

Studies of Society and Environment (2000)

Years 1 to 10 Sourcebook Guidelines (Part 4 of 9)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 4 of 9.

Scope and sequence of learning outcomes

Outcomes approach

An outcomes approach to education defines the end product of education in terms of what students know and are able to do with what they know. It is based on a belief that there are certain things that all students should learn and that these things, expressed as learning outcomes, should be made explicit to all concerned. This approach accepts that learning is progressive and that stages along a continuum leading to the desired outcome can be identified. It emphasises the provision of developmentally appropriate activities that give students opportunities to learn and to demonstrate this learning. This approach places a high importance on relevant, real-life, student-centred contexts, as well as on how and what students learn. These contexts are used to develop the knowledge, processes, skills and attitudes they need for now and for the future, as lifelong learners.

In an outcomes approach to education, the emphasis is on what students learn, rather than on what they have been taught. Progressive monitoring of students' demonstrations of outcomes is vital to ensure that curriculum programs can be individualised to meet the particular needs of students.

Principles of an outcomes approach

The principles of an outcomes approach include:

- a clear focus on learning outcomes
- high expectations for all students
- a focus on development
- planning curriculum with students and outcomes in mind
- expanded opportunities to learn.

Clear focus on learning outcomes

This involves:

- focusing on demonstrations of learning outcomes, rather than on the content being used in the activity
- students, teachers, parents, caregivers and members of the community knowing the outcomes that students are working towards
- students understanding the reasons for learning what they are learning.

High expectations for all students

This involves:

- recognising that all students can succeed
- challenging students to achieve high standards by providing experiences that promote learning
- giving students time to produce work of a high standard
- establishing clear expectations of student performance, including criteria, and referring to these when monitoring the progress of student learning.

Focus on development

This involves:

- a knowledge of students' progression along the outcomes continuum
- providing opportunities for self-assessment so that students can monitor their own progress
- a knowledge of the preferred learning styles of students
- the use of a wide range of strategies to cater for developmental differences and the prior knowledge and skills of students

- building comprehensive and cumulative developmental assessment using the techniques of observation, consultation, focused analysis and peer or self-assessment to monitor student progress and to facilitate further learning.

Planning curriculum with students and outcomes in mind

This involves:

- planning assessment at the same time as planning experiences that promote learning
- using assessment to inform future planning and to provide opportunities to learn
- planning activities for students that provide them with opportunities to progress and be assessed in their demonstration of outcomes
- valuing students' backgrounds, interests, prior understandings, experiences and learning styles and considering these when planning activities
- recognising the different ways and settings in which learning and assessment take place
- identifying and overcoming barriers that might limit students or groups of students in their demonstration of outcomes
- maintaining a learner-centred approach to learning and teaching.

Expanded opportunities to learn

This involves:

- giving students opportunities to progress and demonstrate learning outcomes in more than one context
- developing activities, units and programs that are sufficiently flexible to cater for the different characteristics and learning needs of students
- involving students in planning, assessment and evaluation processes.

Learning outcomes

Key learning area outcomes

The key learning area outcomes highlight the uniqueness of Studies of Society and Environment and its particular contribution to lifelong learning. During the compulsory years of schooling, students of Studies of Society and Environment engage in and reflect on social and environmental issues and experiences to develop a range of knowledge, skills, processes and attitudes. These key learning area outcomes are described in the Outcomes section of the *Years 1 to 10 Studies of Society and Environment Syllabus*.

Organisation of learning outcomes

Strands

The learning outcomes of the *Years 1 to 10 Studies of Society and Environment Syllabus* are organised into four strands: Time, Continuity and Change; Place and Space; Culture and Identity; and Systems, Resources and Power.

Within the strands, key concepts and key processes define and organise the scope and sequence of the outcomes across Levels 1 to 6. For example, the first sequence of outcomes in the strand 'Place and Space' is underpinned by the key concept of human–environment relationships and the key process of investigating. Each outcome sequence develops the key concept/key process combination in increasing sophistication, which can be seen in the 'Scope and sequence of core learning outcomes' in Appendix 2. This development is informed by understandings about learners and learning.

The concepts and processes drawn from the disciplines and fields of study that inform the Studies of Society and Environment syllabus are represented *across* the

four strands. For example, concepts associated with a natural environment may involve:

- Time, Continuity and Change — continuities in a place
- Place and Space — the elements and natural processes within that environment
- Culture and Identity — the value and relationship that particular groups have for and with an environment
- Systems, Resources and Power — the economic or political factors affecting that environment.

