

Studies of Society and Environment: Core Learning Outcomes

Outcomes mapping: Aboriginal cultures and Torres Strait Islander cultures

Conceptual Organiser	Strand: Time, Continuity and Change					
1. Evidence over time <i>investigating</i>	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 <i>creating</i>	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 <i>participating</i>	TCC 1.3 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 <i>communicating</i>	TCC 1.4 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 <i>reflecting</i>	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.
Conceptual Organiser	Strand: Place and Space					
1. Human-environment relationships <i>investigating</i>	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 <i>creating</i>	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 between and within natural systems.	PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.
3. Stewardship <i>participating</i>	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 <i>communicating</i>	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 <i>reflecting</i>	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.

Note: This is only one interpretation of where the topic 'Aboriginal cultures and Torres Strait Islander cultures' is located. Other interpretations are possible.

Studies of Society and Environment: Core Learning Outcomes

Outcomes mapping: Aboriginal cultures and Torres Strait Islander Cultures

Conceptual Organiser	Strand: Culture and Identity					
1. Cultural diversity <i>investigating</i>	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 <i>creating</i>	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 <i>participating</i>	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 <i>communicating</i>	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 <i>reflecting</i>	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 socioeconomic circumstances affects adolescent identities.
Conceptual Organiser	Strand: Systems, Resources and Power					
1. Interactions between ecological and other systems <i>investigating</i>	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 relationship between an ecological system and a government and/or economic system.	SRP 6.1 Students develop and test a hypothesis concerning a relationship between global economic and ecological systems.
2. Economy and business <i>creating</i>	SRP 1.2 Students create representations that identify and challenge stereotypes about work roles.	SRP 2.2 Students create a representation of the 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 & decision making <i>participating</i>	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 & government <i>communicating</i>	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 <i>reflecting</i>	SRP 1.5 Students discuss strategies that assist them to manage limiting situations.	SRP 2.5 Students 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.

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