

STUDIES OF SOCIETY AND ENVIRONMENT: CORE LEARNING OUTCOMES

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| STRAND | Conceptual organiser | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | LEVEL 5 | **LEVEL 6** |
| Time, Continuity and Change | 1. Evidence over time  *investigating* | TCC 1.1 Students describe their past and their future using evidence from familiar settings. | TCC 2.1 Students explain different meanings about an event, artefact, story or symbol from different times. | TCC 3.1 Students use evidence about innovations in media and technology to investigate how these have changed society. | TCC 4.1 Students use primary sources to investigate situations before and after a change in Australian or global settings. | TCC 5.1 Students use primary and secondary evidence to identify the development of ideas from ancient to modern times. | TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. |
|
| 2. Changes & continuities  *creating* | TCC 1.2 Students sequence evidence representing changes and continuities in their lives. | TCC 2.2 Students record changes and continuities in familiar settings using various devices. | TCC 3.2 Students create sequences and timelines about specific Australian changes and continuities. | TCC 4.2 Students illustrate the influence of global trends on the beliefs and values of different groups. | TCC 5.2 Students represent situations before and after a period of rapid change. | TCC 6.2 Students use their own research focus to analyse changes or continuities in the Asia-Pacific region. |
| 3. People & contributions  *participating* | TCC1.3 Students share points of view about their own and others’ stories. | TCC 2.3 Students cooperatively evaluate how people have contributed to changes in the local environment. | TCC 3.3 Students use knowledge of people's contributions in Australia’s past to cooperatively develop visions of preferred futures. | TCC 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history. | TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. | TCC 6.3 Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments. |
| 4. Causes & effects  *communicating* | TCC1.4 Students describe effects of a change over time in a familiar environment. | TCC 2.4 Students describe cause and effect relationships about events in familiar settings. | TCC 3.4 Students organise information about the causes and effects of specific historical events. | TCC 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups. | TCC 5.4 Students explain the consequences of Australia’s international relations on the development of a cohesive society. | TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles. |
| 5. Heritage  *reflecting* | TCC 1.5 Students identify what older people value from the past. | TCC 2.5 Students identify similarities and differences between the experiences of family generations. | TCC 3.5 Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds. | TCC 4.5 Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue. | TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages. | TCC 6.5 Students develop criteria-based judgments about the ethical behaviour of people in the past. |
| Place and Space | 1. Human-environment relationships  *investigating* | PS 1.1 Students match relationships between environmental conditions and people’s clothes, food, shelter, work and leisure. | PS 2.1 Students identify how environments affect lifestyles around Australia. | PS 3.1 Students compare how diverse groups have used and managed natural resources in different environments. | PS 4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource. | PS 5.1 Students synthesise information from the perspectives of different groups to identify patterns that constitute a region. | PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place. |
| 2. Processes & environments*creating* | PS 1.2 Students make connections between elements of simple ecosystems. | PS 2.2 Students predict possible consequences for an ecological system when an element is affected. | PS 3.2 Students create and undertake plans that aim to influence decisions about an element of a place. | PS 4.2 Students predict the impact of changes on environments by comparing evidence. | PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems. | PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region. |
| 3. Stewardship*participating* | PS 1.3 Students participate in a cooperative project to cater for the needs of living things. | PS 2.3 Students cooperatively plan and care for a familiar place by identifying needs of that place. | PS 3.3 Students cooperatively collect and analyse data obtained through field study instruments and surveys, to influence the care of a local place. | PS 4.3 Students participate in a field study to recommend the most effective ways to care for a place. | PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. | PS 6.3 Students initiate and undertake an environmental action research project based on fieldwork. |
| 4. Spatial patterns*communicating* | PS 1.4 Students organise and present information about places that are important to them. | PS 2.4 Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones. | PS 3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones. | PS 4.4 Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns. | PS 5.4 Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region. | PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments. |
| 5. Significance of place*reflecting* | PS 1.5 Students describe the relationships between personal actions and environmentally friendly strategies in familiar places. | PS 2.5 Students express a preferred future vision for a familiar place based on observed evidence of changes and continuities. | PS 3.5 Students describe the values underlying personal and other people’s actions regarding familiar places. | PS 4.5 Students explain whether personal, family and school decisions about resource use and management balance local and global considerations. | PS 5.5 Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry. | PS 6.5 Students make clear links between their values of peace and sustainability and their preferred vision of a place. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| STRAND | Conceptual organiser | LEVEL 1 | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** | **LEVEL 6** |