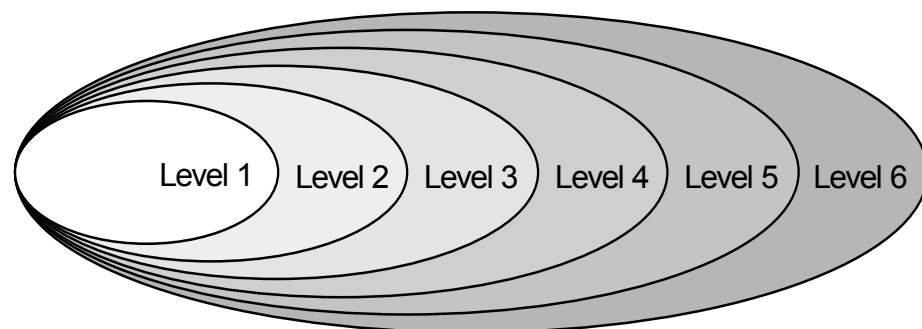
By the end of Year 10, students will be expected to demonstrate all of the core learning outcomes in all four strands. As Studies of Society and Environment topics typically do not draw from one strand alone, it is recommended that planning, assessing and reporting be organised using more flexible holistic approaches than strands.

The strands of the *Years 1 to 10 Studies of Society and Environment Syllabus* are similar to those of the national document *A Statement on Studies of Society and Environment for Australian Schools* (Curriculum Corporation 1994). Two of the strands, however, have been reorganised in response to consultation with the Queensland educational community: 'Resources' and 'Systems' have been combined to become 'Systems, Resources and Power' to highlight the interdependent nature of the associated concepts.

The processes of investigation, communication and participation that are explained in the national documents have been expanded to accord with the intended overall outcomes of the Curriculum for Years 1 to 10 and now include: investigating, creating, participating, communicating and reflecting. These five processes relate to the valued attributes of a lifelong learner identified in the Queensland School Curriculum Council's *P-10 Curriculum Framework*. The processes are embedded in the learning outcomes of the strands so that the learning outcomes define both what students know and what they are able to do with what they know.

Levels

Six progressive levels define the sequence of learning outcomes in the syllabus. The level statements summarise the learning outcomes within that level. Learning outcomes for successive levels are conceptually linked to each other, forming a continuum rather than a number of discrete entities. The continuum is represented in the following diagram.



Progression of conceptual development of outcomes

Within the scope and sequence of the outcomes, there is a sense of progression from:

- novice to expert
- familiar cultural contexts to less familiar cultural contexts
- self to community
- concrete to abstract
- consideration of a single aspect to consideration of multiple aspects
- simple to complex concepts
- immediate time to far past or far future time
- immediate location or circumstance to distant location or circumstance
- supported to independent.

Although there is continuity and progression in learning outcomes across levels, each outcome is qualitatively different from the outcomes at the levels before and after. This sequencing through the levels assists teachers to plan activities that cater for students' abilities. The core learning outcomes within these levels represent the essential learnings for students during the compulsory years of schooling.

Core learning outcomes

Core learning outcomes describe what students know and what they are able to do with what they know. They provide a framework for developing a rich and diverse range of activities that meet the needs, interests and developmental levels of students.

In the table 'Scope and sequence of core learning outcomes of Studies of Society and Environment' (Appendix 2), the left column identifies the key concept/key process combination. This combination organises and defines the levelled learning outcomes in each row. Within these learning outcomes, students develop and demonstrate two types of knowledge:

- *knowing about* facts, interpretations, perspectives and procedures and *knowing that* certain principles hold (declarative knowledge)
- *knowing how* to do something or how to use declarative knowledge (procedural knowledge).

The syllabus indicates that students can be expected to demonstrate core learning outcomes at particular year levels. For example, by the end of Year 5, students are typically demonstrating Level 3 core learning outcomes. As students will typically take one or two years to progress from an outcome at one level to the corresponding outcomes at the next level, time and opportunity should be available for students to demonstrate the learning outcomes.

Discretionary learning outcomes

Discretionary learning outcomes describe what students know and can do with what they know beyond what is considered essential. They offer a guide to assist teachers to broaden the understandings of students who have already demonstrated the requirements of particular core learning outcomes. Alternatively, teachers may create their own discretionary learning outcomes. Additional learning outcomes may also be used from the optional subject syllabuses for Civics, Geography and History for Years 9 and 10 in the Studies of Society and Environment syllabus. Beyond Level 6, outcomes are discretionary.

