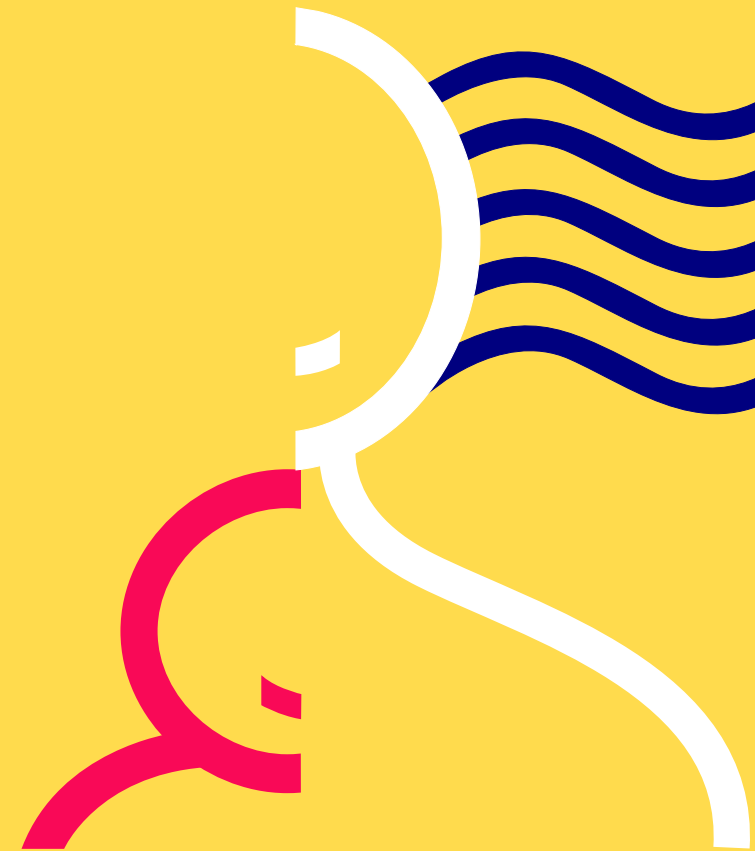


# R-10 Society and Environment

## Teaching Resource



Department of Education  
and Children's Services



South Australian Curriculum Standards and Accountability  
F R A M E W O R K

Additional copies of this publication are available from:

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# FOREWORD

The *R–10 Society and environment teaching resource* is part of the *SACSA Companion Documents* series. Underlying the development of this series is the need to promote consistency of curriculum within and across schools in South Australia.

These resources are designed to support teachers to further engage with the SACSA Framework and work towards maximising students' achievement. They arise from the need expressed by many teachers for the requirements of the SACSA Framework to be made more explicit for each year level.

The documents are written by practising teachers in close collaboration with curriculum officers, members of professional associations and other committed educators.

This resource is a valuable support for teachers working to meet the diverse needs of learners in the range of settings across South Australia.

A handwritten signature in black ink that reads "Steve Marshall". The signature is written in a cursive style with a large, prominent 'S' at the beginning.

Steve Marshall  
**CHIEF EXECUTIVE**

# ACKNOWLEDGMENTS

The following people and groups are acknowledged for their valuable contribution to the development of this resource.

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# INTRODUCTION

This *R–10 Society and environment teaching resource* is one in a series of companion documents to the South Australian Curriculum, Standards and Accountability (SACSA) Framework and provides specific support for planning, teaching and learning.

It has been written by junior primary, primary and secondary teachers with the support of and in collaboration with curriculum officers, professional associations and other committed educators.

The document has been drafted in workshops, initially circulated in draft form to all South Australian schools, and reviewed and refined by teachers as the result of feedback from colleagues.

## Support for using the SACSA Framework

**The purpose of this document is to provide support for teachers in planning, programming and assessing using the SACSA Framework.**

This teaching resource details a sample range of learning descriptors relating to the Key Ideas and Outcomes in society and environment R–10. These descriptors, in dot point format:

- make explicit the knowledge, skills and understandings reflected in the Key Ideas and Outcomes
- make consistent the expectations for learning at specific year levels within and across sites
- are written from the learner’s perspective
- help to make explicit the development of Essential Learnings identified within each Key Idea
- help to make explicit the teaching and learning processes of this Learning Area

- make visible the literacy and numeracy practices of the Learning Area
- provide examples for the use of a range of ICTs sequenced developmentally across the Bands.

***The learning descriptors are not prescriptive.*** They describe the possible growth points of learners as they progress towards demonstrating Outcomes to reach a Standard. Learning does not develop in a linear fashion. Teachers will continue to use their professional knowledge, skills and judgment to provide the rich array of learning experiences that cater for all learners in their classrooms. This teaching resource is a tool to support this process.

## Planning for teaching and learning

When using this resource for planning, teaching and learning, teachers will also need to engage with the following core principles:

- Learning involves building on prior knowledge, with learners active in constructing their own learning as they progress through cycles of growth.
- Linked and integrated learning with other Learning Areas are vital components of program planning and learning development.
- Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are critical considerations.
- In the Early Years, when planning for teaching, learning and assessing children’s progress, it is important that teachers refer to the Developmental Learning Outcomes. The *Overview of Key Ideas and Developmental Learning Outcomes* chart has been included at the beginning of the Early Years section, particularly for use by those teachers of Reception and Year 1 children.
- Safe and secure teaching and learning environments should be established in which managers and teachers use appropriate risk

management processes to minimise risks to health and safety. This should be done in accordance with the department’s Risk Management Framework, the principles of hazard management and occupational health, safety and welfare legislation.

## The society and environment Learning Area

**Learning through society and environment involves learners in developing knowledge, skills and values that enables them to participate, in a range of ways, as ethical, active and informed citizens in a democratic society within a global community.**

The scope of learning in society and environment is described through four strands:

- **Time, continuity and change**
- **Place, space and environment**
- **Societies and cultures**
- **Social systems.**

The structure of the society and environment strands supports inquiry approaches to learning by the Key Ideas and Outcomes in each strand following the same pattern:

- first Key Idea           **Knowledge**
- second Key Idea       **Skills**
- third Key Idea         **Values and actions.**

Through inquiry centred learning and assessment processes, the SACSA Framework weaves the four strands together in many ways: through the integrated development of the five Essential Learnings, the development of the concepts and skills of society and environment, addressing Equity and Cross-curriculum Perspectives, promoting a contextual approach to values, and supporting learners to participate actively in society.

Values in society and environment are important aspects of study and their clarification and development are a consequence of study. Society and environment promotes and develops three clusters of shared values—democratic processes, social justice and ecological sustainability.

