



Identify curriculum requirements and background knowledge

The Australian Curriculum for Civics and Citizenship (Version 9) includes the following Year 7 Content Description for Knowledge and Understanding under Government and Democracy: 'the key features of Australia's system of government, including democracy, the Australian Constitution, responsible government and federalism' (AC9HC7K.1).³

Accessing the Year 7 course of study on this topic requires background knowledge and understanding of government and democracy which is expected to be covered in earlier years. In version 9 of the Australian Curriculum, this knowledge and understanding is addressed in Year 6, with the following

A simple version of a vocabulary assessment, relevant to determining which students require a Tier 2 vocabulary intervention for Year 7 Civics and Citizenship is presented in [Box 1](#).

Box 1: Tier 2 assessment: Year 7 Civics and Citizenship

Define *government*:

Finish this sentence: *Australia has 3 levels of government, which*

.....

Students' performance on these assessments can reveal whether they need Tier 2 intervention in each subject, and what knowledge teachers should target. It can also be used as a baseline for ongoing progress monitoring.

Tier 2 intervention

Tier 2 intervention may be most effective when it starts prior to a unit of study in the Tier 1 classroom, because this allows at-risk students to start to develop the baseline knowledge their classmates already possess. This is sometimes known as 'pre-loading'. However, it can still be effective to start Tier 2 instruction at the same time or a little later than when the topic is introduced in general education classroom teaching.

Instructional materials may be drawn from recommended Australian Curriculum resources from previous academic years, or other sources that cover the required content in appropriate detail using accessible language. Teaching staff may need to be prepared to read aloud or use assistive technology to help students access texts, given that many students who require Tier 2 comprehension intervention will have underdeveloped word recognition or language comprehension skills. The chosen texts may be read several times, with teaching staff frequently pausing to:

1. discuss or elaborate on information
2. generate teacher–student discussion by calling for predictions or inferences
3. assist students with identifying and verbally expressing the main idea of the paragraph or the whole text.⁶

A selection of new keyword meanings (i.e., vocabulary) should be explicitly taught using an evidence-informed model, using the text to provide context.⁷ The information gained from the text should be directly and explicitly linked back to the Tier 1 curriculum content to support students to succeed in general education classroom lessons on the same topic. Ideally, lessons would end with students composing a short text (written or spoken) expressing the main idea from the lesson. These written samples clarify students' understanding of the topic by requiring them to process it, and allow teachers to conduct formative assessment of students' response to intervention.

[Box 2](#) presents an example lesson plan relevant to providing Tier 2 intervention for Year 7 Civics and

» Ask students to engage with examples