Optional syllabus learning outcomes

Studies of Society and Environment core learning outcomes are developed around concepts and processes that draw from a range of disciplines and fields of study. The outcomes in the optional subject syllabuses for Civics, Geography and History emphasise the concepts and processes of these specific disciplines by identifying core learning outcomes drawn from Levels 5 and 6 of the *Years 1 to 10 Studies of Society and Environment Syllabus* and providing additional learning outcomes particular to each optional subject syllabus.

Foundation Level learning outcomes

The syllabus provides level statements at Foundation Level that have been developed for students demonstrating a level of understanding before that of Level 1.

Teachers may use these to develop specific learning outcomes that are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs.

Some examples of learning outcomes for Foundation Level are provided at the beginning of the elaborations of core learning outcomes. These examples can be modified or added to, to meet the specific needs of individual students.

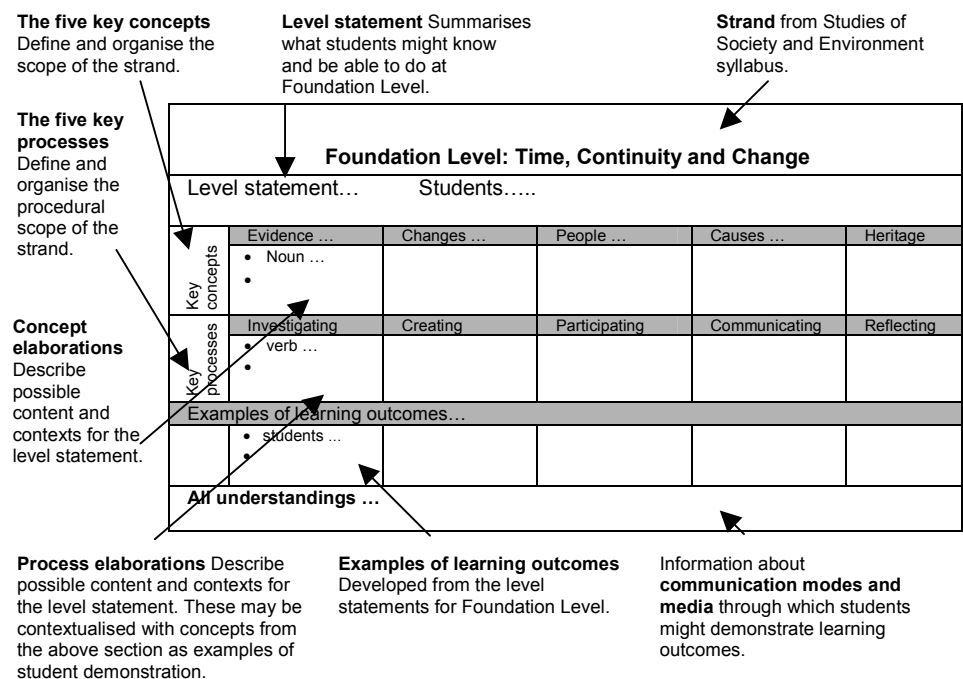
Sequence of core learning outcomes with elaborations

The elaborations are designed to assist teachers to understand the intent of the core learning outcomes. They indicate possible content and contexts through which students might demonstrate core learning outcomes.

Elaborations and sample learning outcomes for Foundation Level

To assist teachers to understand the intent of the level statements for Foundation Level and develop learning outcomes, elaborations are provided in the Foundation Level tables. The tables also include sample learning outcomes that have been developed from the level statements for Foundation Level. These may be used or others may be created to meet the needs of individuals or groups.

The following diagram illustrates the layout of the elaborations for Foundation Level. It highlights the relationships between the Studies of Society and Environment key concepts and key processes of each strand; the elaborations from the level statements of Foundation Level; and the sample learning outcomes for Foundation Level.



Examples of outcomes and elaborations for Foundation Level

Activities contained in the sourcebook modules can be adapted to meet the needs of students with disabilities once teachers have determined the specific learning outcomes for these students.

Elaborations for Levels 1 to 6

The core learning outcomes for Levels 1 to 6 have been elaborated to assist teachers to understand what students are expected to know and do with what they know in relation to the key learning area. For Levels 1 to 6, the elaborations draw upon the levelled core content of the syllabus. These elaborations indicate possible content and contexts through which students might demonstrate core learning outcomes. It is intended that teachers will select specific content and contexts appropriate to the needs of their students. These elaborations are examples only and it is not expected that all aspects of the elaborations be studied.

