VILLAGE SQUARE

AUSTRALIA CURRICULUM ALIGNMENT

This document helps curriculum leaders, educators, instructional designers, and reviewers understand how the Village Square Minecraft Education lesson and extension activities align with the Australian Curriculum, Version 9.0, for learners aged 9–14.

The document maps the lesson's pre-game, gameplay, post-game, and community-impact activities to Humanities and Social Sciences, Civics and Citizenship, the general capabilities, and English. It also identifies the strongest areas of alignment, important curriculum gaps, year-band considerations, and opportunities for local adaptation.

Use this crosswalk to review curriculum fit, plan instruction, support internal approvals, or adapt Village Square for an Australian programme. Begin with the framework and age-to-year overview, then consult the activity-by-activity mappings and coverage summary. Because this is an independent alignment rather than an official endorsement, verify all mappings against the current Australian Curriculum and any relevant state or territory syllabus before formal use.

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Australia Curriculum Alignment

Village Square — Minecraft Education Lesson Plan & Post Gameplay Presentation

Alignment to the Australian Curriculum (Version 9.0)

Field	Detail
Scope	The national Australian Curriculum, Version 9.0 (ACARA): Humanities and Social Sciences (HASS) — Civics and Citizenship sub-strand F–6; the Civics and Citizenship 7–10 subject; the general capabilities; and English. Cross-curriculum priorities are noted as opportunities.
State/territory note	Most states and territories implement the Australian Curriculum. New South Wales uses its own NESA syllabuses and Victoria the Victorian Curriculum F–10 (VCAA) — both broadly aligned to ACARA but with different codes. State-specific mapping can be added on request.
Learner age	Ages 9–14 — Years 4–6 (HASS) and Years 7–9 (Civics and Citizenship). Where an outcome differs by year, the relevant codes are given.
Companion	Mirrors the US (C3 / CASEL / Common Core ELA) and UK (four-nation) crosswalks, using the same twelve Village Square activities.
Nature of this document	An independent alignment analysis. The lesson plan cites no curriculum references; mappings were inferred from activity content using reasonable professional judgement and should be verified against the current ACARA curriculum before formal use.

1. Frameworks referenced

In the Australian Curriculum, civics is taught within HASS as the Civics and Citizenship sub-strand from Years 3–6, then as the discrete Civics and Citizenship subject in Years 7–10. Content descriptions carry codes (e.g., AC9HS5K06 for HASS; AC9HC7K01 for Civics and Citizenship 7–10). Personal/social and ethical learning sit in the general capabilities, and oracy and writing sit in English.

Framework	What it covers
HASS — Civics & Citizenship (F–6)	Knowledge and understanding (rules and laws, democracy, values, government, participation) plus a Skills strand (questioning and researching; interpreting, analysing and evaluating; concluding and decision-making; communicating).
Civics and Citizenship (7–10)	The discrete subject: government and democracy, the Constitution and legal system, participation, values, identity and diversity — plus its own skills strand.
General capabilities	Personal and Social capability (self-awareness, self-management, social awareness, social management); Ethical Understanding; Critical and Creative Thinking; and Literacy.
English	Language (word knowledge / vocabulary), Literacy (Interacting with others; Creating texts).
Cross-curriculum priorities	Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's engagement with Asia; and Sustainability — treated here as enrichment opportunities.

Age-to-year mapping (ages 9–14)

Phase	Coverage
Years 4–6 (ages ~9–11)	HASS, including the Civics and Citizenship sub-strand (rules and laws, democracy and its values, levels of government, working together for a civic goal).
Years 7–9 (ages ~12–14)	Civics and Citizenship as a discrete subject (system of government, democracy and the law, participation, identity and diversity).

2. Activity-by-activity alignment

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	AC9HS5K06 (key values and features of Australia's democracy); Personal & Social — Social awareness (empathy, perspective); Ethical Understanding (explore ethical concepts and points of view); English — Literacy: Interacting with others.	Students take and justify a position on ten civic-value statements, then hear peers who see things differently.
Vocabulary	English — Language: Word knowledge (vocabulary); underpins the civics concepts in AC9HS5K06 / AC9HS6K06; figurative language (personification).	Explicit teaching and applied use of civic terms (democracy, citizen, rules, vote); the Personification task addresses figurative language.
Mini-Lesson	English — Literacy: Interacting with others; Personal & Social — Social management (communication).	Models the Think-Pair-Share routine.
Bedrock Debates	AC9HS4K07 (rules vs laws); AC9HC7K02 (democratic freedoms), AC9HC7K03 (rule of law / legal system), AC9HC7K05 (values — fairness, respect, equality); Ethical Understanding (respond to ethical issues); Critical & Creative Thinking (inquiring, analysing); English — Interacting with others.	Twenty civic dilemmas debated via Turn and Talk; cards on rules and laws, fairness, leaders and the law, and misinformation.
Take-Home Table Talk	AC9HS5K07 (citizens working together to achieve a civic goal); Personal & Social — Social awareness (community awareness); English — Interacting with others.	Family interviews connect civic ideas to real community life.
Notetaker	HASS Skills — AC9HS6S02 (locate, collect and organise information), AC9HS6S04 (evaluate sources), AC9HS6S05 (evidence-based conclusions); English — Creating texts (note-making).	Records problem, people, and solution across four challenges.

