles that different family members have including focusing on non-stereotypical gender roles.

GEOGRAPHY

Code	Content Description	Human Rights Example
ACHGK005	• The natural, managed and constructed features of places, their location, how they change and how they can be cared for.	• Supporting students in their right to participate in activities that affect their community such as caring for bushland, a garden or keeping the environment clean in their local area or school.
ACHGK008	• The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes.	• Describing and demonstrating how the classroom or school can be inclusive of people with disability.

SCIENCE

Code	Content Description	Human Rights Example
ACSHE022	• People use science in their daily lives, including when caring for their environment and living things.	• Connecting technologies used by Aboriginal and Torres Strait Islander peoples with rights to maintain culture. • Implementing ways that students can practice their right to participate in activities that affect their community such as making their school or home garden a better habitat for native animals.

Year 2

ENGLISH

Code	Content Description	Human Rights Example
ACELA1460	• Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background.	• Inviting members of the community such as parents, grandparents or local community organisation representatives to speak to the class about their language and culture. • Displaying greetings and phrases in languages spoken by students and their families.
ACELT1587	• Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created.	• Discussing human rights texts from various cultures and identifying common features such as fairness and freedom of expression.
ACELT1591	• Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.	• Comparing stories from different cultures about a human rights issue such as bullying and describe similarities and differences in the authors' point of view.
ACELY1789	• Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately.	• Developing a classroom charter showing the rights and responsibilities of everyone in the class including the right to participate, the right to learn, the right to express views, the right to be safe and the right to be free from violence, harassment and bullying.

HISTORY

Code	Content Description	Human Rights Example
ACHHK045	• The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial.	• Identifying, in consultation with Aboriginal and Torres Strait Islander people or another cultural group the importance of protecting sites of significance as this helps protect and maintain cultural heritage.
ACHHS051	• Identify and compare features of objects from the past and present.	• Identifying places and streets named after people that cared for others and protected human rights.

GEOGRAPHY

Code	Content Description	Human Rights Example
ACHGK011	• The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place.	• Exploring the reasons why people migrate and that people can be forced to leave their home or place of significance.
ACHGK013	• The influence of purpose, distance and accessibility on the frequency with which people visit places.	• Exploring the difficulties that people with disability can face if they have a lack of access to accessible public transport.
ACHGS014	• Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films.	• Collecting and recording geographical data about the accessibility of school or local buildings for people with a disability.
ACHGS017	• Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far.	• Reporting on the findings of the accessibility of the school or local buildings for people with a disability.

SCIENCE

Code	Content Description	Human Rights Example
ACSSU032	• Earth's resources, including water, are used in a variety of ways.	• Recognising that everyone has the right to water that is safe and clean and encouraging students to participate in water conservation solutions at school.
ACSHE035	• People use science in their daily lives, including when caring for their environment and living things.	• Identifying the interrelationship between the protection of living things and human rights by exploring how caring for water resources protects local environments (plants and animals) and people's access and right to water.

Year 3

ENGLISH

Code	Content Description	Human Rights Example
ACELA1475	• Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.	• Identifying themes of human rights such as freedom of expression, respect, fairness and equality in stories from different cultures.
ACELT1596	• Draw connections between personal experiences and the worlds of texts, and share responses with others.	• Discussing the rights of children both in person and in literature by making connections from the text to personal experiences of students.
ACELY1792	• Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume.	• Exploring texts relating to bullying and discuss the moral decision of being an active bystander. • Identifying the rights and responsibilities associated with freedom of expression when participating in pair, group and class speaking and listening activities.

HISTORY

Code	Content Description	Human Rights Example
ACHHK063	• Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems.	• Celebrating and recognising the human rights significance of NAIDOC week, ANZAC Day, National Reconciliation Week, National Sorry Day, MABO Day and the Anniversary of the National Apology.
ACHHK064	• Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan.	• Investigating the origins and significance of Human Rights Day through exploring the Universal Declaration of Human Rights. • Investigating the origins and significance of Malala Day by acknowledging the right to education.
ACHHS069	• Identify different points of view.	• Inviting an Aboriginal and Torres Strait Islander person to speak about their experiences and perspectives of celebration. • Brainstorming questions about human rights and the significance of celebrated or commemorated days in Australia and/or Internationally.
ACHHS070	• Develop texts, particularly narratives.	• Writing a narrative about human rights events such as Harmony Day.

GEOGRAPHY

Code	Content Description	Human Rights Example
ACHGK018	• The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places.	• Reading poems, stories and listening to songs about land rights and people's attachment to special places.
ACHGK019	• The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there.	• Describing similarities and differences in the lifestyles of children in Papua New Guinea, East Timor, and Aotearoa/ New Zealand relating to human rights such as when they start school, visiting the doctor and access to healthy food.
ACHGS020	• Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet.	• Interviewing people about why they migrated and identifying their feelings and attachments to places.
ACHGS025	• Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal.	• Developing an action plan to raise awareness about protecting special places from environmental destruction.

SCIENCE

Code	Content Description	Human Rights Example
ACSHE051	• Science knowledge helps people to understand the effect of their actions.	• Recognising that when science helps people such as nurses, doctors and dentists, it is protecting the human right for a person to be as healthy as possible. • Identifying that one of the characteristics of a pollutant may be that it makes people sick and can take away our human right to be as healthy as possible. • Inviting a representative from the local Aboriginal and/ or Torres Strait Islander community to talk about the local natural environment.

Year 4

ENGLISH

Code	Content Description	Human Rights Example
ACELA1488	• Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group.	• Identifying appropriate inclusive terminology when communicating with and about different groups of people including women, people with disability, people who are gay or lesbian and people from different cultures.
ACELT1602	• Make connections between the ways different authors may represent similar storylines, ideas and relationships.	• Comparing an author's narrative about racism from the past with a narrative from the present.
ACELY1686	• Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts.	• Exploring documentaries and news footage showing how women and girls are portrayed over time and how changing views on gender equality have occurred. • Exploring documentaries and news footage about race in Australia and identify changing views and if these are consistent with human rights.
ACELY1688	• Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently.	• Discussing a children's rights topic such as freedom of expression and the right for children to have their voice heard about important issues.

HISTORY

Code	Content Description	Human Rights Example
ACHHK078	• The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.	• Exploring the human rights impact of colonisation on Indigenous peoples.
ACHHK079	• Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.	• Discussing the poor treatment of prisoners in terms of their human rights not being respected.
ACHHK080	• The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment.	• Exploring the human rights impacts of contact between Europeans and Aboriginal and Torres Strait Islander peoples.
ACHHS083	• Pose a range of questions about the past.	• Generating questions about the diversity of Aboriginal peoples and how racism contributed to the negative impacts of colonisation.