The tables that follow present elaborations of each core learning outcome at each level for each strand. The elaborations provided:

- unpack the learning outcomes
- include levelled core content that should be addressed when planning with learning outcomes
- should be considered in an interrelated and complementary way for the purposes of planning and assessment to ensure authenticity and relevance for students, as opposed to planning and assessing the learning outcomes individually
- incorporate terms such as describe, discuss and interpret which include all forms of verbal and nonverbal communication, including signed and the use of communication aids.

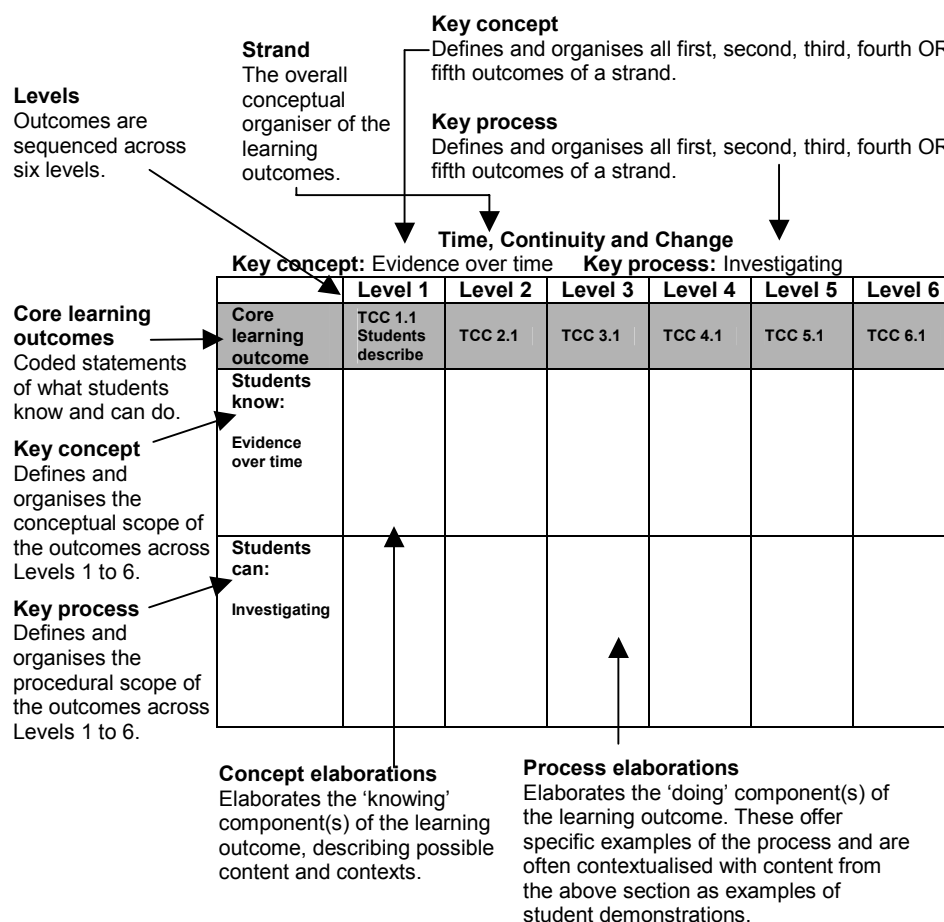
These elaborations are presented in levels to illustrate the scope of the key learning area across each particular level. The presentation shows how the conceptual understandings and key processes of each outcome become broader, deeper and more sophisticated at each successive level. It also assists special, primary and secondary educators to view the full scope and sequence of the Years 1 to 10 core curriculum for Studies of Society and Environment.

Each level of a Studies of Society and Environment strand has five core learning outcomes. In each strand, each of the five outcomes is underpinned by a unique key concept and one of five key processes. The relationship of these five key processes to the outcomes is organised in the following way:

- Outcome 1 — investigating
- Outcome 2 — creating
- Outcome 3 — participating
- Outcome 4 — communicating
- Outcome 5 — reflecting.

Highlighting one process with numbered outcomes is not intended to exclude other processes. Rather, other processes are often nested one within the other.

The core learning outcomes of the syllabus are coded to identify the strand, the level and the number of the outcome — for example, TCC 5.1 represents Time, Continuity and Change at Level 5, outcome number one. These relationships are illustrated on the following diagram.



