

# **Studies of Society and Environment (2000)**

## **Years 1 to 10 Sourcebook Guidelines (Part 1 of 9)**

*Note:* The PDF version of this document has been split into sections for easier download. This file is Part 1 of 9.

*Cover photographs*

Legislative Assembly of Queensland; Education, Training and Protocol Services; Parliament House, Brisbane.

Boiling down prickly pear, Ma Ma Creek, Queensland, 1927, negative number 137093, John Oxley Library, Brisbane.

Multi-age students using multimedia for a Studies of Society and Environment investigation; Teacher aide and student, Thursday Island; Primary students investigating a built environment; Student involved in a special education program; Uluru; © The State of Queensland (The Office of the Queensland School Curriculum Council) 2000.

Tropical North Queensland, Tourism Queensland, Brisbane.

Thursday Island, 1945-10-29. A squad of the Torres Strait Light Infantry Battalion training in their company lines, Australian War Memorial negative number 119169, by permission of the Australian War Memorial.

**These sourcebook guidelines should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Studies of Society and Environment Initial In-service Materials***

***Years 1 to 10 Studies of Society and Environment Sourcebook Modules***

ISBN 0 7345 2317 3

© The State of Queensland (The Office of the Queensland School Curriculum Council) 2001

Copyright protects this publication. Except for purposes permitted by the Copyright Act, reproduction by whatever means is prohibited. Limited photocopying for classroom use is permitted by educational institutions that have a licence with the Copyright Agency Limited (CAL).

Any inquiries should be addressed to:

Queensland School Curriculum Council  
PO Box 317  
Brisbane Albert Street, Q 4002  
Australia

Telephone: (07) 3237 0794  
Facsimile: (07) 3237 1285  
Email: [inquiries@qscq.qld.edu.au](mailto:inquiries@qscq.qld.edu.au)  
Website: [www.qscq.qld.edu.au](http://www.qscq.qld.edu.au)

---

# Contents

---

## Introduction 1

---

## Nature of the key learning area 3

- Key values of Studies of Society and Environment 3
- Processes of social and environmental inquiry 6
- Concepts of Studies of Society and Environment 6
- Contribution of the key learning area to lifelong learning 8
- Cross-curricular priorities 8

---

## Learners and learning in Studies of Society and Environment 13

- Characteristics of learners 13
- Using a learner-centred approach 14
- Equity in curriculum 18

---

## Scope and sequence of learning outcomes 21

- Outcomes approach 21
- Learning outcomes 22
- Sequence of core learning outcomes with elaborations 25
- Elaborations of core learning outcomes in Studies of Society and Environment 27

---

## Planning for learning and assessment 73

- Characteristics of worthwhile programs, units and activities 73
- Program planning considerations 75
- Unit planning considerations 80
- Activity planning considerations 86
- Planning assessment for demonstrations of learning outcomes 88

---

## Curriculum evaluation 93

- Appropriateness, effectiveness and efficiency 93
- Evaluation foci 93

---

## Appendixes 99

- Appendix 1: Students with disabilities and students with learning difficulties 99
- Appendix 2: Scope and sequence of core learning outcomes of Studies of Society and Environment 100
- Appendix 3: Levels 1 to 6 module topics for Studies of Society and Environment 102
- Appendix 4: Levels 1 to 6 module learning outcomes maps for Studies of Society and Environment 104
- Appendix 5: Contributors and trial schools acknowledgments 113