## Format of this resource

The format of this document has been developed:

- for practical use by teachers
- to ensure consistency across Curriculum Bands
- with consideration to the organisation of the SACSA Framework, including the following pattern:

### Year levels, Key Ideas and Outcomes, and Standards

Year Level	R	1	2	3	4	5	6	7	8	9	10
<b>Key Ideas and Outcomes</b>	Early Years			Primary Years			Middle Years				Senior Years
<b>Standards</b>	Towards 1	Towards 1	1	Towards 2	2	Towards 3	3	Towards 4	4	Towards 5	5

To meet these purposes the document:

- is organised in Curriculum Bands for the following year levels: Early Years (R–2), Primary Years (3–5), Middle Years (6–8) and in a combined Middle–Senior Years Band (8–10)
- has a suggested continuum of skills for inquiry learning at the commencement of each Band
- is formatted in double-page sets to reflect the holistic and integrated structure of the three Key Ideas in each strand. Double-headed arrows on each page reinforce these critical relationships

- provides information and guidelines on inquiry learning and assessment in society and environment
- has Year 8 descriptors duplicated in Middle Years and Middle–Senior Years to assist continuity from primary to secondary sectors
- provides suggested inquiry questions as models, at each year level
- provides suggested inquiry topics to support school and class level planning. These suggested topics are detailed on an overview chart, in addition to specific listing on each double-page set. Cross-referencing is provided to *Insites* using the code (I). Refer to <[www.sacsa.sa.edu.au/insites](http://www.sacsa.sa.edu.au/insites)>
- provides a glossary of terms
- includes cross-referencing to allow navigation between Bands and strands
- provides examples of content at particular levels, while not constraining the possibilities to these examples
- provides some examples of resources including references, suggested resources, suggested websites and Outreach and other services.

## Further assistance

To further assist in planning, programming and assessing:

- a copy of this document in *Word* format is available on the SACSA website. This format allows teachers to cut, paste and modify the document to suit individual needs. Go to <[www.sacsa.sa.edu.au/companion](http://www.sacsa.sa.edu.au/companion)>
- a professional learning package, *Planning for teaching and learning*, which includes a *PowerPoint* presentation, has been developed to support use of this and the other SACSA Companion Documents and is also available on the SACSA website. Go to <[www.sacsa.sa.edu.au/companion](http://www.sacsa.sa.edu.au/companion)>.

# SCOPE OF SOCIETY AND ENVIRONMENT AND THE SACSA FRAMEWORK

## TIME, CONTINUITY AND CHANGE

### *Knowledge in context*

- Understanding and valuing of the past in people's lives
- Concepts of time, continuity, change, causation and heritage
- Significant events, issues and patterns of change in Australia and other societies
- Australia's place in the world, the past, present and future global contexts

### *Skills in context*

- Gathering and analysing primary and secondary sources of information
- Critically questioning interpretations of past and present events and possible futures
- Presenting arguments based on historical evidence

### *Values and actions in context*

- Investigation of the roles, intentions and motives of individuals and groups in relation to past and current events and issues
- Commitment to positively influencing present and future events and issues
- Critical questioning of what it means to be Australian in an ever-changing world

## PLACE, SPACE AND ENVIRONMENT

### *Knowledge in context*

- Spatial concepts and the distinctiveness of places and environments
- Interconnections, interactions and interdependence of people and natural and built environments
- Patterns and processes associated with natural and built environments

### *Skills in context*

- Using geographical field skills
- Using maps, globes, electronic forms of technology (eg Geographic Information Systems) and gathering and analysing statistical data

### *Values and actions in context*

- Investigation and evaluation of diverse and changing environmental and social perceptions and practices
- Commitment to valuing and adopting ecologically sustainable solutions

## SOCIETIES AND CULTURES

### *Knowledge in context*

- Identity—individual and group
- Beliefs, values, customs and practices of diverse societies and cultures
- The unique place Aboriginal and Torres Strait Islander cultures have in Australia
- Interactions and interdependence of societies and cultures in local, national, Asia-Pacific and global environments
- Australia's multicultural society

### *Skills in context*

- Applying ethical and moral reasoning skills
- Applying creative problem solving and conflict resolution skills
- Applying values clarification skills

### *Values and actions in context*

- Awareness and positive engagement with people of diverse cultures and societies
- Engagement with diverse viewpoints within a community and society
- Valuing of diversity, cohesion and justice
- Active commitment to the welfare, rights and dignity of all people

## SOCIAL SYSTEMS

### *Knowledge in context*

- Roles and relationships of people and groups in political, legal and economic settings and systems
- Australia's political and legal structures and processes
- Rights and responsibilities

### *Skills in context*

- Critically inquiring into decision-making, use of power and control of resources
- Participating in groups at various levels
- Cooperating with others to initiate and plan change

### *Values and actions in context*

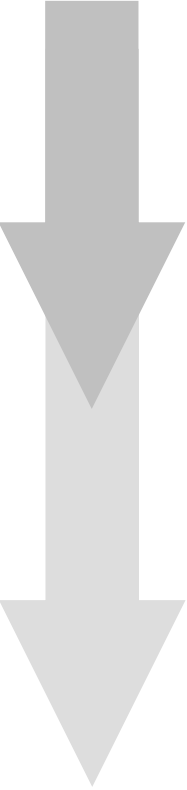
- Commitment to individual freedom and the rights and responsibilities associated with participating in a democracy
- Respect for law and for legitimate and just authority
- Respect for different choices, viewpoints and ways of living
- Commitment to ethical behaviour and equitable participation in decision-making
- Commitment to fairness and redressing disadvantage and oppression

# INQUIRY APPROACHES TO LEARNING

There are many approaches and models for inquiry learning, including the Information Process®, Information Literacy Planning Overview® and the work of Jamie McKenzie, to name a few.

‘Inquiry is a dynamic approach that involves exploring the world, asking questions, making discoveries, and rigorously testing those discoveries in search for new understanding ... It is complex, multifaceted, and looks different in different classrooms and contexts ... Through inquiry we develop important skills such as careful observation, reasoning, critical thinking, and the ability to justify or refute our existing knowledge. Lastly, because inquiry begins with a meaningful problem or issue, the process engages learners as they come to value the driving questions that motivate their learning process.’ (From *The Inquiry Learning Forum* at <ilf.crlt.indiana.edu/>.)

**The inquiry approach followed in this document is based on the following structure:**

- 
- **Defining the focus of inquiry** so that it has the potential to lead to challenging own and others’ world views
  - **Planning the inquiry** through establishing significant questions and incorporating a range of knowledge, skills and values contexts
  - **Locating, selecting, organising and analysing information** to extend and test findings of the inquiry
  - **Taking appropriate action** based on the findings of the inquiry. This engages learners in developing and understanding their capacity, individually and in groups, to make a difference as **ethical, active and informed citizens in a democratic society within a global community**
  - **Evaluating learning** achieved in the inquiry process
  - **Considering consequences** of the effectiveness of the inquiry process, leading to greater understandings and improvement in the quality of the action taken.