Examples of outcomes and elaborations for Levels 1 to 6

Elaborations of core learning outcomes in Studies of Society and Environment

The following tables present elaborations of level statements for Foundation Level and elaborations of each core learning outcome in sequence from Level 1 through to Level 6. This presentation shows how the conceptual understandings become broader, deeper and more sophisticated at each successive level. These elaborations are examples only of what students *know* and can *do* with what they know.

These tables are organised in strands and levels and information is available as follows:

- Foundation Level p. 28
- Time, Continuity and Change p.32
- Place and Space p. 42
- Culture and Identity p.52
- Systems, Resources and Power p. 62

Foundation Level: Time, Continuity and Change

Level Statement at Foundation Level:		Students are developing an understanding of changes and continuities in people's lives and can communicate about these in a particular communication mode. Students are beginning to respond to information in their environment and can make decisions accordingly. Students are developing an understanding about changes and continuities in their environments and can communicate about these in a particular communication mode.			
Key concepts	Evidence over time	Changes and continuities	People and contributions	Causes and effects	Heritage
	evidence <ul style="list-style-type: none"> photographs home videos artefacts toys pets plants time <ul style="list-style-type: none"> past present in the contexts of <ul style="list-style-type: none"> familiar settings (home, school, shops, park) changes over time 	changes <ul style="list-style-type: none"> in their own lives in others' lives physical (height, hair) ability (talking, walking) levels of responsibility in social environments (routines and procedures, family members) in built environments (new buildings, class arrangement) in natural environments (seasons, trees, animal life) continuities <ul style="list-style-type: none"> in their own lives (coming to school, their name) in routines and procedures home/school travel respite care clubs, hobbies, shopping 	people <ul style="list-style-type: none"> familiar people (family, friends, teachers, taxi driver, nurse) roles and responsibilities of familiar people in particular settings and at particular points in time contributions <ul style="list-style-type: none"> ways people help them ways they help others ways people help each other 	causes and effects associated with <ul style="list-style-type: none"> weather, climate natural, social and built environments people coming and going in daily routines traffic, transport social behaviours and their consequences medication food exercise feelings (anger, happiness) 	traditions and values <ul style="list-style-type: none"> family traditions/celebrations school traditions (old/new) things people of various ages like and value traditional stories special places
Key processes	Investigating	Creating	Participating	Communicating	Reflecting
	Students can investigate by <ul style="list-style-type: none"> observing drawing representing asking questions recognising identifying comparing 	Students can create by <ul style="list-style-type: none"> responding to stimuli applying making representations transferring knowledge/skills 	Students can participate by <ul style="list-style-type: none"> becoming engaged in activities in their social environment contributing to activities in their social environment sharing responding to offers of help helping others asking identified people for help 	Students can communicate by <ul style="list-style-type: none"> listening/viewing speaking/signing describing/giving information following directions through reflex actions, oral/signed responses, physical responses drawing matching 	Students can reflect by <ul style="list-style-type: none"> identifying clarifying using comparing asking questions choosing knowing when they are finished/want something more
Examples of learning outcomes developed from the level statements for Foundation Level					
	TCC F.1 <ul style="list-style-type: none"> Students discuss evidence they bring from their home/family/school. Students identify photographs of themselves at different ages. Students compare people at baby, child and adult stages of life. Students compare representations/ images of different stages of life. Students compare representations of environments at different times. 	TCC F.2 <ul style="list-style-type: none"> Students make collages of familiar natural environments. Students sequence photographs of the construction of a familiar object. Students develop skills for a particular/specific/new responsibility. Students follow routines and procedures. Students match clothing according to weather changes. 	TCC F.3 <ul style="list-style-type: none"> Students contribute to a story about a familiar person. Students respond to teachers' instructions in a variety of environments. Students recognise significant adults in their learning environment. Students assist others in a task. 	TCC F.4 <ul style="list-style-type: none"> Students indicate a piece of playground equipment that they would like to use at that moment. Students cross the road safely using traffic lights/signs/supervisor. Students modify dress according to changing weather conditions. Students communicate how/why they are feeling a particular way. Students communicate why they or another person has done something. 	TCC F.5 <ul style="list-style-type: none"> Students sort unfamiliar objects into old and new. Students choose a particular food for a family celebration. Students draw places that are special to them. Students choose things that are special to them. Students share what is special to them.
All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.					