GEOGRAPHY

Code	Content Description	Human Rights Example
ACHGK022	• The importance of environments to animals and people, and different views on how they can be protected.	• Exploring how protecting a rainforest can have a positive impact on people's health.
ACHGS032	• Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal.	• Developing a strategy collaboratively about how you can reduce your class or home's impact on the environment and protect peoples' right to clean water and healthy food.

SCIENCE

Code	Content Description	Human Rights Example
ACSHE062	• Science knowledge helps people to understand the effect of their actions.	• Considering different methods of waste management and if they affect the right to being as healthy as possible, the right to housing and the right to clean water and food.
ACSIS064	• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge.	• Considering situations that connect scientific inquiry and human wellbeing and rights. • Developing investigative questions relating to the right to safe food and the right to play. For example 'will environmental pollution affect peoples' ability to catch fish that is safe to eat?' 'Will a loss of habitat mean that children will have less places to play and get exercise?'.

Year 5

ENGLISH

Code	Content Description	Human Rights Example
ACELA1500	• Understand that the pronunciation, spelling and meanings of words have histories and change over time.	• Exploring the use of the word 'gay' and linking this to its negative use in society and discrimination. • Critiquing different words that have been used to describe women and identify if these have positive or negative meaning.
ACELA1501	• Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships.	• Identifying appropriate language that is non–discriminatory and inclusive. • Identifying the importance of the right to freedom of expression and the responsibilities that come with this.
ACELT1611	• Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes.	• Exploring Australian songs about human rights such as the Archie Roach songs 'Took the Children Away' and 'From Little Things Big Things Grow'.
ACELY1698	• Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context.	• Exploring personal stories from people who have a range of experiences including people with a disability, child refugees and asylum seekers.

HISTORY

Code	Content Description	Human Rights Example
ACHHK094	• The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.	• Identifying if different groups of children throughout history have had their human rights respected such as children of convicts, free settlers, sugar and cane farmers and indentured labor. As a resource, refer to the Universal Declaration of Human Rights and the Convention on the Rights of the Child.
ACHHK095	• The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.	• Investigating human rights through historical events such as the Myall Creek Massacre, the Pinjarra Massacre, the impact of racism on South Sea Islanders and the Eureka Stockade.
ACHHK096	• The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.	• Identifying that people can become refugees and asylum seekers if they have to flee their homes to stay safe. • Investigating the experiences and contributions of a particular migrant group within a colony, including any human rights violations they may have faced (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait).
ACHHK097	• The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.	• Developing a profile about an individual and research their contribution to human rights such as migration reform and women's rights.
ACHHS105	• Develop texts, particularly narratives and descriptions, which incorporate source materials.	• Using sources that identify the human rights impacts of colonisation on Aboriginal and Torres Strait Islander peoples.

GEOGRAPHY

Code	Content Description	Human Rights Example
ACHGK027	• The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.	• Exploring the change in the local environment over time and identifying how environmental degradation can impact on human rights such as the right to food and water, cultural rights and link to climate change related human rights impacts.
ACHGK028	• The influence of the environment on the human characteristics of a place.	• Examining how changes in climatic conditions can influence the characteristics of a place. Compare this to how communities and nations can respond to rising sea levels and storm surges based on their level of wealth.
ACHGK029	• The influence people have on the human characteristics of places and the management of spaces within them.	• Investigating a current local planning issue and explore if people have had the right to participate in the decision making process and how they did this.

GEOGRAPHY (continued)

Code	Content Description	Human Rights Example
ACHGK030	• The impact of bushfires or floods on environments and communities, and how people can respond.	• Researching the impact of fire on human rights and identify inclusive practices for prevention, mitigation and preparedness for children, culturally and linguistically diverse communities and people with a disability.
ACHGS033	• Develop geographical questions to investigate and plan an inquiry.	• Identifying if the right to participation is recognised in local environmental and planning issues.
ACHGS034	• Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports.	• Identifying how ethical research methods and protocols are based on human rights. Refer to the Guidelines for Ethical Research in Australian Indigenous Studies developed by the Australian Institute for Aboriginal and Torres Strait Islander Studies.
ACHGS038	• Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate.	• Presenting a report, supported by evidence, on an investigation into a local environmental or planning issue and include reference to the right to participation in decision making processes.
ACHGS039	• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people.	• Considering the rights of marginalised groups to participate in decision-making processes and investigating why it may be more difficult for people in poverty to participate in environmental decision making processes.

SCIENCE

Code	Content Description	Human Rights Example
ACSHE082	• Important contributions to the advancement of science have been made by people from a range of cultures.	• Exploring stories and images on Aboriginal and Torres Strait Islander Astronomy.
ACSIS231	• With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be.	• Exploring why some groups of people who are experiencing poverty or are from a minority group may be more affected by environmentally destructive practices such as pollution.

MATHS

Code	Content Description	Human Rights Example
ACMSP119	• Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies.	• Identifying the best methods of presenting data to illustrate a range of human rights issues such as gender equality and immigration and asylum seekers.
ACMSP120	• Describe and interpret different data sets in context.	• Using data sets to compare if different groups of people have had their human rights respected such as women and men and pay equality.

Year 6

ENGLISH

Code	Content Description	Human Rights Example
ACELA1517	• Understand the uses of objective and subjective language and bias.	• Differentiating between fact and opinion in an editorial on a human rights issue. • Developing a factual recount of the experiences of child asylum seekers. • Developing an informative text of a human rights issue in your local community. • Developing an editorial/ persuasive text arguing that there should be better access to buildings for people with disability.
ACELT1613	• Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.	• Identifying the influence that different historical, social and cultural experiences have on the meaning we make from texts and the attitudes we may develop towards characters, actions and events relating to human rights including gender, culture, nationality, socio-economic background, sexual orientation and religion.
ACELY1709	• Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.	• Exploring personal reasons for acceptance or rejection of opinions about human rights issues such as children in immigration detention.
ACELY1714	• Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.	• Creating informative texts about children's rights for different audiences.

HISTORY

Code	Content Description	Human Rights Example
ACHHK114	• Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.	• Identifying how the lack of citizenship rights for Aboriginal and Torres Strait Islander peoples contributed to other human rights abuses including the forcible removal of children from their families leading to the Stolen Generations, poor pay and working conditions, lack of property rights and voting rights. • Investigating women's experience of democracy and citizenship, equal pay, the bar on married women working and ongoing issues relating to the human rights of women including violence against women and the impact of the Sex Discrimination Act 1984. • Investigating the experiences of democracy and citizenship of lesbian, gay, bisexual, trans and intersex people including historical discrimination and new legal protections included in the Sex Discrimination Act 1984.