Activity	Curriculum reference(s)	How the activity meets it
Gameplay	AC9HS6K06 / AC9HS6K07 (institutions and levels of government — as analogue); AC9HC7K01 (system of government); AC9HC8K01 (how citizens participate) and AC9HC8K02 (elections and forming government); Personal & Social — Social management (decision-making).	Dam and iron deliberations, the flawed vote, and the five-years-later consequences. See gap note re: real Australian institutions.
A. Discussion Questions	AC9HS4K07 / AC9HS6K06 (rules, the common good, democracy); Ethical Understanding; English — Interacting with others & Creating texts.	Discussion and written answers on rules, the common good, and single- vs group decision-making.
B. Cube City News	English — Literacy: Creating texts (persuasive/informative writing for purpose and audience); Language: Word knowledge (vocabulary); Critical & Creative Thinking.	A one-paragraph persuasive news article using at least four unit terms.
C. Hear Ye Council	AC9HC8K01 (participate in democracy); AC9HS5K06 (elections and elected representatives — voting); Civics & Citizenship skills (civic participation and decision-making); Personal & Social — Social management (collaboration, leadership, decision-making); English — Interacting (present) & Creating texts.	Groups write a statement, present it, and the class votes.
D. Class Charter	AC9HC7K05 / AC9HS6K06 (values that underpin democracy — freedom, respect, fairness, equality); AC9HS4K07 (rules); Ethical Understanding (explore values, rights and responsibilities); Personal & Social — Social management (collaboration, conflict resolution); English — Interacting with others.	The class co-creates and votes to adopt shared values and rules — the strongest single alignment.

Activity	Curriculum reference(s)	How the activity meets it
Community Impact Project	AC9HS5K07 (working together for a civic goal) / AC9HC8K01 (participation); HASS Skills — AC9HS6S06 (propose actions and assess effects); Critical & Creative Thinking (inquiring, generating, analysing, reflecting); Personal & Social capability (all four elements); English — Creating texts; Cross-curriculum priority: Sustainability (where relevant).	Pupils identify and act on a real community need — the unit's flagship active-citizenship task.

3. Coverage summary

Strongly covered

- The Civics and Citizenship knowledge strand — the values and features of democracy, rules and laws, and citizens working together — across HASS Years 4–6 (AC9HS4K07, AC9HS5K06, AC9HS5K07, AC9HS6K06) and Civics and Citizenship Years 7–8 (AC9HC7K02, AC9HC7K05, AC9HC8K01).
- The general capabilities: Personal and Social capability, Ethical Understanding, and Critical and Creative Thinking run through nearly every activity.
- English — Interacting with others (the discussion-led design) and Creating texts (the persuasive and reflective writing) are well represented.
- Active, participatory citizenship — the Class Charter, the Council vote, and the Community Impact Project — maps to AC9HS5K07 and AC9HC8K01.

Not addressed — plan accordingly

- Australian institutions: the Westminster system, the Australian Constitution, federalism and the three levels of government (AC9HS6K06/K07, AC9HC7K01, AC9HC8K02), and the legal system (AC9HC7K03, AC9HC8K03/K04) are not delivered by a fictional village and need an explicit Australian-government bridge to be fully met at Years 6–8.
- First Nations perspectives: AC9HC7K04 and AC9HC8K04/K06, and the cross-curriculum priority 'Aboriginal and Torres Strait Islander Histories and Cultures', are absent — a significant opportunity, since First Nations decision-making and custodianship of Country connect naturally to the unit's themes of consensus and shared responsibility.
- Evidence and sources: source-evaluation (AC9HS6S04) is light unless the Notetaker and Community Impact steps explicitly ask students to weigh sources.
- Year band: ages 9–14 span Years 4–9 — two quite different phases — so choose the band or differentiate; some content skews older.
- Documentation: the plan cites no curriculum references; all alignment here is external and inferred.

Appendix — Content descriptions cited (verbatim)

Australian Curriculum, Version 9.0 (ACARA). HASS codes are AC9HS...; Civics and Citizenship 7–10 codes are AC9HC....

HASS — Civics and Citizenship (Years 4–6)

Code	Content description
AC9HS4K07	The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people.
AC9HS4K08	The roles of local government and how members of the community use and contribute to local services.
AC9HS5K06	The key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives.
AC9HS5K07	How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal.
AC9HS6K06	The key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies.
AC9HS6K07	The roles and responsibilities of the three levels of government in Australia.
AC9HS6S02 / S04 / S05 / S06	Locate, collect and organise information and data from primary and secondary sources (S02); evaluate sources to determine origin, purpose and perspectives (S04); develop evidence-based conclusions (S05); propose actions and use criteria to assess possible effects (S06).

Civics and Citizenship (Years 7–8)

Code	Content description
AC9HC7K01	The key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism.
AC9HC7K02	The characteristics of Australia's democracy, including freedom of speech, association, assembly, religion and movement.
AC9HC7K03	The key principles and features of the Australian legal system, including the Australian Constitution, the rule of law and the court system.
AC9HC7K04	How Australia's secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities.
AC9HC7K05	How values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society.

Code	Content description
AC9HC8K01	How Australians are informed about and participate in democracy.
AC9HC8K02	The role of political parties and independent representatives in Australian democracy, including elections and the formation of governments.
AC9HC8K03	The characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law).

General capabilities & English

Framework	Elements / sub-strands
Personal and Social capability	Elements: Self-awareness; Self-management; Social awareness (empathy, relational awareness, community awareness); and Social management (communication, collaboration, leadership, decision-making, conflict resolution).
Ethical Understanding	Understanding ethical concepts and perspectives; and responding to ethical issues, including exploring values, rights and responsibilities.
Critical and Creative Thinking	Inquiring; generating ideas and possibilities; analysing; and reflecting.
English	Language — Word knowledge (vocabulary); Literacy — Interacting with others (speaking and listening) and Creating texts (including persuasive writing).

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