STUDIES OF SOCIETY AND ENVIRONMENT

Conceptual Organiser	Strand: Time, continuity and change					
Core Learning Outcomes	**Core Learning Outcomes**	Core Learning Outcomes	Core Learning Outcomes	Core Learning Outcomes	Core Learning Outcomes	Discretionary Learning Outcomes
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.	**D6.1** Students evaluate evidence of the ways in which their personal histories and the histories of others have been constructed.
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 upon 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.	**D6.2** Students produce or perform an account that links their own histories with those of others.
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.	**D6.3** Students make reference to values and peer-generated visions of preferred futures to suggest how they might contribute to creating better futures.
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.	**D6.4** Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future.
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.	**D6.5** Students make judgments based on records and peer-generated criteria to evaluate achievement of personal goals in a project.
Discretionary Learning Outcomes	**Discretionary Learning Outcomes**	Discretionary Learning Outcomes	Discretionary Learning Outcomes	Discretionary Learning Outcomes	Discretionary Learning Outcomes	
TCC D1.6 Students match artefacts to the developmental stages of a familiar adult and dicuss the differences from their own development.	**TCC D2.6** Students classify various information sources according to their own criteria.	**TCC D3.6** Students investigate family ancestors to determine cultural, political and social reasons for their life experiences.	**TCC D4.6** Students investigate how class, gender, religion, ethnicity or age has influenced attitudes towards a particular group and how this group was affected.	**TCC D5.6** Students identify changes in Australia's rural economy using a combination of primary and secondary sources.	**TCC D6.6** Students share with students in other settings issues associated with the relative pace of change in their local environment.	
TCC D1.7 Students describe a sequence of objects by age and explain criteria for judgements.	**TCC D2.7** Students model positive actions relating to roles, rights and responsibilities of students in different social contexts.	**TCC D3.7** Students create a cause and effect game for peers to match events in Australia's past to environmental changes.	**TCC D4.7** Students represent eras of past civilisations on a timeline chart.	**TCC D5.7** Students summarise the short- and long-term effects of a particular change on a group.	**TCC D6.7** Students explain various groups perspectives on the values of peace and social justice.	
TCC D1.8 Students critique another student's interpretation of a shared story.	**TCC D2.8** Students locate and explain objects that were valued by different people at different times	**TCC D3.8** Students explain the attitudes expressed in a newspaper article about a human experience.	**TCC D4.8** Students communicate how an individual or group was crucial to a political development that promoted a value.			
Conceptual Organiser	**Strand: Place and space**					
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.	**Discretionary Learning Outcomes**

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.	D6.1 Students investigate through participatory action how an environmental situation could be improved to reflect a values-oriented position.
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.	D6.2 Students use modes of delivery appropriate for informing and persuading different audiences to promote ecologically and economically sustainable futures.
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.	D6.3 Students plan and undertake collaborative action research projects with local community members that promote sustainable consumption patterns.
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.	D6.4 Students use maps and graphs that interpret data to suggest links between geographic features of places and changes occurring within these places.
Discretionary Learning Outcomes	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others.
PS D1.6 Students investigate places in their community that cater for the needs of particular groups, including people with disabilities and people of non-English-speaking backgrounds.	PS D2.6 Students analyse which elements make a place safe their favourite.	PS D3.6 Students cooperatively identify an environmental issue of concern and contribute to its resolution.	PS D4.6 Students use a range of evidence to investigate places where native and introduced elements have adapted of failed to adapt to changing conditions.	PS D5.6 Students apply ideas concerning sustainability to suggest how natural, social and built environments should interact in a preferred future.	PS D6.6 Students use key questions drawn from senior syllabuses to identify motives for the movement of transnational corporations over time.	
PS D1.7 Students design a game to match animals, people or plants to places.	PS D2.7 Students make a model of an imaginary place and translate it to a two-dimensional map.	PS D3.7 Students describe how natural and built elements give character and importance to local and international places.	PS D4.7 Students explain how a conflict about the care of a local place is presented in the media.	PS D5.7 Students use appropriate technologies to take action about environmental issues of international significance.	PS D6.7 Students create a performance or product to highlight an environmental issue and reveal the values held by the issue's stakeholders.	
PS D1.8 Students explain why particular places are safe environments for children.	PS D2.8 Students describe how their present use of places may change over time to meet their changing needs and interests.	PS D3.8 Students articulate a code of environmental conduct for personal use of resources.	PS D4.8 Students develop an action plan to contribute to a positive outcome for an issue of personal concern.			