**A suggested synthesis of skills for inquiry learning is based on the following questions, with particular emphasis on learners taking appropriate action:**

<b>DEFINING</b>	What do I know already? What do I really want to find out? What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to do?
<b>LOCATING</b>	Where can I find the information I need? What do I already know? What do I still need to find out? What sources and equipment can I use?
<b>SELECTING</b>	What information do I really need to use? What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?
<b>ORGANISING</b>	How can I best use this information? Have I enough information for my purpose? Do I need to use all of this information? How can I best combine information from different sources?
<b>ACTIONING</b>	<b>Who will I inform?</b> <b>How will I inform and stimulate others to join in?</b> <b>How will I undertake change with others?</b>
<b>EVALUATING</b>	What did I learn from this? Did I fulfil my purpose? How well did I do each step of the inquiry? How well did I present the information? Where do I go from here? How has the learning affected me - in the way I learn? - in my knowledge, skills and values?

# ASSESSMENT IN SOCIETY AND ENVIRONMENT

**Assessment is an integral part of the inquiry learning process.** Through inquiry learning ‘performance is less about the right answer and more about process and thinking’ (refer to <[wblrd.sk.ca/~bestpractice/inquiry/assessment.html](http://wblrd.sk.ca/~bestpractice/inquiry/assessment.html)>).

Learners therefore:

- take responsibility for their own learning by asking questions, raising problems, making decisions, thinking critically and positively, and being actively involved in setting the assessment criteria
- are encouraged to take risks
- are actively engaged with the strategies, skills and opportunities to assess their own learning
- are provided with the strategies, skills and opportunities to provide meaningful feedback to their peers
- engage with the school and wider community in the assessment of their learning

(refer to <[www.galileo.org/tips/assess.html](http://www.galileo.org/tips/assess.html)>).

ASSESSOR	ASSESSMENT TOOL	ASSESSMENT TYPE
Self Peer Educator Community	Rubrics Checklists Marks Descriptor of expectations Observation: <ul style="list-style-type: none"> <li>• anecdotal notes</li> <li>• record sheets</li> </ul> Negotiated criteria	Product analysis of: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Presentation</li> <li>• Environment or social project</li> <li>• Portfolio</li> <li>• Directed investigation</li> <li>• Assignment</li> <li>• Test</li> <li>• Essay</li> <li>• Report</li> </ul> <ul style="list-style-type: none"> <li>• Use of ICT resources (eg software programs, web quests, web pages)</li> <li>• Oral presentation</li> <li>• Reflection</li> <li>• Journal keeping</li> <li>• Posters</li> <li>• Role-plays</li> <li>• Debates</li> </ul> Observation Conferencing

Rubrics, used wisely, can be a powerful learning and assessment tool to engage learners as active participants in determining how their learning will be assessed.

A scoring rubric is a set of ordered categories to which a given piece of work can be compared. Scoring rubrics specify the qualities or processes that must be exhibited in order for a performance to be assigned a particular evaluative rating.

(From *Understanding educational measurement* by Peter McDaniel (1994) cited at <<http://its.monmouth.edu/facultyresourcecenter/rubrics.htm#Definition>>.)

There are numerous websites devoted to rubrics. They include <<http://rubistar.4teachers.org/index.php>, <http://edservices.aea7.k12.ia.us/framework/rubrics/>>.

# Overview of Key Ideas and Developmental Learning Outcomes: BIRTH to AGE 5

▶ BIRTH to AGE 3			▶ AGE 3 to AGE 5		
LEARNING AREAS	KEY IDEAS	DEVELOPMENTAL LEARNING OUTCOMES	LEARNING AREAS	KEY IDEAS	DEVELOPMENTAL LEARNING OUTCOMES
The psycho-social self	<p><i>In partnership with educators in respectful and caring environments:</i></p> <p>Children form secure attachments developing close bonds with one and then more educators. <b>Id • In • KC4</b></p> <p>Children begin to develop trust in themselves and others and their environments. <b>F • Id • In • KC4</b></p> <p>Children construct a secure sense of self and a confident personal and group identity within their family, their communities and their out-of-home care. <b>Id • In</b></p> <p>Children develop self-awareness and a sense of being connected with others within the context of their environments. These connections foster increasing appreciation of caring relations and a basis for shared understandings. <b>F • In • KC4</b></p> <p>Children develop autonomy and a sense of agency, as well as dispositions and skills for self-regulation, decision-making and an understanding of their interdependence with others. <b>F • Id • In • T • KC4 • KC6</b></p> <p>Children explore and develop emotional wellbeing. <b>F • In • KC1</b></p> <p>Children begin to explore and develop understandings and strategies to effectively manage change. <b>F • KC1 • KC6</b></p>	<p><i>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways</i></p> <p><i>Children develop trust and confidence. F • Id</i></p> <p><i>Children develop a positive sense of self and a confident personal and group identity. Id • In</i></p> <p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p> <p><i>Children develop a sense of physical wellbeing. Id • In</i></p>	Self and social development	<p>Children extend their sense of personal and group identity. <b>Id • In</b></p> <p>Children develop autonomy and a sense of agency. <b>Id • In • KC4 • KC6</b></p> <p>Children contribute in a variety of ways as members of groups. <b>Id • In • KC4</b></p>	<p><i>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways</i></p> <p><i>Children develop trust and confidence. F • Id</i></p> <p><i>Children develop a positive sense of self and a confident personal and group identity. Id • In</i></p> <p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p> <p><i>Children develop a sense of physical wellbeing. Id • In</i></p> <p><i>Children develop a range of physical competencies. Id</i></p> <p>.....</p> <p><i>The Birth to Age 5 Key Ideas and the Developmental Learning Outcomes complement and connect with the Reception to Year 2 Key Ideas and Curriculum Standards. Together they comprise the requirements for the Early Years Band.</i></p> <p><i>Reference to the Reception to Year 2 phase will support continuity in teaching and learning (see Learning Area overviews).</i></p>
			Arts and creativity	<p>Children explore arts forms including visual arts, drama, music, dance and media through symbolic and creative expression. <b>Id • T • C • KC2 • KC6</b></p> <p>Children develop processes, understandings and skills to support their artistic expression. <b>T • C • KC1</b></p> <p>Children interact with and respond to arts works. <b>In • C • KC2</b></p>	
			Communication and language	<p>Children continue to acquire and are supported in the language of their homes, families and communities. <b>Id • In • C • KC2</b></p> <p>Children are purposeful and effective users of communication and language. <b>Id • C • KC2</b></p> <p>Children increase their understanding of the power and complexity of language and communication. <b>T • C • KC2</b></p>	
The physical self	<p><i>In partnership with educators in safe and planned environments:</i></p> <p>Children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world. <b>Id • In • T • KC1 • KC2</b></p> <p>Children explore a range of movement patterns involving strength, body control and coordination for increasingly skilled voluntary actions. <b>Id • In • KC6</b></p> <p>Children develop balance for stability and movement and an awareness of their body in space, in order to move with purpose, safety and expression. <b>Id • In • T • KC1</b></p> <p>Children develop an awareness of their body's needs and their routines for food, relaxation, activity and sleep, and develop increasing independence in their personal care. <b>In • KC1</b></p>	<p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p> <p><i>Children develop a sense of physical wellbeing. Id • In</i></p>	Design and technology	<p>Children examine, identify and critique processes, products and systems. <b>In • T • C • KC1</b></p> <p>Children use their imagination to generate ideas and participate in processes of design. <b>F • T • C • KC3 • KC6</b></p> <p>Children use materials, equipment and processes to design and develop products and systems. <b>In • T • C • KC3 • KC7</b></p>	
			Diversity	<p>Children develop a respect for, and appreciation of, the diverse nature of their communities. <b>In • KC1</b></p> <p>Children begin to develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia. <b>In • KC1</b></p> <p>Children begin to recognise and question the way society privileges or excludes particular ways of knowing and being. <b>F • In • T • KC1</b></p> <p>Children learn to take action to bring about change for a just society. <b>F • In • T • KC4</b></p>	
			Health and physical development	<p>Children extend their range of physical skills and strengthen their physical vitality. <b>Id</b></p> <p>Children develop understandings about their physical capabilities through individual and shared activities. <b>Id • In • KC1 • KC4</b></p> <p>Children begin to develop responsibility for their personal health and safety. <b>Id • In</b></p>	
The thinking and communicating self	<p><i>In partnership with educators in language-rich and thoughtful environments:</i></p> <p>Children accept challenges to wonder and find answers in their natural and socially constructed environments. <b>F • T • C • KC6</b></p> <p>Children ask questions, wonder, and discover a range of ways to explore and find answers to problems. <b>F • T • KC6</b></p> <p>Children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments. <b>In • F • T • C • KC1 • KC2</b></p> <p>Children begin to develop concern for, and appreciation of, others and their environments. <b>F • In • KC4</b></p> <p>Children develop and use a wide range of both non-verbal and verbal communication to convey and construct meaning and share in the enjoyment of language. <b>In • C • KC1 • KC2</b></p>	<p><i>Children develop a sense of physical wellbeing. Id • In</i></p> <p><i>Children develop a range of physical competencies. Id</i></p>	Understanding our world	<p>Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared. <b>F • In • KC1</b></p> <p>Children develop confidence through making sense of their world by thinking, acting and working scientifically. <b>Id • In • T • KC6</b></p> <p>Children develop and use mathematical skills and understandings to investigate their physical and social worlds, both natural and constructed. <b>In • T • KC1 • KC5</b></p>	