HISTORY (continued)

Code	Content Description	Human Rights Example
ACHHK115	• Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.	• Investigating why child refugees migrated to Australia.
ACHHK116	• The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.	• Investigating the role of notable Australians who have won the Australian Human Rights medal.
ACHHS119	• Identify questions to inform an historical inquiry.	• Developing key questions about when different groups such as women, migrants and Aboriginal and Torres Strait Islander peoples, people with a disability, gay and lesbian people had their right to vote recognised and when these groups were first elected into parliament.
ACHHS120	• Identify and locate a range of relevant sources.	• Locating material relevant to a human rights inquiry conducted by the Australian Human Rights Commission.
ACHHS121	• Locate information related to inquiry questions in a range of sources.	• Finding historical information from primary and secondary sources about the rights of women and fair pay, the Stolen Generations (such as Bringing them Home: The Stolen Children Report), and racism experienced by migrants.
ACHHS122	• Compare information from a range of sources.	• Exploring the website of a non-government advocacy organisation about the rights and experiences of refugees.
ACHHS123	• Identify points of view in the past and present.	• Analysing the language used in news stories about people who support the right to freedom of expression.
ACHHS124	• Develop texts, particularly narratives and descriptions, which incorporate source materials.	• Composing historical texts about a human rights issue such as the different rights that women have fought for.
ACHHS125	• Use a range of communication forms (oral, graphic, written) and digital technologies.	• Creating a digital story about a historical human rights event.

GEOGRAPHY		
Code	**Content Description**	**Human Rights Example**
ACHGK031	• The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region.	• Identifying that different groups within a country can have different life expectancies and this can be impacted by the level of human rights protections they have.
ACHGK032	• Differences in the economic, demographic and social characteristics between countries across the world.	• Investigating that people who have a low per capita income may have poorer health. • Identifying the concept of environmental justice and how nations that consume the least are often most impacted by environmental problems such as climate change.
ACHGK033	• The world's cultural diversity, including that of its indigenous peoples.	• Identifying examples of the lives of Indigenous peoples such as Maori language schools in Aotearoa New Zealand. • Exploring the Declaration on the Rights of Indigenous Peoples for an overview of the diversity of rights that Indigenous peoples have such as the right to speak their own language and practice their own culture.
ACHGK034	• Significant events that connect people and places throughout the world.	• Investigating the impact of natural disasters on human rights such as loss of life, housing, work and clean food and water. • Exploring how aid can help reduce poverty through promotion of education and health.
ACHGK035	• The various connections Australia has with other countries and how these connections change people and places.	• Exploring how special consideration is often given to gender equality and the rights of vulnerable groups such as children in the implementation of development projects.
ACHGK036	• The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places.	• Identifying factors such as the media, significant known events, proximity to places and personal relationships that influence people's awareness and opinions of human rights issues.
ACHGS040	• Develop geographical questions to investigate and plan an inquiry.	• Planning an investigation about how the Boxing Day Tsunami affected the human rights of people from different locations and focus on how it affected children's access to education.
ACHGS041	• Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports.	• Identifying how ethical research methods and protocols are based on human rights.
ACHGS044	• Interpret geographical data and other information using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions.	• Exploring cause and effect relationships between health, discrimination and poverty.
ACHGS045	• Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate.	• Developing a report on a human rights situation or event such as homelessness in Australia or gender inequality.
ACHGS046	• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people.	• Developing a plan of action to improve children's rights, using the Convention on the Rights of the Child.
GEOGRAPHY		

SCIENCE

Code	Content Description	Human Rights Example
ACSSU096	• Sudden geological changes or extreme weather conditions can affect Earth's surface.	• Investigating how geological events such as earthquakes, eruptions and tsunamis can impact human rights and exploring how scientific understanding can assist in minimising long and short term impacts on peoples' human rights.
ACSHE220	• Scientific knowledge is used to inform personal and community decisions.	• Investigating how understanding catastrophic natural events can help with planning to protect human rights and minimise the impact on those most vulnerable.
ACSHE099	• Important contributions to the advancement of science have been made by people from a range of cultures.	• Investigating how people from a range of cultures have used sustainable sources of energy, for example solar power in remote communities.
ACSHE100	• Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives.	• Investigating how electrical appliances have been used to help people with disability such as screen readers for people with vision impairments.

MATHS

Code	Content Description	Human Rights Example
ACMSP147	• Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables.	• Comparing and commenting on the usefulness of data representation of different student-generated diagrams, tables and graphs representing information about student diversity.
ACMSP148	• Interpret secondary data presented in digital media and elsewhere.	• Investigating data representation in the media about a topical human rights issue such as bullying, discuss what they illustrate and the messages the people who created them might want to convey. • Identifying potentially misleading data representations in the media about a topical human rights issues such as homelessness.

Human Rights Examples for the Australian Curriculum: Secondary Year 7 – Year 10

English

ENGLISH YEAR 7		
Code	**Content Description**	**Human Rights Example**
ACELA1528	• Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating.	• Exploring language and dialects that students speak within a local school environment. • Exploring the linguistic diversity of Aboriginal and Torres Strait Islander languages using the Aboriginal and Torres Strait Islander Languages Framework as a guide.
ACELT1621	• Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.	• Identifying and challenging gender stereotypes in girls and women's magazines and popular television programs. • Identifying and challenging racial and cultural stereotypes in popular Australian television programs.
ACELT1619	• Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.	• Building knowledge and understanding relating to the achievements of Aboriginal and Torres Strait Islander musicians and playwrights. • Identifying and explaining differences between point of view texts in different contexts. For example advertising and gender stereotypes or the different points of views relating to the rights of children and young people in immigration detention or juvenile justice centres.
ACELT1620	• Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view.	• Including compassion and human rights respecting values in the criteria for heroism. • Comparing personal viewpoints on texts that have human rights themes such as media reports on homelessness or children in immigration detention.
ACELT1803	• Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage.	• Discussing aspects of texts that have human rights and social justice themes and consider their social value using appropriate meta language.
ACELY1765	• Analyse and explain the effect of technological innovations on texts, particularly media texts.	• Investigating the influence having greater access to written language through communicative technologies has had on the rights of people with a disability.
ACELY1720	• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing.	• Preparing a presentation about an Australian human rights issue using print, visual and audio elements to explore and interpret ideas. Students can draw on knowledge and research using perspectives different from their own.