# Introduction

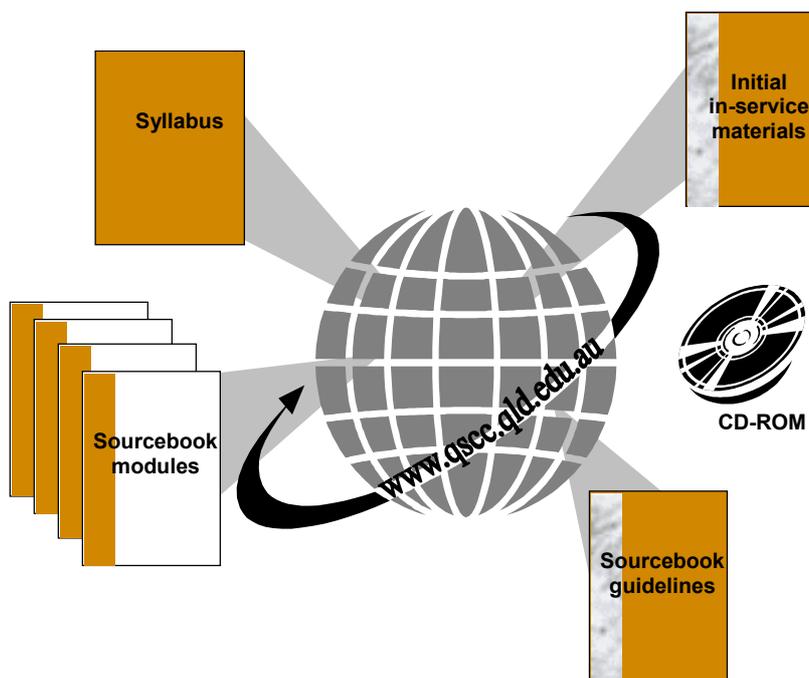
The *Studies of Society and Environment Years 1 to 10 Sourcebook Guidelines* have been developed to assist teachers to implement the Queensland *Years 1 to 10 Studies of Society and Environment Syllabus*.

The sourcebook consists of guidelines and a set of modules to support learning and teaching across all levels from Years 1 to 10. All materials are available in electronic and print form.

The sourcebook guidelines provide information about:

- the nature of the Studies of Society and Environment key learning area
- learners and learning in Studies of Society and Environment
- the scope and sequence of learning outcomes
- planning for learning and assessment
- curriculum evaluation.

The sourcebook guidelines are intended to be used in conjunction with the syllabus, sourcebook modules and initial in-service materials.



**Queensland School Curriculum Council's Years 1 to 10 Studies of Society and Environment curriculum materials ([www.qscc.qld.edu.au](http://www.qscc.qld.edu.au))**

The **syllabus** describes the rationale of the key learning area and its contribution to the Years 1 to 10 curriculum. It provides a framework for planning learning and assessment by identifying core and discretionary learning outcomes that describe what students are expected to know and do with what they know in relation to the Studies of Society and Environment key learning area.

The **sourcebook modules** provide teachers with a range of learning and teaching ideas to assist students to demonstrate core learning outcomes. The modules focus on core learning outcomes from the four strands of Studies of

Society and Environment and, in some modules, learning outcomes from other key learning areas.

While the full set of Studies of Society and Environment modules addresses all the core learning outcomes of the key learning area, the modules do not cover all the situations and contexts that students could encounter. Each module demonstrates one way of planning and assessing learning outcomes in a given context. Teachers are encouraged to modify modules to meet the specific needs and interests of particular students, their own needs and the learning environment.

The **initial in-service materials** will assist teachers to develop an understanding of the P to 10 curriculum and the particular key learning area. They will also help them to develop curriculum programs consistent with the syllabus and effective teaching practice. The initial in-service materials will assist teachers to develop an understanding of the Studies of Society and Environment key learning area by:

- allowing them to investigate areas of interest in relation to the syllabus and associated curriculum materials
- providing templates, resources and strategies for planning and assessment at individual, class and school levels
- exemplifying planning for learning and assessment
- providing learning experiences that will help them to understand the syllabus and associated curriculum materials and suggesting ways they can be adapted to local needs and resources
- providing them with opportunities to consider their ideas and understandings about Studies of Society and Environment.

The **Studies of Society and Environment key learning area** takes into account:

- *A Statement on Studies of Society and Environment for Australian Schools*, Curriculum Corporation 1994
- *Common and Agreed National Goals for Schooling in Australia* (revised version 1999)
- *Discovering Democracy*, Commonwealth of Australia 1998
- *National Principles and Guidelines for Aboriginal Studies and Torres Strait Islander Studies: K–12*, Curriculum Corporation 1995
- *P–12 Environmental Education Curriculum Guide*, Queensland Department of Education 1993
- *Pre-school Curriculum Guidelines*, Queensland School Curriculum Council 1998
- *Shaping the Future*, Queensland Department of Education 1994
- *Studies of Society and Environment — a Curriculum Profile for Australian Schools*, Curriculum Corporation 1994
- *The Teaching of Aboriginal Studies and Torres Strait Islander Studies in Queensland Schools: Draft Pre-school to Year 12 Guidelines and Framework*, Queensland Department of Education 1995
- *The Treasure Within: Education in the Twenty-first Century* (Delors' Report), United Nations 1996
- *Today Shapes Tomorrow: Environmental Education for a Sustainable Future: Discussion Paper*, Environment Australia 1997.