## BAND: EARLY YEARS

### SUGGESTED CONTINUUM OF SKILLS FOR INQUIRY LEARNING

	Reception/Year 1	Year 2
<b>Defining and planning</b> the inquiry	<ul style="list-style-type: none"> <li>• Identifies prior knowledge</li> <li>• Asks relevant questions</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies prior knowledge</li> <li>• Writes key question(s)</li> <li>•</li> <li>•</li> </ul>
<b>Locating</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Questions to seek information</li> <li>• Contributes to survey questionnaire</li> <li>• Recognises land, water and Australia on globe and map</li> <li>• Knows alphabet and numerical sequence</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Locates material using online library catalogue or similar</li> <li>• Demonstrates awareness of the library's reference section and its uses</li> <li>• Uses simple encyclopaedias, picture dictionaries, maps and globes</li> <li>• Accesses CD-ROMs for information</li> <li>• Uses the telephone</li> <li>• Conducts a basic interview to gain information</li> <li>•</li> <li>•</li> </ul>
<b>Selecting</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Chooses and uses pictures to gain information and talks about observations</li> <li>• Listens to other people for ideas and information</li> <li>• Uses multimedia presentations created by older learners</li> <li>• Participates in group decision making</li> <li>• Chooses appropriate resources by surveying pictures and text</li> <li>• Selects, loads and accesses CD-ROMs with supervision</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises main ideas and sequence in a story</li> <li>• Locates key words in a question</li> <li>• Uses a table of contents and an index</li> <li>• Notes ideas from pictures</li> <li>•</li> <li>•</li> </ul>

<b>Organising and analysing findings</b>	<ul style="list-style-type: none"> <li>• Sorts information from print and non-print resources to show understanding</li> <li>• Writes key word or phrase to accompany picture</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Takes notes using key words and phrases</li> <li>• Records events in sequence</li> <li>• Records observations</li> <li>• Keeps a record of titles of resources used</li> <li>•</li> <li>•</li> </ul>
<b>Actioning based on the findings of the inquiry</b>	<ul style="list-style-type: none"> <li>• Presents information through use of pictures, in role-plays and with puppets</li> <li>• Expresses ideas through arts</li> <li>• Talks about a topic using one or two sentences</li> <li>• Reports on and responds to current, local events</li> <li>• Copies or writes short sentences to illustrate ideas</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys information in written and oral sentences</li> <li>• Prepares title and content pages</li> <li>• Presents information using labelled diagrams</li> <li>• Takes pictures using a digital camera</li> <li>• Shares basic information with a friend using e-mail</li> <li>•</li> <li>•</li> </ul>
<b>Evaluating learning achieved through the process</b>	<ul style="list-style-type: none"> <li>• Self assessment (on process and understandings)</li> <li>• Peer assessment</li> <li>• Teacher assessment (Outcome based; defining knowledge, skills, values and actions)</li> </ul>	