| Culture and Identity | 1.Cultural diversity*investigating* | CI 1.1 Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures. | CI 2.1 Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region. | **CI 3.1**  Students identify the contributions of diverse groups, including migrants and indigenous peoples, to the development of their community. | **CI 4.1**  Students investigate how religions and spiritual beliefs contribute to Australia’s diverse cultures. | **CI 5.1**  Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects. | **CI 6.1**  Students analyse the ways in which various societies inhibit or promote cultural diversity. |
|
| 2. Cultural perceptions *creating* | CI 1.2 Students observe and record examples of different perceptions of gender roles in various settings. | CI 2.2 Students explain how they and others have different perceptions of different groups including families. | CI 3.2 Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours. | CI 4.2 Students design an ethical code of personal behaviour based on their perceptions of cultural groups. | CI 5.2 Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community. | CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. |
|
| 3. Belonging *participating* | CI 1.3 Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love. | CI 2.3 Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups. | CI 3.3 Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups. | CI 4.3 Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong. | CI 5.3 Students share their sense of belonging to a group to analyse cultural aspects that construct their identities. | CI 6.3 Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong. |
|
| 4. Cultural change *communicating* | CI 1.4 Students gather and record information about familiar traditions, celebrations and cultural changes. | CI 2.4 Students identify how their roles, rights and responsibilities change in different groups. | CI 3.4 Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures. | CI 4.4 Students describe changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures. | CI 5.4 Students describe how governments have caused changes to particular groups. | CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. |
|
| 5. Construction of identities *reflecting* | CI 1.5 Students describe their unique and common characteristics and abilities. | CI 2.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups. | CI 3.5 Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities. | CI 4.5 Students express how material and non-material aspects of groups influence personal identities. | CI 5.5 Students express how dominant and marginalised identities are constructed by media and other influences. | CI 6.5 Students analyse ways in which social construction of gender in different cultures and socio-economic circumstances affects adolescent identities. |
|
| Systems, Resources and Power | 1. Interactions between ecological and other systems*investigating* | SRP 1.1 Students identify how elements in their environment meet their needs and wants. | SRP 2.1 Students investigate the origins and processing of a familiar product to describe relevant conservation strategies. | SRP 3.1 Students make inferences about interactions between people and natural cycles, including the water cycle. | SRP 4.1 Students outline how Australian industries link to global economic and ecological systems. | SRP 5.1 Students evaluate the relationships between an ecological system and a government and / or an economic system. | SRP 6.1 Students develop and test a hypothesis concerning a relationship between global economic and ecological systems. |
|
| 2. Economy and business*creating* | SRP 1.2 Students create representations that identify and challenge stereotypes about work roles. | SRP 2.2 Students create a representation of various people and resources involved in the production and consumption of familiar goods and services. | SRP 3.2 Students create a representation of occupational specialisation and interdependence in an industry from the past, present or future. | SRP 4.2 Students plan and manage an enterprise that assists a community or international aid project. | SRP 5.2 Students design models of the Australian economic system to demonstrate its relationship to global trade. | SRP 6.2 Students make practical suggestions for improving productivity and working conditions in an industry or business. |
|
| 3. Participation and decision making*participating* | SRP 1.3 Students monitor their personal abilities and limitations in cooperative work and play, to identify goals for social development. | SRP 2.3 Students enact a simple cooperative enterprise to identify their own and others’ strengths and weaknesses. | SRP 3.3 Students apply the principles of democratic decision-making in cooperative projects. | SRP 4.3 Students enact democratic processes in familiar settings using knowledge of representative government. | SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue. | SRP 6.3 Students advocate to influence Australia’s role in future global economies or environments. |
|
| 4. Citizenship and government*communicating* | SRP 1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment. | SRP 2.4 Students analyse information about their own and others’ rights and responsibilities in various settings. | SRP 3.4 Students describe simply the basic principles of democracy and citizenship from ancient to modern times. | SRP 4.4 Students present comparisons of government and citizenship in pre- and post-Federation Australia. | SRP 5.4 Students report on the main features and principles of legal systems in Australia. | SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. |
|
| 5. Access to power *reflecting* | SRP 1.5 Students discuss strategies that assist them to manage limiting situations. | SRP 2.5 Student devise possible solutions to problems people may have in accessing resources. | SRP 3.5 Students explain the values associated with familiar rules and laws. | SRP 4.5 Students classify values that underpin campaigns and organisations associated with human or environmental rights. | SRP 5.5 Students apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings. | SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power. |
|