ENGLISH YEAR 8

Code	Content Description	Human Rights Example
ACELA1541	• Understand how conventions of speech adopted by communities influence the identities of people in those communities.	• Understanding how cultural diversity is formed and represented by linguistic diversity.
ACELT1626	• Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups.	• Investigating texts by Aboriginal and Torres Strait Islander peoples in order to explore a diversity of viewpoints on a range of human rights issues.
ACELT1628	• Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.	• Identifying how combinations of words and images in texts can be used to create stereotypes about particular groups including lesbian, gay, bisexual, trans and intersex people, women and people from refugee backgrounds.
ACELT1807	• Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts.	• Analysing arguments for and against a human rights issue such as racism, refugees, violence against women and homelessness.
ACELY1729	• Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	• Analysing how identity is created using social media such as Facebook and explore bystander approaches to cyberbullying by investigating the Australian Human Rights Commission BackMeUp campaign.
ACELY1730	• Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives.	• Exploring parliamentary speeches about a human rights issue such as same sex marriage and the rights of refugees. Within these texts, identify the intended audience as well as the intention of the piece and how this is reflected in the language and tone.
ACELY1731	• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints.	• Researching a human rights issue such as homelessness or gender equality and equal pay and present ideas to different audiences such as peers, parents or an employer.

ENGLISH YEAR 9

Code	Content Description	Human Rights Example
ACELA1551	• Understand that roles and relationships are developed and challenged through language and interpersonal skills.	• Identifying how language can be used to include or exclude people and how to use language that is inclusive and non-discriminatory.
ACELT1633	• Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts.	• Analysing literary texts about the experiences of lesbian, gay, bisexual, trans and intersex young people or children in immigration detention and consider the different ways these texts represent people.
ACELY1739	• Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts.	• Comparing and analysing perspectives about cultural diversity and racism in different types of media in Australia such as commercial print, television and public broadcasting.
ACELY1742	• Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts.	• Debating the reliability of media reporting of a human rights issue relating to refugees and asylum seekers comparing the perspectives of the asylum seekers with Australian, Papua New Guinea and Indonesian media coverage.

ENGLISH YEAR 10

Code	Content Description	Human Rights Example
ACELY1746	• Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features.	• Presenting arguments about maintaining a balance in the biosphere to protect human rights.
ACELA1564	• Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people.	• Identifying that language enables discrimination against people with a disability or discrimination based on gender, sexual orientation or race. • Identifying how assertive language can be used to help protect a person from unwanted behaviour such as harassment.
ACELT1639	• Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts.	• Recasting Aboriginal and Torres Strait islander people, or refugees and asylum seekers, from victims to survivors who have overcome incredible odds to survive.
ACELT1812	• Evaluate the social, moral and ethical positions represented in texts.	• Examining a current human rights issue, such as freedom of expression, refugees and asylum seekers or the experiences of intersex or transgender children.
ACELY1749	• Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.	• Questioning the representation and stereotypes of people based on their sex, sexual orientation or gender identity. • Questioning the representation of Aboriginal and Torres Strait Islander peoples and refugees and asylum seekers in the media.
ACELY1750	• Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage.	• Identifying prejudice and stereotypes of people from different cultures and backgrounds and challenging these stereotypes.
ACELY1752	• Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.	• Understanding how purpose and audience of text can reveal prejudiced beliefs or stereotypical assumptions.
ACELY1756	• Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.	• Exploring models of sustained texts created for persuasive purposes related to human rights concerns, such as freedom of expression and censorship in China, poor working conditions in Bangladesh or India's caste system.

History

HISTORY YEAR 7		
Code	**Content Description**	**Human Rights Example**
ACOKFH003	• Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following: key features of ancient societies (farming, trade, social classes, religion, rule of law).	• Identifying how ideas about human rights developed from moral and religious codes. • Critiquing if ancient law codes recognised human rights.
ACHHS211	• Draw conclusions about the usefulness of sources.	• Examining evidence for information about the rights of people from minority groups.
ACHHS213	• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.	• Describing the social structure of ancient society particularly the experiences of marginalised groups.

HISTORY YEAR 8		
Code	**Content Description**	**Human Rights Example**
ACOKFH008	• Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following: the transformation of the Roman world and the spread of Christianity and Islam.	• Discussing Anglo-Saxon institutions and laws relating to human rights.
ACOKFH009	• Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following: key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict).	• Explaining the significance of land ownership in the practice of feudalism and relate to workers' rights and treatment of the poor.
ACOKFH010	• Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following: the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).	• Explaining the changing ideas about human rights that occurred during the Renaissance, the Scientific Revolution and the Enlightenment.
ACDSEH076	• The longer-term effects of colonisation, including slavery, population changes and lack of control over resources.	• Explaining the longer-term effects of colonisation in terms of human rights impacts including the rights and treatment of Indigenous people.
ACHHS153	• Locate, compare, select and use information from a range of sources as evidence.	• Designing a table to list sources that contain information about treatment of different groups of people and human rights.
ACHHS154	• Draw conclusions about the usefulness of sources.	• Identifying the experiences of marginalised groups in the evidence and how it relates to power structures in society.
ACHHS155	• Identify and describe points of view, attitudes and values in primary and secondary sources.	• Describing the values and attitudes of society towards marginalised groups by exploring individual accounts of women, children and others from groups that have been marginalised.

HISTORY YEAR 9

Code	Content Description	Human Rights Example
ACOKFH016	• The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia.	• Investigating the changing nature of the sources that provide a record of life in this period and identify the human rights experiences of different groups in Australia, especially treatment of workers.
ACOKFH015	• The nature and extent of the movement of peoples in the period (slaves, convicts and settlers).	• Identifying the number of slaves transported and recognising slavery as a human rights violation.
ACOKFH017	• The extent of European imperial expansion and different responses, including in the Asian region.	• Outlining the impact of the industrial revolution on human rights including the impact of mass production on workers. • Recognising the impact of imperialism on human rights in Asian societies.
ACOKFH019	• The emergence and nature of significant economic, social and political ideas in the period, including nationalism.	• Recognising that the features relating to concepts of equality, egalitarianism and democracy are human rights. • Recognising how events such as the French Revolution and American Independence contributed to ideas of equality and human rights. • Recognising the role of classical models and theories on the invention of human rights values.
ACDSEH080	• The population movements and changing settlement patterns during this period.	• Describing the human rights impact of industrialisation on living conditions with a focus on women and children.
ACDSEH081	• The experiences of men, women and children during the Industrial Revolution, and their changing way of life.	• Investigating the human rights impact of industrialisation on working conditions including child labour.
ACDSEH082	• The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.	• Outlining the long term impacts of industrial revolution on working conditions and worker's rights.
ACDSEH017	• The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire) and of Australia.	• Identifying the impact of the Industrial revolution on human rights including working conditions.
ACDSEH019	• The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism.	• Explaining the impact of idea (capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism) on the human rights of women, children, the poor, working conditions, freedom of expression and attitudes towards cultural diversity.
ACDSEH086	• The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism.	• Investigating the influence of marginalised groups on the emergence of a key idea such as Socialism or Chartism.
ACDSEH087	• The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups.	• Explaining the role that marginalised groups had on promotion of one key idea.
ACDSEH088	• The short and long-term impacts of ONE of these ideas on Australia and the world.	• Discussing the short and long term impacts of one key idea on the rights of women, Indigenous peoples or other marginalised groups in Australia or globally.
ACDSEH018	• The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation.	• Explaining how the Industrial Revolution impacted on the human rights of people of African descent.