Foundation Level: Place and Space

Level Statement at Foundation Level:		Students are developing an understanding that there are different environments and can indicate which environment they are in. Students demonstrate a preference for a particular place or places. Students are developing an understanding that each environment can be used in a variety of ways and can present information about their use of an environment.			
Key concepts	Human–environment relationships	Processes and environments	Stewardship	Spatial patterns	Significance of place
	<p>types of environments</p> <ul style="list-style-type: none"> familiar (home, school, respite care) social (home, school, camp, taxi, playground, gym) natural (waterways, forest, coast, grassland) built (school, home, shops, pool, picnic areas, sporting facilities, gardens) <p>human activities in various environments</p> <ul style="list-style-type: none"> familiar (eat, sleep, play, travel, work) social (games, rules, cooperation, routines, enjoyment, work, travel) in natural places (observe, look, smell, listen, touch, swim, build sand castles, climb, run, yell, dig, paddle, work) in built places (smell, listen, touch, look, taste, eat, work, recycle and reduce rubbish, shop, look, jump, float, swing) 	<p>natural elements within environments</p> <ul style="list-style-type: none"> plants animals simple landforms (waterways, mountain, beach, flat ground, erosion) observable features of the sky (sun, clouds, moon) <p>natural processes and actions in environments</p> <ul style="list-style-type: none"> plant life cycle (growing, flowering, seeding, dying) animal life cycle (birth, growing, dying) natural conditions (sunny, rainy, rocky, sandy, muddy) natural actions (flowing water, waves, winds, flood) <p>natural conditions</p> <ul style="list-style-type: none"> weather (rainy, windy, sunny, hot, cold) land conditions (muddy, sandy, rocky, flat) 	<p>needs</p> <ul style="list-style-type: none"> animals — food, water, shelter, air plants — water, sunlight, air <p>care of living things</p> <ul style="list-style-type: none"> feeding watering grooming cleaning weeding trimming loving respecting treasuring 	<p>places in familiar environments</p> <ul style="list-style-type: none"> rooms classroom school places in school home local community <p>information about places</p> <ul style="list-style-type: none"> elements of a place (desk, plants, toys) boundaries (fence, gate) size (big, small) distance/location (far, close) <p>types of representations of places</p> <ul style="list-style-type: none"> collage of shells, sticks, leaves, seaweed display of photographs, drawings work sheets cut and paste class storybook 	<p>special places in various environments</p> <ul style="list-style-type: none"> familiar (own bedroom, classroom area, playground) natural (favourite area in the garden, favourite activity at the beach, playground) built (own chair, table, equipment, favourite sport/hobby) social places where people are special (respite care, home, school, parts of the school, friend's place) <p>expressions of care for a special place</p> <ul style="list-style-type: none"> looking after personal property respecting other people's property respecting various natural places
Key processes	Investigating	Creating	Participating	Communicating	Reflecting
	<p>Students can investigate by</p> <ul style="list-style-type: none"> observing (smelling, tasting, touching, seeing, hearing) representing information asking questions recognising identifying comparing 	<p>Students can create by</p> <ul style="list-style-type: none"> responding to stimuli applying curiosity making representations transferring knowledge/skills 	<p>Students can participate by</p> <ul style="list-style-type: none"> becoming engaged in activities contributing to activities sharing responding to offers of help helping others identifying and asking for help cooperating (taking turns) 	<p>Students can communicate by</p> <ul style="list-style-type: none"> representing information about a place listening/viewing speaking/signing giving information following directions matching 	<p>Students can reflect by</p> <ul style="list-style-type: none"> identifying special places clarifying using a place comparing asking questions choosing
Examples of learning outcomes developed from the level statements for Foundation Level					
	<p>PS F.1</p> <ul style="list-style-type: none"> Students indicate a knowledge of the environment they are in. Students sort pictures of familiar places into categories. Students respond to different environmental conditions (dress appropriately, choose relevant play activities). Students match activities to particular areas of the school. 	<p>PS F.2</p> <ul style="list-style-type: none"> Students make a representation of an element of the natural environment. Students match elements of the natural environment with associated processes (rain and puddles). Students respond to natural processes (smelling the air after rain, wearing appropriate clothing on warm days). 	<p>PS F.3</p> <ul style="list-style-type: none"> Students care for animals or plants. Students identify those who care for them. Students practise identified cooperative behaviours with caregivers. Students ask for help to satisfy their needs. 	<p>PS F.4</p> <ul style="list-style-type: none"> Students create a representation of their favourite place. Students identify an appropriate shop for particular goods and services. Students contribute to a class collage of a place they enjoyed visiting. Students explain/demonstrate how to reach a particular part of the school. 	<p>PS F.5</p> <ul style="list-style-type: none"> Students collect artefacts associated with a place they enjoy. Students care for a favourite place. Students communicate feelings associated with places where they do not feel comfortable. Students describe feelings associated with a special place. Students choose places to be in and what to do in that place.
<p>All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.</p>					

