|  |
| --- |
| QCIA learning goals — mapping overview  Community, citizenship and the environment (CCE) |

List the subjects that the student will be enrolled in. Select goals according to student communication skills, interests, strengths and weaknesses. Check the boxes to show that all goals are covered across subjects.

This template is provided to assist schools and may be reused and adapted.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Community, citizenship and the environment (CCE) | | | | | | | | | | | |
|  | QCIA curriculum plan learning goals | | | Subjects | | | | | | | |
| Learning focus | Subcategory | Goal | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] |
| Active citizenship in local and wider communities (CCE1) | Decision making in communities (CCE1.1) | Engage with ideas that makes a community, e.g. common location, shared purposes, lifestyle choices, employability/industry |  |  |  |  |  |  |  |  |
| Identify home and school within the local community |  |  |  |  |  |  |  |  |
| Identify different types of communities, including Aboriginal communities and Torres Strait Islander communities |  |  |  |  |  |  |  |  |
| Show awareness of the role of the individual in different communities |  |  |  |  |  |  |  |  |
| Identify that there are rules and responsibilities when participating in communities |  |  |  |  |  |  |  |  |
| Understand the difference between ‘rules’ and ‘laws’ and how they impact on individuals and communities |  |  |  |  |  |  |  |  |
| Identify roles, rights and responsibilities that individuals have in different communities e.g. at home, in the classroom, in community groups |  |  |  |  |  |  |  |  |
| Identify situations where individuals can take on different roles in the communities |  |  |  |  |  |  |  |  |
| Identify needs and problems in communities |  |  |  |  |  |  |  |  |
| Describe the roles and responsibilities of different levels of government and their associated resources and services |  |  |  |  |  |  |  |  |
| Describe the qualities of ‘good’ rules and laws in communities, such as laws applying equally to everyone |  |  |  |  |  |  |  |  |
| Explain why people make rules for participation in communities |  |  |  |  |  |  |  |  |
| Explain how and why decisions are made in communities |  |  |  |  |  |  |  |  |
| Explain how communities provide support and care for their citizens |  |  |  |  |  |  |  |  |
| Compare the values options and attitudes of individuals and groups in communities |  |  |  |  |  |  |  |  |
| Participating in and contributing to communities (CCE1.2) | Follow instructions and rules of different communities including home, school and work. |  |  |  |  |  |  |  |  |
| Identify the skills needed to engage with communities, including planning, organising, collaborating, negotiating and recordkeeping. |  |  |  |  |  |  |  |  |
| Identify why people participate within communities and the different opportunities to actively participate and contribute. |  |  |  |  |  |  |  |  |
| Describe how people work in groups to achieve their aims, express their shared beliefs and values and influence communities. |  |  |  |  |  |  |  |  |
| Explain the contributions of individual and different groups to local communities and the wider Australian community. |  |  |  |  |  |  |  |  |
| Plan and participate in school and community activities, using strategies to solve problems and build teams. |  |  |  |  |  |  |  |  |
| Create ways to take action to address community needs and problems using skills to engage community members. |  |  |  |  |  |  |  |  |
| Explain the obligations citizens may consider they have beyond their own national borders as active and informed global citizens. |  |  |  |  |  |  |  |  |
| Similarities and differences between the past and the present (CCE2) | Changes in communities (CCE2.1) | Show awareness of people, events and objects in the past, present and future |  |  |  |  |  |  |  |  |
| Show awareness of different individuals and groups within communities including families, peer and friendship groupings, community organisations and service providers |  |  |  |  |  |  |  |  |
| Recognise how the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘old and new’, ‘tomorrow’, dates |  |  |  |  |  |  |  |  |
| Recognise that communities exist at different levels — local, state, national, regional and international, and change and develop over time |  |  |  |  |  |  |  |  |
| Identify different structures of families and family groups, and identify similarities and differences between them |  |  |  |  |  |  |  |  |
| Identify how different individuals and groups celebrate events that are important to them |  |  |  |  |  |  |  |  |
| Identify how stories of families and the past can be communicated, e.g. through photographs, artefacts, books, oral histories, digital media, museums |  |  |  |  |  |  |  |  |
| Describe differences in roles, such as gender, life stage (child, adolescent, teenager, adult), in families and in communities; and how these roles have changed or remained the same over time |  |  |  |  |  |  |  |  |
| Describe events that may have personal significance, such as birthdays, celebrations and seasons |  |  |  |  |  |  |  |  |
| Describe similarities and differences between young people’s daily lives today and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications |  |  |  |  |  |  |  |  |
| Describe the importance of a historical site of cultural or spiritual significance, e.g. a community building, a landmark, a war memorial |  |  |  |  |  |  |  |  |
| Explain how changes in technology have influenced peoples’ lives at home, work, when travelling |  |  |  |  |  |  |  |  |
| Important events over time in Australia and the world (CCE2.2) | Show awareness that Aboriginal and Torres Strait Islander peoples are the First Peoples of Australia |  |  |  |  |  |  |  |  |
| Identify the long history of Aboriginal peoples and Torres Strait Islander peoples in Australia |  |  |  |  |  |  |  |  |
| Identify important events in the local community, region or state/territory, e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily lives |  |  |  |  |  |  |  |  |
| Participate in ceremonies and celebrations about past events with the local community, e.g. ANZAC Day, Sorry Day |  |  |  |  |  |  |  |  |
| Identify that Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and these connections shape their daily lives |  |  |  |  |  |  |  |  |