HISTORY YEAR 9 (continued)

Code	Content Description	Human Rights Example
ACDSEH083	• The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience.	• Investigating sources that record the experiences of slaves and convicts and the impact of the experience on their human rights.
ACDSEH084	• Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia.	• Investigating the experiences of convicts and identify how their human rights were breached. • Describing the human rights impact of settlers or convicts on Aboriginal and Torres Strait Islander peoples of the region.
ACDSEH085	• The short and long-term impacts of the movement of peoples during this period.	• Evaluating the impacts of the movement of peoples on the human rights of migrants, Aboriginal and Torres Strait Islanders.
ACDSEH093	• The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period.	• Identifying the differing rights and treatment of various groups and laws and beliefs that relate to human rights in one Asian society.
ACDSEH094	• Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s).	• Describing the effects of contact and its link with human rights abuses and exploitation in one Asian society.
ACDSEH020	• The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.	• Explaining the effects of contact in terms of the human rights violations that Aboriginal and Torres Strait Islander peoples experienced, including the forcible removal of children.
ACDSEH089	• The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans).	• Outlining the human rights experiences of marginalised groups and the discrimination they faced prior to the 1900s.
ACDSEH090	• Living and working conditions in Australia around the turn of the twentieth century (that is 1900).	• Identifying the main features of housing, sanitation and education around 1900 and how these relate to human rights such as access to water, food, shelter, good working conditions and education.
ACDSEH091	• Key events and ideas in the development of Australian self-government and democracy, including women's voting rights.	• Explaining the factors that contributed to the development of democracy in Australia especially women's voting rights and discrimination against Aboriginal and Torres Strait Islander peoples.
ACDSEH092	• Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act.	• Investigating how the major social legislation affected people's human rights including women's rights, rights of seniors and the rights of migrants.
ACDSEH095	• The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.	• Exploring the human rights experiences of Aboriginal and Torres Strait Islander people during World War 1 including the experiences of returned soldiers.
ACDSEH096	• The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate).	• Investigating the human rights impact of World War I on various groups including women, German Australians and unionists in Australia.
ACHHS164	• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.	• Representing the relationship between key human rights events and places in Australia using interactive timelines.

HISTORY YEAR 9 (continued)

Code	Content Description	Human Rights Example
ACHHS165	• Use historical terms and concepts.	• Discussing the contestability of historical terms such as settlement, invasion and colonisation and identify how these terms can be perceived in relation to the rights of Aboriginal and Torres Strait Islander peoples.
ACHHS166	• Identify and select different kinds of questions about the past to inform historical inquiry.	• Developing human rights related questions about the past treatment of women, and Aboriginal and Torres Strait Islander Peoples.
ACHHS168	• Identify and locate relevant sources, using ICT and other methods.	• Identifying historical human rights sources such as Australian Human Rights Commission inquiries into human rights issues such as children in immigration detention and the Stolen Generations.
ACHHS171	• Evaluate the reliability and usefulness of primary and secondary sources.	• Evaluating the reliability and usefulness of an Australian Human Rights Commission Report such as the Bringing Them Home Report from the Inquiry into the Stolen Generations.

HISTORY YEAR 10

Code	Content Description	Human Rights Example
ACOKFH021	• Overview content for the Modern World and Australia includes the following: continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping.	• Outlining the purpose of the United Nations and the human rights issues in key places where Australia has been involved in UN peacekeeping, such as East Timor (Timor Leste).
ACOKFH022	• Overview content for the Modern World and Australia includes the following: the major movements for rights and freedom in the world and the achievement of independence by former colonies.	• Identifying the major movements for rights and freedom in the world (including the US Civil Rights movement, Aboriginal and Torres Strait Islander movements, women's movements). • Recognising the continuing nature and diversity of human rights movements in the twentieth century including movements for civil, political, economic, social and cultural rights.
ACOKFH023	• Overview content for the Modern World and Australia includes the following: the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War.	• Identifying human rights issues raised during Australia's involvement in Cold War and post- Cold War conflicts.
ACOKFH024	• Overview content for the Modern World and Australia includes the following: developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability.	• Recognising the human rights challenges and opportunities presented during the twentieth century including the connections between human rights protection and promotion, the right to an adequate standard of living, public heath, and environmental sustainability.
ACDSEH107	• An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.	• Investigating the human rights impacts of the Holocaust and how this led to the development of modern international human rights protections. • Examining the human rights impacts of the testing and use of nuclear weapons in World War II.
ACDSEH108	• The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore).	• Investigating the experiences of Australian prisoners of war and if they experienced human rights abuses.

Code	Content Description	Human Rights Example
ACDSEH109	• The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship).	• Investigating the impact of World War II on human rights including woman's experiences, government controls, conscription and censorship.
ACDSEH023	• The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.	• Investigating the Universal Declaration of Human Rights in order to identify the different civil, political, economic, social and cultural human rights that it protects.
ACDSEH104	• Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations.	• Exploring accounts from the Australian Human Rights Commission's Bringing them Home Report from the Inquiry into the Stolen Generations in order to identify what human rights were abused.
ACDSEH105	• The US civil rights movement and its influence on Australia.	• Outlining the specific human rights that were being fought for during the Australian Freedom Rides.
ACDSEH106	• The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology.	• Describing the aims, tactics and outcomes of Aboriginal and Torres Strait Islander peoples' struggle for human rights such as closing the gap on Indigenous health inequality. • Exploring the recommendations from the Bringing them Home Report into the Stolen Generations and identifying if they have been implemented. • Exploring how the 1967 Referendum and the right to vote federally relates to contemporary human rights challenges for Aboriginal and Torres Strait Islander Peoples such as the campaign for constitutional recognition. • Describing how the reconciliation movement started and the role of civil society in generating the momentum that led to the 2008 Apology. • Exploring the significance of freedom of expression in contemporary Australian society. • Exploring the significance of the Mabo decision and the end of 'Terra Nullius'.
ACDSEH134	• Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle.	• Investigating the campaign methods used by Aboriginal and Torres Strait Islander human rights activists from 1965 to the present and how the campaigning methods have changed over time. • Exploring the campaign methods used in the Recognise Campaign for constitutional recognition and the Close the Gap Campaign for health equality.
ACDSEH143	• The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007).	• Exploring the Declaration on the Rights of Indigenous Peoples and identifying how it relates to Aboriginal and Torres Strait Islander led campaigns for human rights such as the Close the Gap campaign for health equality and Indigenous Recognition in Australia's Constitution. • Exploring the UN Convention on the Rights of the Child and identifying how it relates to the forcible removal of children, rights of children in out of home care and the protection and promotion of children's rights more generally including the right to be heard, the right to health and the right to education.