Foundation Level: Culture and Identity

Level Statement at Foundation Level:		Students participate in personal routines and celebrations and are developing an understanding of their family's routines and celebrations. Students are developing an understanding that each individual is unique and are developing an understanding of gender. Students are developing an awareness that their needs are usually met by others and can indicate when their needs are not being met.				
Key concepts	Cultural diversity	Cultural perceptions	Belonging	Cultural change	Constructions of identity	
	cultures <ul style="list-style-type: none"> familiar cultures (school, family, interest groups) ethnically diverse cultures elements of cultures <ul style="list-style-type: none"> food clothes music dance artefacts (birthday cards, decorations) customs gestures language religion story 	perceptions of roles according to gender <ul style="list-style-type: none"> socially acceptable behaviour (protective behaviours) work roles at school, home, play, shops, community girls' and boys' use of equipment, games, toys, space perceptions of roles according to age <ul style="list-style-type: none"> baby, student, young and elderly adult perceptions of roles according to ability <ul style="list-style-type: none"> range of abilities in familiar settings (home, school) 	personal needs <ul style="list-style-type: none"> physical (food, clothing, shelter) emotional (comfort, love, to belong) health and safety (medication, caregiver help, therapy) communicating needs <ul style="list-style-type: none"> direction entertainment/enjoyment crying asking sharing giving and receiving demanding 	familiar celebrations <ul style="list-style-type: none"> birthday personal milestones mothers'/fathers' day religious events Anzac Day multicultural days Indigenous events and celebrations personal routines <ul style="list-style-type: none"> dressing making bed, cleaning room safety practices, bike safety meal procedures visiting people shopping medication/therapy 	uniqueness of individuals <ul style="list-style-type: none"> physical cognitive emotional self-image gender ethnicity/culture religion language family respect for self and others special people in their life personal preferences 	
Key processes	Investigating	Creating	Participating	Communicating	Reflecting	
	Students can investigate by <ul style="list-style-type: none"> observing (smelling, tasting, touching, seeing, hearing) representing information asking questions recognising identifying comparing responding (moving) 	Students can create by <ul style="list-style-type: none"> responding to stimuli applying curiosity making representations transferring knowledge/skills classifying/categorising 	Students can participate by <ul style="list-style-type: none"> engaging in activities contributing to activities sharing identifying and asking for help cooperating (taking turns) responding to offers of help helping others 	Students can communicate by <ul style="list-style-type: none"> representing information giving information listening/viewing speaking/signing following directions matching responding (moving) 	Students can reflect by <ul style="list-style-type: none"> identifying clarifying using comparing asking questions to clarify choosing 	
Examples of learning outcomes developed from the level statements for Foundation Level						
	CI F.1 <ul style="list-style-type: none"> Students draw a picture of their family at mealtime. Students represent information about a variety of cultures. Students observe (taste, smell, touch, look at, listen to) food from a range of cultures. 	CI F.2 <ul style="list-style-type: none"> Students identify familiar adults as men or women. Students classify familiar people according to age and/or work roles. Students make representations of familiar people. Students role-play protective behaviours for various situations. 	CI F.3 <ul style="list-style-type: none"> Students represent people with whom they interact in particular places. Students contribute to food-making activities. Students identify particular assistance and when it is required. 	CI F.4 <ul style="list-style-type: none"> Students celebrate a peer's birthday. Students follow directions to create artefacts for celebrations. Students follow directions for a particular personal routine. Students carry out appropriate routines to meet their needs. 	CI F.5 <ul style="list-style-type: none"> Students identify photographs of themselves at particular stages of their life. Students match photographs of significant adults/peers to the 'real' person. Students identify a range of their own physical characteristics. Students share favourite things. Students make personal choices. 	
All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.						