STUDIES OF SOCIETY AND ENVIRONMENT: CORE LEARNING OUTCOMES

Conceptual Organiser	Strand: Culture and identity					
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.	**Discretionary Learning Outcomes**
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 which 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.	**D6.1** Students use surveys and structured interviews to analyse community attitudes towards cultural diversity.
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 effect 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.	**D6.2** Students synthesise quantitative and qualitative data on perceptions of a current cultural issue to develop a community information strategy.
CI 1.4 Students gather and record information about 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 specific instances of cultural change resulting from government legislation or policies that have impacted on other cultural groups.	**D6.3** Students develop strategies to promote more effective and equitable participation by marginalised groups in economic, political or legal systems.
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, race, 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 socio-economic circumstances affects adolescent identities.	**D6.4** Students develop socially just scenarios about preferred changes to Australian cultures including Aboriginal or Torres Strait Islander cultures.
Discretionary Learning Outcomes	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**D6.5** Students evaluate how ethnicity, gender, social class, geographic location or ability influences adolescent identities in different settings.
CI D1.6 Students describe, draw or enact how an important event might be perceived from another's perspective.	**CI D2.6** Students create a caricature of themselves based on their own idiosyncrasies.	**CI D3.6** Students investigate the services provided and groups targeted by organisations that offer support to the community.	**CI D4.6** Students locate examples of human rights abuses from various media sources to identify the strategies being attempted to reduce them.	**CI D5.6** Students debate the extent to which television may have a homogenising effect on cultures around the world.	**CI D6.6** Students identify the concept of a social contract to explain ways they might contribute to peace and human rights at a range of scales.	
CI D1.7 Students relate general principles of how to live peacefully and productively from messages within traditional stories.	**CI D2.7** Students locate stories that promote morals and ethics they can apply.	**CI D3.7** Students interview other students about the difficulties of adapting to new environments.	**CI D4.7** Students use the available information about Aboriginal or Torres Strait Islander groups of the local area to make inferences about the attitudes of colonial settlers towards these groups in the nineteenth century.	**CI D5.7** Students duscuss how material and non-material aspects of one culture may have been derived from other cultural groups.	**CI D6.7** Students evaluate a country's response to internal dissent or cultural diversity.	
CI D1.8 Students identify and depict those people who have influenced their general development and behaviours.	**CI D2.8** Students describe how to participate appropriately at particular home, school and community events.	**CI D3.8** Students analyse their performance in particular settings to identify the multiple intelligences that are evident.	**CI D4.8** Students identify which aspects of a culture are material and which are non-material.			

Conceptual Organiser	Strand: Systems, resources and power					
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 an economic system.	**SRP 6.1** Students develop and test a hypothesis concerning a relationship between global economic and ecological systems.	**Discretionary Learning Outcomes**

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.	**D6.1** Students predict the consequences of attempts to reform economic, political or ecological systems.
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.	**D6.2** Students modify a proposed product or marketing strategy for potential future consumers.
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 simply describe 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.	**D6.3** Students design and promote a product or service to empower marginalised groups.
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.	**D6.4** Students propose changes to economic, political or legal systems to make them more democratic and socially just.
Discretionary Learning Outcomes	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**Discretionary Learning Outcomes**	**D6.5** Students suggest solutions to problems involving inequitable distributions of power and resources in a global context.
SRP D1.6 Students enact consequences of following and not following rules of familiar places/	**SRP D2.6** Students investigate a local enterprise that benefits the environment.	**SRP D3.6** Students design a representation of the organisation of work in the school and compare this with a representation of another organisation.	**SRP D4.6** Students explain how the quotes or lyrics of famous peacemakers could be applied to the classroom.	**SRP D5.6** Students design matrixes that identify the levels of government related to significant current issues	**SRP D6.6** Students use various media to produce simulations that highlight and critique power relations.	
SRP D1.7 Students use recycled materials to depict stories about work.	**SRP D2.7** Students investigate an enterprise performed by older students and ask which skills and positive feelings the older students have gained from doing this.	**SRP D3.7** Students locate songs and symbols about environmental issues.	**SRP D4.7** Students identify the best financial products to manage class-raised funds.	**SRP D5.7** Students cooperate in socially just and peaceful actions with students in other schools that deal with issues related to systems.	**SRP D6.7** Students identify the links between Level 6 Studies of Society and Environment core learning outcomes and senior syllabuses.	
SRP D1.8 Student enact possible solutions for including other who may have a disability.	**SRP D2.8** Students participate in a project to identify strategies for managing personal resources including school materials, money and times.	**SRP D3.8** Students develop an argument for citizenship from the perspective of a person without citizenship in a democracy of the past.	**SRP D4.8** Students participate in a classroom simulation of an economy and identify decisions needed, including what and how much to produce, how to distribute products, who will buy them and at what cost.			