| Describe the stories of different groups of Australians such as the First Australians and migrants |  |  |  |  |  |  |  |  |
| Describe the contributions of individuals and groups to Australian communities and other communities around the world |  |  |  |  |  |  |  |  |
| Explain why some events in the past are important to communities, nations and throughout the world |  |  |  |  |  |  |  |  |
| Places, environments and people (CCE3) | Location (CCE3.1) | Show awareness of familiar places and locations within the local community |  |  |  |  |  |  |  |  |
| Identify places and locations around the world |  |  |  |  |  |  |  |  |
| Recognise elements of the wider world including natural surroundings, weather and constructed features |  |  |  |  |  |  |  |  |
| Recognise the location and nature of Australia as an island continent |  |  |  |  |  |  |  |  |
| Use the location and direction features of a map, including north orientation, symbols that represent natural and constructed features of places and a legend or key |  |  |  |  |  |  |  |  |
| Identify Australia and its states and territories represented in a simple map |  |  |  |  |  |  |  |  |
| Identify the location of places and their features on maps and a globe |  |  |  |  |  |  |  |  |
| Locate positions, show routes and interpret information on maps and diagrams |  |  |  |  |  |  |  |  |
| Explain directions using maps and diagrams of familiar locations and places |  |  |  |  |  |  |  |  |
| Create maps and models of familiar locations and places |  |  |  |  |  |  |  |  |
| Use public transport timetables and maps to access the local community |  |  |  |  |  |  |  |  |
| Natural features of places including climate and weather (CCE3.2) | Show awareness of natural features of the local environment, including weather and climate |  |  |  |  |  |  |  |  |
| Identify different types of weather and the effect it has on individuals and the environment |  |  |  |  |  |  |  |  |
| Identify the natural features of places including where they are located |  |  |  |  |  |  |  |  |
| Identify major natural features of Australia, Queensland and the local area |  |  |  |  |  |  |  |  |
| Identify the risks associated with natural features of places, e.g. being aware of dangers when swimming and bushwalking |  |  |  |  |  |  |  |  |
| Identify the main climate types in different parts of the world and identify similarities and differences between them |  |  |  |  |  |  |  |  |
| Describe the local weather and seasons |  |  |  |  |  |  |  |  |
| Describe different types of weather by presenting data in drawings or picture graphs |  |  |  |  |  |  |  |  |
| Locate record and display data on a weather issue |  |  |  |  |  |  |  |  |
| Explore natural features of surroundings, e.g. nature trail, rock pool at the beach |  |  |  |  |  |  |  |  |
| Explain how different cultural groups, including Aboriginal and Torres Strait Islander peoples, may describe weather and seasons in different ways |  |  |  |  |  |  |  |  |
| Explain the impact of weather events, such as bushfires, droughts, floods and cyclones, on environments and communities |  |  |  |  |  |  |  |  |
| Create strategies to show the value of and to protect the natural features of places |  |  |  |  |  |  |  |  |
| Constructed features of places (CCE3.3) | Show awareness of constructed features in the community |  |  |  |  |  |  |  |  |
| Identify the constructed features of places including where they are located |  |  |  |  |  |  |  |  |
| Identify the way that spaces within places, such as classrooms or backyards, can be rearranged to suit different activities or purposes |  |  |  |  |  |  |  |  |
| Identify major constructed features of Australia, Queensland and the local area, e.g. cities, landmarks |  |  |  |  |  |  |  |  |
| Identify and mitigate risks associated with constructed features of places, e.g. staying behind railings on a bridge |  |  |  |  |  |  |  |  |
| Explore constructed features of surroundings, e.g. sensory room and gardens |  |  |  |  |  |  |  |  |
| Plan a strategy for keeping a constructed environment healthy and safe |  |  |  |  |  |  |  |  |
| Relationships between people and places (CCE3.4) | Recognise that people can have feelings about places that are significant to them |  |  |  |  |  |  |  |  |
| Identify why some places are special to people, and how these places can be cared for |  |  |  |  |  |  |  |  |
| Identify how people’s feelings about places can influence views about their protection |  |  |  |  |  |  |  |  |
| Identify how Aboriginal peoples and Torres Strait Islander peoples maintain special connections to particular Country/Place |  |  |  |  |  |  |  |  |
| Explain similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places |  |  |  |  |  |  |  |  |
| Explain reasons why people travel to particular places, e.g. work and tourism |  |  |  |  |  |  |  |  |
| Explain the importance of environments to animals and people |  |  |  |  |  |  |  |  |
| Explain what people do to protect environments and communities from natural hazards, e.g. bushfires, storms, floods |  |  |  |  |  |  |  |  |
| Create a plan to represent how individuals or groups can sustainably protect a place or an environment |  |  |  |  |  |  |  |  |
| Making decisions using scientific understandings (CCE4) |  | Observe the local and wider environments using the senses |  |  |  |  |  |  |  |  |
| Recognise that science involves exploring and observing the local and wider environment using the senses |  |  |  |  |  |  |  |  |
| Recognise that science involves asking questions about, and describing changes in, objects and events |  |  |  |  |  |  |  |  |
| Identify how people use science in their daily lives, including when caring for their environment and living things |  |  |  |  |  |  |  |  |
| Identify how scientific understandings, discoveries and inventions are used to solve problems that directly affect people’s lives |  |  |  |  |  |  |  |  |
| Explain how science involves making predictions and describing patterns and relationships |  |  |  |  |  |  |  |  |
| Explain how science and technology contribute to finding solutions to issues |  |  |  |  |  |  |  |  |
| Explain how people use understanding and skills from across the disciplines of science in their occupations |  |  |  |  |  |  |  |  |
| Explain the importance of environments to animals and people, and identify different views on protecting them |  |  |  |  |  |  |  |  |
| Create a plan to use scientific evidence to solve a community problem |  |  |  |  |  |  |  |  |