Foundation Level: Systems, Resources and Power

Level Statement at Foundation Level:		Students participate in a variety of contexts and are developing an understanding of the need to cooperate in these contexts. Students are developing an understanding that resources can be obtained from various sources and can use some resources to meet their needs and wants. Students are developing an understanding that individuals are different.			
Key concepts	Interactions between ecological and other systems	Economy and business	Participation in decision making	Citizenship and government	Access to power
	<p>ecological systems</p> <ul style="list-style-type: none"> local (school garden, pond, large tree, terrarium, wormery) agricultural ecosystem (farm, fishery) natural elements of ecosystems (plants, animals) <p>other systems</p> <ul style="list-style-type: none"> business (shops, services) health (workers, services) social (people and relationships) transport (types, routes) <p>interactions between ecological and other systems</p> <ul style="list-style-type: none"> personal actions within a natural environment (waste disposal) recreation in particular ecosystems (water activities, bush activities) work in natural environments 	<p>economies and businesses</p> <ul style="list-style-type: none"> local places where goods are accessed local places where services are accessed shops (variety of goods, size of shops) transport (car, taxi, bus, train, boat) farms (animal and plant activity) banks food outlets (takeaway, restaurants) money (buying and selling) <p>roles in economy and business</p> <ul style="list-style-type: none"> consumer, retailer work roles at school, home, play, shops, community unpaid and paid work gender roles 	<p>participating in cooperative contexts</p> <ul style="list-style-type: none"> home, school, class excursions, camps transport feeding toileting <p>cooperating with people</p> <ul style="list-style-type: none"> cooperating with various people following directions taking turns sharing (toys, food, space, parents) acting peacefully caring for shared resources <p>decision making</p> <ul style="list-style-type: none"> following, reviewing, making rules making personal choices that do not affect others negatively 	<p>citizenship</p> <ul style="list-style-type: none"> personal actions in social contexts based on individual <ul style="list-style-type: none"> abilities interests choices cooperative behaviour in various social settings <p>government</p> <ul style="list-style-type: none"> familiar rules and laws in various social settings (school, transport, street, shop, restaurant, playground) people with authority to help and protect (teacher, therapist, principal, police officer, transport driver) 	<p>power</p> <ul style="list-style-type: none"> feeling safe feeling valued resources to meet personal needs rights and rules that protect <p>access to power</p> <ul style="list-style-type: none"> available resources and services people who help and protect equipment money knowledge about <ul style="list-style-type: none"> wheelchair access locations who to rely on for help Protective Behaviours routines skills ability to communicate information technology skills having personal choice
Key processes	Investigating	Creating	Participating	Communicating	Reflecting
	<p>Students can investigate by</p> <ul style="list-style-type: none"> observing (smelling, tasting, touching, seeing, hearing) representing information asking questions recognising and identifying comparing 	<p>Students can create by</p> <ul style="list-style-type: none"> responding to stimuli applying curiosity making representations transferring knowledge/skills 	<p>Students can participate by</p> <ul style="list-style-type: none"> cooperating becoming engaged in activities contributing to activities sharing responding to offers of help helping others identifying and asking for help 	<p>Students can communicate by</p> <ul style="list-style-type: none"> representing information listening/viewing speaking/signing giving information following directions matching 	<p>Students can reflect by</p> <ul style="list-style-type: none"> identifying clarifying using comparing asking questions choosing
Examples of learning outcomes developed from the level statements for Foundation Level					
	<p>SRP F.1</p> <ul style="list-style-type: none"> Students work together to create a collage of some elements of a natural environment. Students communicate where they may locate a drink. Students record observations of human activity in natural places. Students describe natural materials used in building. 	<p>SRP F.2</p> <ul style="list-style-type: none"> Students practise identified behaviours in a food outlet. Students use money in real-life and lifelike situations. Students practise routines associated with travelling on public transport. Students identify various shops/workers/services in the local community. 	<p>SRP F.3</p> <ul style="list-style-type: none"> Students follow safety directions when travelling by school bus or taxi. Students contribute to a collage of sports or hobbies they enjoy with others. Students share toys/equipment/people/places with others. Students identify behaviours appropriate for an upcoming excursion. 	<p>SRP F.4</p> <ul style="list-style-type: none"> Students communicate personal preferences in ways that do not impose on others. Students recognise that their peers communicate in different ways. Students practise identified cooperative behaviours with peers/authority figures. Students identify people in authority. 	<p>SRP F.5</p> <ul style="list-style-type: none"> Students identify people who assist them. Students identify shops that sell particular items. Students match resources to the place in which they might be found. Students choose and access toys/games/equipment that they want to use. Students practise routines associated with accessing public transport.
<p>All understandings can be demonstrated through any of a variety of communication modes and media — for example: pointing, touching, signing, manipulating, giving eye contact, using communication boards, physically responding, using Braille, using Makaton, using Compic, verbally responding, using computers, using equipment, collaging, displaying, cutting and pasting, using books.</p>					