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KEY IDEAS	<i>(refer p13 for DLO overview)</i>		<i>(refer p26 for Primary Years)</i>		OUTCOMES
<p><b>KNOWLEDGE</b> Children explore their family, community, local environments and society, in order to understand the common threads in human experiences which shape individual and collective identities. <b>Id In C KC1 KC6</b> <b>relating to Outcome 1.1</b></p> 	<p><b>Reception</b> <b>Towards Standard 1</b></p>		<p><b>Year 1</b> <b>Towards Standard 1</b></p>		<p><b>Year 2</b> <b>Standard 1</b></p>
	<p><b>PERSONAL HISTORY</b></p> <ul style="list-style-type: none"> <li>• <b>Explores</b> personal change—physical, skill development, interests and attitudes.</li> <li>• <b>Considers</b> changes over time and why they have occurred (eg collects and shares photographs of themselves over time).</li> <li>• <b>Discusses</b> significant places in their past and present (eg hospital, home, kindy, school, park, beach).</li> <li>• <b>Acknowledges</b> significant people in their lives (eg parents, friends, extended family).</li> <li>• <b>Shares</b> stories told by family members about themselves and significant events in their life (eg learning to walk, riding a bike).</li> </ul>	<p><b>FAMILY HISTORY</b></p> <ul style="list-style-type: none"> <li>• <b>Explores</b> ‘family’ and considers how the members of their family have changed (eg listens to stories from family members, views photographs and videos, considers changes in interests).</li> <li>• <b>Considers</b> how and why families have changed over time.</li> <li>• <b>Discusses</b> places of significance in their family’s past (eg shops, family holiday locations, recreation activities).</li> <li>• <b>Talks</b> with significant people in their family (eg focuses on grandparents or great-grandparents).</li> <li>• <b>Identifies</b> significant turning points in their life (eg birthdays, friends, involvement in sporting activities, name days, immigration dates).</li> </ul>	<p><b>COMMUNITY HISTORY</b></p> <ul style="list-style-type: none"> <li>• <b>Explores</b> the history of the school environment and considers how things have changed over time (eg finds out about buildings, listens to stories from past and present students and teachers, looks at photographs).</li> <li>• <b>Considers</b> why the school community has changed over time.</li> <li>• <b>Investigates</b> the history of the wider community through visits to local historical and sacred sites, museums and art galleries.</li> <li>• <b>Talks</b> with significant people in the school community and investigates the different backgrounds of children in the class and the cultural and language differences.</li> <li>• <b>Identifies</b> significant technological turning points (eg around the school—blackboards to white-boards, typewriters to computers; and in the community—farm machinery, ICTs, playgrounds, shops).</li> </ul>	<p><b>1.1</b> Identifies differences between their life and the lives of other generations in their society and explains some reasons for this. <b>Id In C KC1</b></p>	

## SKILLS

Children begin to develop skills in analysing and representing the concept of time—present, past and future.

**F T C KC1 KC2**

**relating to Outcome 1.2**



### KEY TO SYMBOLS

#### Essential Learnings:

**F** Futures  
**Id** Identity  
**In** Interdependence  
**T** Thinking  
**C** Communication

#### Key Competencies:

**KC1** collecting, analysing and organising information  
**KC2** communicating ideas and information  
**KC3** planning and organising activities  
**KC4** working with others and in teams  
**KC5** using mathematical ideas and techniques  
**KC6** solving problems  
**KC7** using technology



## VALUES AND ACTIONS

Children link personal and community histories with broader social issues, events and changes in Australia and the world, in order to develop and value a sense of heritage and to imagine the future.

**F Id T C KC1**

**relating to Outcome 1.3**

- **Predicts** what they will be like in the future (eg physical appearance, physical skills, relationships).
- **Describes and sequences** changes over time experienced in their lives.
- **Identifies and groups** similarities and differences of changes (eg using photographs, listening to personal stories).
- **Analyses** why they have changed over time.
- **Discusses** how significant places from the past may have changed.
- **Explores** significant people in their own life and how they have helped them to grow and change.
- **Shares** significant events in their lives (eg using photographs, videos, show and tell items).
- **Makes** a book ‘about me’.
- **Examines** important events from their past to predict how it might shape their future.
- **Finds out** what plans their family has for the future (eg moving house, pets, use of technologies).
- **Describes and sequences** changes in their family members’ lives.
- **Identifies and records** similarities and differences between their life and the lives of family members (eg using diagram, timeline or Venn diagram).
- **Analyses** how their family has changed over time.
- **Records** and describes significant places in their family’s past.
- **Examines** grandparents’ past history and compares to their own lives (eg school, games, toys, rules, turning points).
- **Formulates** questions and interviews grandparents to discover the turning points in the grandparents’ lives and shares findings.
- **Presents** information gathered about their family with others.
- **Values shared history** (eg by participating in a whole school Grandparents Day).
- **Uses primary sources** to share information gathered about changes to the school over time (eg mounts a display, a collage, a timeline; writes a journal).
- **Discusses** how important decisions can influence changes within the community.
- **Analyses and records** information gathered as a graph or on a map.
- **Researches** the past by gathering and plotting information of where family members were born (eg through speakers, sister schools, the internet, and special occasions such as Asia in Schools Week).
- **Links** significant turning points in society with design and technology and how they have helped people (eg transport, tools, machinery, communication, toys).
- **Identifies** own and community values that will maintain or change things (eg predicts what the school will be like in the future).

**Suggested Inquiry Question:**  
 What should I include in a book about me?

**Suggested Inquiry Question:**  
 What are the similarities and differences between the childhoods of different generations?

**Suggested Inquiry Question:**  
 What has changed/remained the same at my school and how might it change in the future?

**1.2**

Presents events and life stages in sequence.

**F T C KC2**

### SUGGESTED INQUIRY TOPICS:

- Community history (I)
- Cultural heritage (I)
- Events
- Family history
- Local history
- Personal change
- Personal history (I)
- School history
- Significant people

**1.3**

Identifies and values aspects of environments, and of family and community ways of life, that have endured or changed, and makes predictions about the future in relation to these.

**F In T KC1 KC6**

KEY IDEAS	<i>(refer p13 for DLO overview)</i>			<i>(refer p28 for Primary Years)</i>	OUTCOMES
<p><b>KNOWLEDGE</b> Children develop and show their understanding of the significance of places and resources. They examine different ways in which places and resources are used to satisfy needs and wants. <b>Id In KC1 KC2</b> relating to Outcome 1.4</p> <p style="text-align: center;">↑</p> <p><b>SKILLS</b> Children develop skills to represent real and virtual place and space as they discuss interactions between people and their environments. <b>C KC2</b> relating to Outcome 1.5</p> <p style="text-align: center;">↑</p>	Reception Towards Standard 1	Year 1 Towards Standard 1	Year 2 Standard 1		
	PERSONAL SPECIAL PLACE	SCHOOL AND LOCAL ENVIRONMENTS	AUSTRALIAN AND GLOBAL ENVIRONMENTS		
	<ul style="list-style-type: none"> <li>• <b>Explores</b> the local environment.</li> <li>• <b>Identifies</b> homes/shelters (eg ‘What are they made of?’, ‘Where are they?’ ‘Who are they for?’).</li> <li>• <b>Identifies</b> a special place and explains why it is special.</li> <li>• <b>Identifies</b> animals, plants, insects and people in an environment and how they use it (eg Coorong—Ngarrindjeri Dreaming story).</li> <li>• <b>Locates</b> and <b>identifies</b> built and natural homes and shelters.</li> <li>• <b>Shares details</b> about personal special places and their characteristics.</li> <li>• <b>Explores</b> prior knowledge and experiences.</li> <li>• <b>Observes</b> what is in the chosen special place.</li> <li>• <b>Records</b> characteristics of the special place (eg drawing, writing, noting, photographing).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses</b> a multi-sensory approach to identify environmental qualities (eg uses smell, touch and sight).</li> <li>• <b>Selects</b> an environment of interest and explores its qualities.</li> <li>• <b>Identifies</b> animals, plants, insects and people who share an environment and explores their interdependence.</li> <li>• <b>Explores</b> prior knowledge and experiences.</li> <li>• <b>Poses questions</b> to explore aspects of the chosen environment.</li> <li>• <b>Researches</b> information about the selected environment (eg through photographs, the internet, simple maps and excursions).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understands</b> that places and resources are used to satisfy needs and wants.</li> <li>• <b>Negotiates</b> an environment of interest.</li> <li>• <b>Explains</b> how people interact with their environments (eg gathering resources, farming animals, cultivating crops, recreation).</li> <li>• <b>Discusses</b> the environmental impact of using resources (eg harvesting trees, taking water from rivers).</li> <li>• <b>Explores</b> names of animals, plants, and insects common to the locality.</li> <li>• <b>Poses questions</b> to determine what they want to find out about their environment of interest.</li> <li>• <b>Researches</b> information about their environment of interest (eg through photographs, the internet, books, maps, excursions, writing letters).</li> </ul>	<p><b>1.4</b> Explains and communicates how people interact and identify with environments. <b>Id In KC2</b></p> <p><b>1.5</b> Represents and categorises features of places and resources, using maps, contextual language and models. <b>C KC2 KC5</b></p>	

