Studies of Society and Environment: Core Learning Outcomes
Outcomes mapping: Business and enterprise education

Conceptual Organiser	Strand: 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*	**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 *communicating*	**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 *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.

Conceptual Organiser	Strand: 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 between and within 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.

Note: This is only one interpretation of where the topic 'business and enterprise education' is located. Other interpretations are possible.

Studies of Society and Environment: Core Learning Outcomes
Outcomes mapping: Business and enterprise education

Conceptual Organiser	Strand: 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 socioeconomic circumstances affects adolescent identities.
Conceptual Organiser	**Strand: 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 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 *creating*	**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 *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 & 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.

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