Studies of Society and Environment: Core Learning Outcomes

Outcomes mapping: Futures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Conceptual Organiser | Strand: Time, Continuity and Change |  |  |  |  |
| 1. Evidence over time | **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. |
| *investigating* |
| 2. Changes & continuities | **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 3.2Students 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. |
| *creating* |
| 3. People & contributions | **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. |
| *participating* |
| 4. Causes & effects | **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. |
| *communicating* |
| 5. Heritage | **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. |
| *reflecting* |
| Conceptual Organiser | **Strand: Place and Space** |  |  |  |  |  |
| 1. Human-environment relationships | **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. |
| *investigating* |
| 2. Processes & environments | **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. |
| *creating* |
| 3. Stewardship | **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. |
| *participating* |
| 4. Spatial patterns | **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.  |
| *communicating* |
| 5. Significance of place | **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. |
| *reflecting* |

Note: This is only one interpretation of where the topic ‘futures’ is located. Other interpretations are possible.

Studies of Society and Environment: Core Learning Outcomes

Outcomes mapping: Futures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Conceptual Organiser | **Strand: Culture and Identity** |  |  |  |  |
| 1. Cultural diversity | 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. |
| *investigating* |
| 2. Cultural perceptions | **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. |
| *creating* |
| 3. Belonging | **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. |
| *participating* |
| 4. Cultural change | 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. |
| *communicating* |
| 5. Construction of identities | **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. |
| *reflecting* |
| **Conceptual Organiser** | Strand: Systems, Resources and Power |  |  |  |  |
| 1. Interactions between ecological and other systems | **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. |
| *investigating* |
| 2. Economy and business | **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.  |
| *creating* |
| 3. Participation & decision making | **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. |
| *participating* |
| 4. Citizenship & government | **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. |
| *communicating* |
| 5. Access to power | **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.  |
| *reflecting* |

Note: This is only one interpretation of where the topic ‘futures’ is located. Other interpretations are possible.