## VALUES AND ACTIONS

Children develop an understanding of the concepts of sustainability, conservation and care of resources and places, and take action consistent with these. They assess the ways in which values affect behaviour.

**F In T KC1 KC6**  
relating to Outcome  
**1.6**

- **Shares** findings about the special place with a range of audiences.
- **Discusses**, in groups, similarities, differences and features of the special place.
- **Poses questions** to each other about the findings in relation to the special place.
- **Discusses and plans** how to look after their special place or places within the school environment.
- **Reflects** on plans and establishes long-term ways of caring for special places (sustainability).
- **Maintains** a class record of changes to the special place.
- **Organises** and presents information for a range of audiences (eg drawings, writing, simple maps constructed using *Kid Pix*, photographs).
- **Locates and identifies** objects in the school grounds (eg ‘What are they made of?’, ‘Where are they found?’, ‘Who are they for?’).
- **Identifies** people who have a responsibility for different environments (eg park ranger, zoo-keeper, environmental groups, farmers).
- **Becomes** actively involved in decisions about whole school environmental projects (eg recycling, Gutter Guardians, KESAB, Clean Up Australia, local council projects).
- **Explains, nominates and votes on** the project they will act on.
- **Reflects** on their plan and examines other ongoing projects.
- **Organises** and presents research in a variety of ways (eg project, *PowerPoint* presentation, slideshow, journal, diagrams, simple mapping using symbols, models, collage).
- **Locates and identifies** what resources have been used to satisfy needs and wants (eg homes and shelters, need for food and water).
- **Explores** who has responsibilities for the local environment (eg environmental groups, council, state or national governments, farmers, Indigenous groups).
- **Investigates** the experiences and knowledge of children in the class, of people from the wider cultural community, and of different indigenous groups.
- **Discusses** plans and **makes decisions** about becoming actively involved in whole school environmental projects and wider community projects (eg World Environment Day, World Wetlands Day, National Water Week).
- **Nominates and votes on** the project to be acted on and **participates** in putting it into action.
- **Reflects on and reviews** the action and decides on future directions.

**Suggested Inquiry Question:**  
How do people/animals/plants use the school environment?

**Suggested Inquiry Questions:**  
What are the things you like/dislike about your school environment?  
What should change?

**Suggested Inquiry Question:**  
How has your involvement in an environmental project improved your school?

**1.6**  
Participates actively in projects to show understanding of the importance of caring for local places and natural environments.  
**F In T KC3 KC4**

### SUGGESTED INQUIRY TOPICS:

- Aspects of environment (I)
- Australian environments
- Dreaming stories
- Local environments
- Ourselves and others—school community (I)
- Shelter and food
- Special places (I)
- Unique environments
- Water and watercare

KEY IDEAS	<i>(refer p13 for DLO overview)</i>			<i>(refer p30 for Primary Years)</i>	OUTCOMES
	Reception Towards Standard 1	Year 1 Towards Standard 1	Year 2 Standard 1		
<p><b>KNOWLEDGE</b> Children explore, identify, recognise, and learn to respect and value, the shared and unique characteristics of individuals, developing an understanding of the diverse values, beliefs and practices of groups of people. <b>Id In KC1</b> relating to Outcome 1.7</p> <p style="text-align: center;">↑↓</p> <p><b>SKILLS</b> Children identify and explore patterns in the traditional stories, practices and present day lives of Indigenous and non-Indigenous Australians, and peoples elsewhere in the Asia-Pacific region. <b>F In C KC1 KC6</b> relating to Outcome 1.8</p>	<p><b>PERSONAL IDENTITY</b></p> <ul style="list-style-type: none"> <li>Identifies themselves in terms of:                             <ul style="list-style-type: none"> <li>physical and emotional uniqueness</li> <li>likes and dislikes</li> <li>feelings</li> <li>appearance</li> <li>family/cultural background/beliefs</li> <li>family activities</li> <li>abilities</li> <li>language spoken.</li> </ul> </li> <li>Considers what characteristics all people have in common.</li> <li>Compares similarities and differences among children in the class.</li> <li>Listens and responds to others and shares information about themselves (eg in small group work).</li> </ul>	<p><b>COMMUNITY IDENTITY</b></p> <ul style="list-style-type: none"> <li>Identifies themselves as part of a community group.</li> <li>Explores membership of groups (eg class, school, family, interest, sporting, community, belief group, cultural group, country).</li> <li>Identifies key words and phrases that relate to a day at school.</li> <li>Draws a map of the classroom and/or school grounds.</li> <li>Celebrates diversity by engaging with speakers and workshops that focus on aspects of culture.</li> <li>Compares similarities and differences within Australian peoples and peoples elsewhere in the Asia-Pacific region.</li> <li>Responds to teachings of Dreaming stories (eg through mapping, drama, visual art, music and dance).</li> </ul>	<p><b>GLOBAL IDENTITY</b></p> <ul style="list-style-type: none"> <li>Identifies themselves as part of a global community by sharing their knowledge of another country, and invites family members to speak (eg about country of origin, experiences).</li> <li>Focuses on Australia’s Asian neighbours by choosing a country to study and considers similarities and differences (eg in dress, belief systems, symbols, customs, festivals, celebrations, food, homes, language, ideas, inventions, artefacts and possessions).</li> <li>Inquires into significant aspects of culture (eg ‘What and where do the children play?’, ‘What are the schools like?’, ‘How are people married or buried?’, ‘Where do they shop?’).</li> <li>Researches what is special about the cultures of the chosen country by listening to stories, interviewing speakers and undertaking excursions (eg to a Buddhist temple, using primary resources).</li> <li>Listens to local Australian Aboriginal stories and stories from other cultures, and relates teachings to their own lives.</li> </ul>	<p><b>1.7</b> Understands that, although people are unique, they also have characteristics in common, and contribute in a variety of ways to their local and wider communities. <b>Id In KC2</b></p> <p><b>1.8</b> Listens to and retells local Aboriginal stories and stories from cultures other than their own, and explains their relevance for Australians. <b>F In C KC2</b></p>	

VALUES AND ACTIONS

Children identify, respect and value positive aspects of their personal culture, beliefs and identity, and develop understandings of those of others.