Code	Content Description	Human Rights Example
ACDSEH149	• Continuity and change in beliefs and values that have influenced the Australian way of life.	• Describing examples of human rights values including democracy, freedom of expression, freedom of religion and egalitarianism and how they have influenced Australian way of life. • Describing how attitudes towards women have changed and explore the role of the Sex Discrimination Act 1984. • Exploring the growing recognition and protection of the rights of lesbian, gay, bisexual, trans and intersex people.
ACDSEH145	• The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish'.	• Describing the impact of Australian migration policies on human rights over time including present day migration policies and their impact on the human rights of refugees and asylum seekers who arrive in Australia by boat. • Exploring Australia's responsibility under the 1951 Refugee Convention to provide protection to refugees and asylum seekers. • Describing the impact of mandatory detention policies on asylum seekers, including children.
ACDSEH146	• The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees.	• Describing the human rights experiences of Indochinese refugees including their experiences of resettlement in Australia.
ACDSEH147	• The contribution of migration to Australia's changing identity as a nation and to its international relationships.	• Investigating policies of multiculturalism since the 1970s and how they have contributed to human rights in Australia. • Exploring the introduction and purpose of the Race Discrimination Act 1975.
ACDSEH126	• The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', concept of 'sustainability', concept of 'rights of nature').	• Investigating the interrelationship between human rights, the environment and peace and recognise that many human rights are linked to environmental sustainability such as the right to food and clean water.
ACDSEH127	• Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998.	• Exploring the campaign to stop uranium mining at Jabiluka and investigating the role of Aboriginal women Yvonne Margarula and Jacqui Katona in leading the successful campaign.
ACHHS182	• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.	• Analysing how recognising the human rights of women have contributed to changing values and attitudes and identify areas where there are still significant inequalities.
ACHHS190	• Identify and analyse the perspectives of people from the past.	• Analysing how recognising of the human rights of women have contributed to changing values and attitudes and identify areas where there are still significant inequalities.

Geography

GEOGRAPHY YEAR 7		
Code	**Content Description**	**Human Rights Example**
ACHGK038	• The ways that flows of water connect places as it moves through the environment and the way this affects places.	• Investigating the social importance of water and how access to safe drinking water is a human right.
ACHGK040	• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa.	• Investigating the social causes of water scarcity such as people who may be experiencing disadvantage having less access to water resources than others including the potential impact on remote communities.
ACHGK041	• The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region.	• Exploring the connection between water and cultural rights for Aboriginal and Torres Strait Islander peoples. • Examining the cultural significance of the water bodies of Kakadu National Park which is World Heritage listed for natural and cultural values and has significant floodplains, billabongs, tidal flats and coastal areas.
ACHGK042	• The causes, impacts and responses to an atmospheric or hydrological hazard.	• Explaining the social and human rights impacts of an atmospheric or hydrological hazard such as a flood, cyclone or tsunami. Consider how people affected by the hazard were able to participate in reconstruction, and how rights to water and education were impacted.
ACHGK043	• The factors that influence the decisions people make about where to live and their perceptions of the liveability of places.	• Investigating the factors that impact on the rights of people with disability to live in communities such as accessibility of buildings and public transport. • Identifying that when we have our human rights respected and protected that this makes places more liveable such as feeling safe and having access to quality education and medical care. • Discussing initiatives that Aboriginal and Torres Strait Islander peoples have taken to live on their country such as the establishment of community run schools.
ACHGK044	• The influence of accessibility to services and facilities on the liveability of places.	• Comparing the accessibility and availability of quality education, health services and facilities in communities that are urban, rural and remote. • Examining how socio-economic status of a neighbourhood can affect liveability. For example, wealthier areas have greater access to services such as good public transport, health services and schools. • Examining the role that accessibility of transport plays in the ability of people with disability to access services and participate in community life.
ACHGK045	• The influence of environmental quality on the liveability of places.	• Researching how air pollution can impact on people's right to the highest attainable standard of health by causing respiratory diseases. • Explaining how good water quality and a clean environment impacts on the right to the highest attainable standard of health and the right to food.

GEOGRAPHY YEAR 7 (continued)

Code	Content Description	Human Rights Example
ACHGK046	• The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places.	• Identifying that when rights are respected people are more likely to feel safe and connected to a community. Discussing why some groups of people may not feel safe in some places because of discrimination including sexism, disability discrimination, racism, age discrimination and homophobia.
ACHGK047	• The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.	• Developing a proposal to improve the liveability of your local community, consider the rights of children and young people, people with a disability, people from culturally and linguistically diverse backgrounds, women, sex and gender diverse people and older people. Consider how people will participate and how you will involve vulnerable groups that may not get their voices heard. How will you empower people to take action and how will your proposal make your community more liveable for everyone.
ACHGS048	• Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources.	• Identifying how ethical research methods and protocols are based on human rights. For example, Guidelines for Ethical Research in Australian Indigenous Studies developed by the Australian Institute of Aboriginal and Torres Strait Islander Studies and relate to the Declaration on the Rights of Indigenous Peoples.
ACHGS054	• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal.	• Proposing actions to respond to a geographical issue related to rights such as ensuring a sustainable water supply.