Id In T KC1  
relating to Outcome 1.9

- **Collects** items about themselves to show who they are (eg to go in an identity back-pack—photographs, family treasures, toys, stories, clothing, paintings).
- **Researches** their family’s origin by making a ‘Where have I come from’ book using pictures and words (eg words from another language, such as oma—grandmother in German).
- **Explores** understandings about friendship by responding to key questions (eg ‘Who are the people you play with?’, ‘Why are they special?’, ‘Why do you play with them?’, ‘What makes a good friend?’).
- **Discusses and expresses opinions** about values related to friendship (eg acceptance, empathy, kindness).
- **Plans** ways of including new people into their friendship group (eg ‘If a new person came into the classroom, how would I make them feel welcome?’).
- **Celebrates class diversity** by contributing to a display of identity back-packs, and/or a party, inviting other classes/parents to share understandings about varied cultural backgrounds.

Suggested Inquiry Question:  
What things can you do to show friendship?

- **Interacts** with present day Australian Indigenous people to focus on language, culture and place.

- **Challenges** own thinking about what skills are needed to be part of a group (eg using questions like ‘Do all groups have the same rules?’, ‘How do they get along?’).

- **Invites** various community cultural groups to talk about and share the things they particularly value about their culture.

Suggested Inquiry Question:  
How do you make sure all people are heard in class meetings?

- **Designs** a ‘cultural back-pack’ that includes items from another culture (eg a map showing location and environment, artefacts, pictures, stories, symbols such as a flag, money, clothing, a book of facts).

- **Celebrates diversity** within their classroom by sharing back-packs with family members and other classes and having a special lunch featuring food from the country studied.

- **Challenges own thinking** about valuing the way people in other cultures do things (eg considers ‘What do the children play?’).

Suggested Inquiry Question:  
How do you solve problems in your class groups?

1.9  
Demonstrates a capability to see and value points of view other than their own.  
Id T

SUGGESTED INQUIRY TOPICS:

- Australian Dreaming for today (I)
- Australian Aboriginal Dreaming
- Beliefs
- Countries
- Culture
- Customs and traditions (I)
- Family
- Feelings
- Festivals
- Food
- Immigrants
- Language
- Our diverse class (I)
- Self

KEY IDEAS	<i>(refer p13 for DLO overview)</i>			<i>(refer p32 for Primary Years)</i>	OUTCOMES
	Reception Towards Standard 1	Year 1 Towards Standard 1	Year 2 Standard 1		
<p><b>KNOWLEDGE</b> Children examine and discuss how communities are organised to provide goods and services for people to meet their current and future needs. F In KC1 KC2 relating to Outcome 1.10</p> <p style="text-align: center;">↑</p> <p><b>SKILLS</b> Children investigate and communicate understandings of the variety of ways communities and societies meet people’s needs for goods and services. In T C KC1 KC2 relating to Outcome 1.11</p> <p style="text-align: center;">↑</p>	<p><b>FOOD, SHELTER, LOVE AND PROTECTION—FOR ME</b></p> <ul style="list-style-type: none"> <li>Identifies people who support meeting basic needs and wants (eg parents, caregivers, doctor, dentist, police, postie, fire-fighter).</li> <li>Broadens knowledge of these people by exploring what they know, identifies what they want to learn, and researches using books, visits, CD-ROMS, speakers, DVDs and the internet.</li> <li>Records findings about people who support meeting needs and wants (eg through discussion, role-play, drawings, photographs, class books).</li> <li>Demonstrates how basic food needs can be met by working cooperatively (eg plans meals, makes food for the class, discusses ingredients).</li> <li>Identifies, in response to questions, the steps involved in preparing a food item (eg a sandwich—makes a class book outlining the procedure).</li> </ul>	<p><b>FOOD, SHELTER, LOVE AND PROTECTION—FOR THE LOCAL COMMUNITY</b></p> <ul style="list-style-type: none"> <li>Identifies and investigates helpers in the local community by considering where they live (eg a small country town where services are limited), physical and emotional needs, beliefs and cultural backgrounds.</li> <li>Broadens knowledge about these people by exploring meeting their needs and wants from their local community (eg food, shelter, love, protection); identifies these through research (eg interviews, visits, books, the internet); and records findings.</li> <li>Demonstrates how the basic need for shelter can be satisfied by people working cooperatively (eg plans and builds a model house in teams).</li> <li>Examines the sequence of steps by posing questions (eg ‘How did you build it?’, ‘Who was involved?’, ‘What role did people play?’, ‘Did it work?’, ‘Why?’, ‘Why not?’).</li> </ul>	<p><b>FOOD, SHELTER, LOVE AND PROTECTION—FOR THE WIDER COMMUNITY</b></p> <ul style="list-style-type: none"> <li>Compares and contrasts needs and wants in the past with how (eg grandparent focus).</li> <li>Examines needs and wants in the wider community (eg transport, shopping centre, safety house, church, temple, mosque, laws, paid and unpaid workers, friendship groups).</li> <li>Researches and records how people in the community meet our needs and wants, focusing on food, shelter, love and protection (eg through an individual or whole class focus).</li> <li>Identifies, records and classifies the variety of foods that are available to meet needs and wants (eg visits a supermarket).</li> <li>Explores ways to classify the goods (eg ‘Which category/food source is it?’—cultural food group; dairy, meat, fruit and vegetable; grain, milk product).</li> </ul>	<p><b>1.10</b> Describes the meaning of ‘needs’ and ‘wants’, and identifies how people cooperate in society to meet current and future needs. F In KC1</p> <p><b>1.11</b> Identifies the sources of some goods and services, and can explain the ways our daily living depends on them. In T C KC1</p>	

## VALUES AND ACTIONS

Children participate in appropriate decision-making and negotiation. They recognise that rules affect aspects of life.

In T KC2 KC3 KC4  
relating to Outcome 1.12

- **Visits** a market, shop or bakery or invites a speaker to talk about or make bread with the class.
- **Records** the steps for making the bread by making a class book.
- **Role-plays** buying food (eg with play money, combined with other class shop activities).

### RULES

- **Discusses** rules in the home, classroom, school and library, and use of appropriate language.
- **Considers** need for different rules in different situations.
- **Negotiates** and takes ownership of class rules.
- **Becomes** involved in class meetings and Student Voice.