GEOGRAPHY YEAR 8

Code	Content Description	Human Rights Example
ACHGK049	• The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples.	• Exploring how material, cultural and spiritual wellbeing associated with landscapes and landforms for Aboriginal and Torres Strait Islander Peoples has links to economic and social rights. Explore aspects of this in the Community Guide to the Declaration on the Rights of Indigenous Peoples.
ACHGK052	• The ways of protecting significant landscapes.	• Investigating Indigenous Protected Areas and how they can provide more than environmental benefits including protecting cultural values for future generations and associated health, education, economic and social benefits.
ACHGK056	• The reasons for and effects of internal migration in Australia.	• Examining the social impacts of resource development on communities. Use ABS data Towns of the Mining Boom and Australian Human Rights Commission resources to consider issues such as gender and the rights of Aboriginal and Torres Strait Islander peoples.
ACHGK058	• The reasons for and effects of international migration in Australia.	• Identifying and explaining the push factors such as human rights abuses experienced by refugees and asylum seekers that lead to forced migration. • Interviewing community members from diverse backgrounds about their reasons and experiences of migrating to Australia and identify if there were push or pull factors.

GEOGRAPHY YEAR 8 (continued)

Code	Content Description	Human Rights Example
ACHGS061	• Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate.	• Presenting an oral report supported by an audio-visual display to communicate an evidence based argument about Indigenous Protected Areas and jointly managed national parks in Australia. Identify how these can benefit the cultural, economic, education and health rights of Aboriginal and Torres Strait Islander Peoples.
ACHGS062	• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal.	• Developing inquiry questions that address human rights issues linked to geographical challenges such as what are the impacts of urbanisation on human rights, what are the impacts of environmental degradation on the right to food and water and what are some of the human rights impacts of geomorphological hazards such as earthquakes. Propose actions to respond to these issues.

GEOGRAPHY YEAR 9

Code	Content Description	Human Rights Example
ACHGK062	• The environmental, economic and technological factors that influence crop yields in Australia and across the world.	• Investigating how high crop yields can have either a positive or negative impact on working conditions and have an impact on Indigenous peoples and habitats.
ACHGK063	• The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world.	• Exploring human rights impacts of land degradation and climate change and how this can impact on food production. • Exploring contemporary case studies of competing land use such as coal seam gas mining and farming in Australia. • Exploring human rights related issues such as the right to food and the right to water and the importance of people giving free, prior and informed consent.
ACHGK064	• The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world.	• Exploring the concept of the right to food and food security. • Investigating food insecurity in Australia and identify why some population groups are more vulnerable to food insecurity. • Investigating the human rights impacts of global food production and the benefits of fair trade.
ACHGK065	• The perceptions people have of place, and how this influences their connections to different places.	• Developing a survey of perceptions and use of places based on demographics relating to gender, age, culture, people with or without a disability. Students identify if human rights issues such as racism, sexism, homophobia, access for people with a disability impact on their feelings of connection.
ACHGK066	• The way transportation and information and communication technologies are used to connect people to services, information and people in other places.	• Describing differences in people's access to technology by age, disability status, socio-economic background and location. • Analysing the impact on people's ability to participate actively in society.

Code	Content Description	Human Rights Example
ACHGK068	• The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia.	• Exploring the human rights and environmental impact of timber and paper products that are logged in Papua New Guinea or Indonesia. • Investigating a Fair Trade Certified food or clothing product or a Forest Stewardship Council Certified paper product and track where it is from and the human rights impacts of production. • Investigating the effects of palm oil production in Indonesia on biodiversity and human rights. • Identifying the human rights impacts of the clothing or technology industry by exploring a case study from Asia.
ACHGK069	• The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.	• Investigating a popular tourist hotspot and identifying the impacts that large amounts of tourists can have on local culture, human rights of women and the environment.
ACHGS063	• Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts.	• Developing questions relating to the connection between the right to food and a healthy environment.
ACHGS064	• Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources.	• Referring to the Guidelines for Ethical Research in Australian Indigenous Studies developed by the Australian Institute of Aboriginal and Torres Strait Islander Studies. • Gathering relevant data on human rights impacts of food production or travel in the Asia Pacific potential issues include sustainable forest products and Indigenous peoples or the impact of tourist hot spots on local culture.
ACHGS065	• Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies.	• Developing a diagram to show trade in common products such as chocolate, coffee, timber or minerals. • Exploring some products that have fair trade certification.
ACHGS067	• Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes.	• Comparing maps showing transport networks with survey responses about personal mobility based on access to transport for people with disability or those living remotely.
ACHGS070	• Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate.	• Presenting an oral response, supported by visual aids on a human rights issue such as people with disability and access to services in different geographic locations.
ACHGS071	• Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal.	• Exploring alternative responses to food production and security such as sustainable farming methods and certification systems aimed at protecting human rights and the environment such as fair trade certification.

GEOGRAPHY YEAR 10

Code	Content Description	Human Rights Example
ACHGK070	• The human-induced environmental changes that challenge sustainability.	• Identifying the direct, indirect, and intrinsic value of biodiversity and how it relates to the human rights of Indigenous peoples.
ACHGS071	• The environmental worldviews of people and their implications for environmental management.	• Exploring world views that connect human rights to environmental sustainability by looking at the concept of environmental justice and the relationship that Indigenous peoples have with their environment. Consider how this is reflected in the Community Guide to the Declaration on the Rights of Indigenous Peoples.
ACHGK072	• The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia.	• Researching Indigenous Protected Areas and the joint management of national parks such as Kakadu and Uluru Kata Tjuta.
ACHGK073	• The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated.	• Describe Indigenous peoples relationship with the forests in PNG, the effects of logging on sustainability of the forests, human rights and traditional ways of life and how intact forests can be valuable in the storage of carbon
ACHGK074	• The application of geographical concepts and methods to the management of the environmental change being investigated.	• Exploring how human rights considerations have or have not been taken into account in developing solutions to environmental change. • Exploring how human rights standards can be taken into account for environmental sustainability and Indigenous communities by investigating the Community Guide to the Declaration on the Rights of Indigenous Peoples.
ACHGK075	• The application of environmental economic and social criteria in evaluating management responses to the change.	• Explaining the detrimental effects on human rights when governments do not consider the needs of communities.
ACHGK076	• The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.	• Examining human rights indicators and the Millennium Development Goals to compare human wellbeing. • Identifying how the close the gap initiative has measured the wellbeing of Aboriginal and Torres Strait Islander peoples. Identifying areas such as life expectancy, access to food, water, shelter, safety, health and education as indicators of wellbeing. • Using Gap Minder to identify trends in wellbeing over time at a country level.
ACHGK077	• The reasons for spatial variations between countries in selected indicators of human wellbeing.	• Investigating how the abuse of human rights including civil, political, economic, social and cultural rights leads to inequality. • Comparing levels of violence against women, homophobia and trans phobia within Australia and across selected countries.

GEOGRAPHY YEAR 10 (continued)

Code	Content Description	Human Rights Example
ACHGK078	• The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.	• Identifying access to a safe home, clean water, sanitation, health services and adequate food as human rights issues. • Investigating how the protection of women's rights is linked to human wellbeing and poverty reduction by exploring the work of UN Women and a community organisation such as the International Women's Development Agency.
ACHGK079	• The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region.	• Examining identified patterns in spatial wellbeing by considering poverty, gender, ethnicity, homophobia, access to education and racism. • Examining equality in school enrolments of girls.
ACHGK080	• The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale.	• Using human rights indicators to measure wellbeing. • Examining the concept of place based disadvantage by exploring ABS data and other research. • Examining the social determinants of health and explain how someone's socio-economic background can influence their health and wellbeing.
ACHGK081	• The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.	• Exploring a rights based community development program. • Discussing the objectives and outcomes of an Australian organisation program that focuses on improving peoples' human rights in the Asia Pacific region. • Exploring Indigenous controlled community development programs to improve wellbeing of Aboriginal and Torres Strait Islanders.
ACHGS072	• Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts.	• Planning an investigation identifying variation in human wellbeing within one country and consider the social determinants of health.

Science

SCIENCE YEAR 7		
Code	**Content Description**	**Human Rights Example**
ACSSU112	• Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.	• Investigating specific examples of the impacts of biodiversity loss on the rights of Indigenous peoples who rely on the forests for their food, shelter and livelihoods in Indonesia, the Solomon Islands and Papua New Guinea.
ACSHE119	• Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.	• Researching the stories of scientists such as Galileo who have been silenced or persecuted for their work or opinions.
ACSHE223	• Science knowledge can develop through collaboration and connecting ideas across the disciplines of science.	• Investigating sustainable land management practices of Aboriginal and Torres Strait Islander peoples and how these have contributed to environmental sustainability, social and economic wellbeing and the maintenance of cultural rights.
ACSHE120	• Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.	• Investigating ethical issues relating to the right to water in the Murray Darling Basin, including that the environment also needs water to stay healthy and to protect cultural values for Aboriginal and Torres Strait Islander peoples. • Comparing the impact of human activity on river health in different states and consider issues such as the rights of people in South Australia to have safe drinking water and the significant water use of irrigated agriculture upstream in NSW and Queensland.
ACSHE121	• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.	• Exploring the CSIRO Indigenous engagement section to investigate how Aboriginal and Torres Strait Islander knowledge is used to inform scientific decisions to care for country.
ACSIS124	• Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.	• Investigating a scientific and environmental issue such as air pollution and recognise the interconnection between cultural, economic or moral aspects of its impact on people's right to the highest obtainable standard of health.

SCIENCE YEAR 8

Code	Content Description	Human Rights Example
ACSHE135	• Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.	• Discussing human rights issues that may arise from organ transplantation if it is not effectively controlled including the role of relative power/powerlessness based on gender, race, class, education, citizenship, nationality in organ selling, transplant tour and internet brokering schemes.
ACSHE136	• Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.	• Investigating technology that can help protect peoples' human rights such as water filters to protect the right to water and earthquake prediction equipment to help protect people from the impact of earthquakes. • Investigating if the effect of a technology differs for different groups of people, based on their class, gender, race, disability, age, or geographic location.
ACSIS139	• Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.	• Recognising solutions to an environmental science problem such as depleted fish stocks due to overfishing and the need to consider the cultural, economic and moral aspects that have human rights implications for local communities impacted by overfishing.

SCIENCE YEAR 9

Code	Content Description	Human Rights Example
ACSHE161	• Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities.	• Investigating how technological advancements such as accessible information technology have helped people with disability access their human rights to education and work. • Considering if some technology has created any human rights conflicts such as one person's right to privacy versus another person's right to information.
ACSHE228	• The values and needs of contemporary society can influence the focus of scientific research.	• Investigating how scientific and technological advancements have been applied to minimise marine pollution in Australia and if this has been effective in protecting peoples' right to a clean environment. For example, investigate pollution in Sydney harbour around the Sydney Olympic site and if this has led to restrictions on fishing due to health concerns. • Considering how safe sound levels for humans at work are a human right as everyone has the right to a safe workplace.
ACSIS164	• Formulate questions or hypotheses that can be investigated scientifically.	• Investigating scientific and environmental problems that impact on human rights such as pollution. Consider how scientific knowledge and inquiry skills could be used to find a solution and identify the cause, rights violated and the groups of people most affected.

SCIENCE YEAR 10

Code	Content Description	Human Rights Example
ACSSU189	• Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.	• Investigating how climate change impacts on human rights including the right to life, health, adequate standard of living, property, self-determination and just and favourable conditions of work. • Considering the long term effects of biodiversity loss on human rights including the right to life, the right to food, the right to water and cultural rights of Indigenous peoples.
ACSHE191	• Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.	• Investigating the potential impact on people with disability regarding the increase in genetic knowledge and testing. • Considering the role of science in identifying the impact of climate change on vulnerable populations such as people living in low lying areas including Indigenous peoples.
ACSHE195	• Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities.	• Investigating the impact that scientific research may have on different groups of people, based on their class, gender, race, disability, age, or geographic location. • Investigating ethical considerations around genetic engineering including concerns about food security and seed patenting. • Investigating if adequate safeguards are in place for nanotechnology application to protect human rights including the right to the highest attainable standard of health.
ACSHE230	• The values and needs of contemporary society can influence the focus of scientific research.	• Considering issues around the potential impact of genetic testing on the rights of people with disability or chronic medical conditions around issues such as discrimination and insurance.

Maths

MATHS YEAR 7

Code	Content Description	Human Rights Example
ACMSP172	• Describe and interpret data displays using median, mean and range.	• Locating mean, median and range on graphs relating to a human rights issue such as the age of people experiencing homelessness.

MATHS YEAR 8

Code	Content Description	Human Rights Example
ACMSP284	• Investigate techniques for collecting data, including census, sampling and observation.	• Identifying human rights situations where data can be collected by census such as gender equality and salaries.

MATHS YEAR 9

Code	Content Description	Human Rights Example
ACMSP227	• Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians.	• Investigating a range of data and its sources, for example life expectancy and other health data for different groups in Australia, including Aboriginal and Torres Strait Islanders.

MATHS YEAR 10

Code	Content Description	Human Rights Example
ACMSP252	• Investigate and describe bivariate numerical data where the independent variable is time.	• Constructing and interpreting data displays about refugees and asylum seekers in Australia and globally over time.
ACMSP253	• Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data.	• Evaluating statistical reports comparing discrimination, violence and bullying levels by sex, race, disability, age, sexual orientation and gender identity with the population as a whole.