**Suggested Inquiry Question:**  
What rules does your class need to treat each other fairly?

- **Reports** findings back to the class (eg by listing the people that were needed to build the house and exploring other people needed to support them).
- **Chooses** to research further by utilising guest speakers, information on the internet and stories (eg *The Three Little Pigs*).
- **Shares** information in a flow-chart (eg using collage, oral presentation, models, *PowerPoint* or another presentation).

### ROAD RULES

- **Brainstorms** prior knowledge of road rules and discusses reasons for having them.
- **Visits** a road safety centre or invites a speaker.
- **Participates** in designing rules for a day (eg a 'Wheels Day').
- **Designs and makes** signs using symbols, to advertise a variety of road rules.
- **Takes on specific roles** in class meetings (eg chairperson, timer, recorder, observer, active participant) or takes part in Student Voice (eg class representative selection).

**Suggested Inquiry Question:**  
What rules help your community stay safe?

- **Describes** how and where a product is advertised (eg cover of package, catalogue, television).
- **Considers** what the package is made of (eg cardboard, plastic).
- **Uses a drama presentation** to show who works in a supermarket and what jobs they do.
- **Discusses** the importance of money in the supermarket.

### RESPONSIBLE CITIZENSHIP

- **Explores** issues of inappropriate/unlawful behaviour in the community (eg dishonesty, dumping rubbish, graffiti, stealing).
- **Negotiates in teams** and devises rules to keep themselves and others safe and happy.
- **Invites guest speakers** (eg from local council, School Watch).
- **Organises and runs** class meetings by setting agendas, taking notes and implementing decisions.
- **Plans** and takes part in volunteer projects within the school (eg environmental projects, fundraising).

**Suggested Inquiry Question:**  
How is your class organised to encourage responsible citizenship?

**1.12**  
Takes an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules.

In T KC3 KC4

### SUGGESTED INQUIRY TOPICS:

- Community needs
- Cultural beliefs
- Food and shelter
- Needs and wants
- Ourselves and others—families (I)
- Ourselves and others—school community (I)
- Ourselves and others—work (I)
- Religions

## BAND: PRIMARY YEARS

### SUGGESTED CONTINUUM OF SKILLS FOR INQUIRY LEARNING

	Year 3	Year 4	Year 5
<b>Defining and planning</b> the inquiry	<ul style="list-style-type: none"> <li>• Finds out what is known and what needs to be researched</li> <li>• Identifies key question(s) (eg through brainstorming)</li> <li>• Restates the whole task in own words</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Finds out what is known and what needs to be researched</li> <li>• Identifies key question(s) (eg through brainstorming)</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Finds out what is known and what needs to be researched</li> <li>• Identifies key question(s)</li> <li>• Defines limits of task independently (eg using key words, sub-topics)</li> <li>•</li> </ul>
<b>Locating</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Locates a resource call number on the computer and locates resource</li> <li>• Understands the purposes of encyclopaedias and dictionaries and uses them effectively</li> <li>• Uses a table of contents and an index</li> <li>• Uses CD-ROMs interactively</li> <li>• Demonstrates directions and orientation using an atlas and a globe</li> <li>• Accesses teacher-bookmarked sites</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses print media (eg newspapers, magazines, journals) as sources of information</li> <li>• Accesses the library catalogue using subject, series, author and title</li> <li>• Develops an awareness of volume, index, key words, copyright and publisher</li> <li>• Uses letters and e-mails to locate information</li> <li>• Undertakes internet investigations</li> <li>• Uses the telephone and fax machine to access information</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understands main classes of Dewey system for non-fiction classification</li> <li>• Locates and uses a variety of information sources (eg pamphlets, television, video, specific bookmarked internet sites, charts, people)</li> <li>• Manages personal computer files and is aware of operating system functions</li> <li>•</li> <li>•</li> </ul>
<b>Selecting</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Scans and skims material for main ideas using a variety of media</li> <li>• Extracts key words and ideas</li> <li>• Takes notes from audiovisual materials</li> <li>• Recalls relevant information from other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts fiction and non-fiction materials</li> <li>• Uses resources to make predictions and recall information</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets graphs</li> <li>• Understands internet protocol and safety</li> <li>•</li> <li>•</li> </ul>

<b>Organising and analysing findings</b>	<ul style="list-style-type: none"> <li>• Uses diagrams (eg flow-charts, <i>Kidspiration</i>) to organise and record research</li> <li>• Uses note-taking techniques</li> <li>• Enters data into a teacher-created database</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences information logically</li> <li>• Develops a draft copy</li> <li>• Proofreads for spelling and basic punctuation</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses diagrams (eg flow-charts, webs) to recognise sub-topics, concepts and ideas</li> <li>• Uses note-taking techniques with all sources</li> <li>• Writes information in sentences from notes</li> <li>• Records resources used in a simple bibliography (eg name, author, publisher, place, year)</li> <li>•</li> </ul>
<b>Actioning based on the findings of the inquiry</b>	<ul style="list-style-type: none"> <li>• Follows guidelines to present information</li> <li>• Takes pictures using a digital camera, inserts into a document and prints</li> <li>• Creates a slide show</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of print and electronic media to present information</li> <li>• Incorporates borders and fonts and inserts graphics and digital images</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates borders, fonts, graphics and digital images</li> <li>• Uses different methods of presenting information (eg dance, poem, musical instrument, drama, costume)</li> <li>• Demonstrates appropriate care and use of equipment such CD-ROM, video camera and computer</li> <li>•</li> <li>•</li> </ul>
<b>Evaluating learning achieved through the process</b>	<ul style="list-style-type: none"> <li>• Self assessment (on process and understandings)</li> <li>• Peer assessment</li> <li>• Teacher assessment (Outcome based; defining knowledge, skills, values and actions)</li> </ul>		

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KEY IDEAS	<i>(refer p16 for Early Years)</i>		<i>(refer p36 for Middle Years)</i>		OUTCOMES
	Year 3 Towards Standard 2	Year 4 Standard 2	Year 5 Towards Standard 3		
<p><b>KNOWLEDGE</b> Students investigate earlier times to gain a general understanding of Australia’s history and diverse heritage in the context of significant world events. <b>Id In KC1</b> relating to Outcomes 2.1, 3.1</p> <p><b>KEY TO SYMBOLS</b> Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p> <p><b>SKILLS</b> Students use timelines, calendars and diagrams to illustrate and sequence events and processes, genealogies and kinship systems. T C KC3 KC5 relating to Outcomes 2.2, 3.2</p>	<ul style="list-style-type: none"> <li>• <b>Discusses</b> changes that may have occurred to a local environment (eg school, suburb, town, city) and draws and displays ideas.</li> <li>• <b>Explores</b> local collections—family artefacts, libraries, archives, museums (eg Maritime Museum, Migration Museum, local museum).</li> <li>• <b>Listens</b> to oral histories (eg an old scholar, Aboriginal elder, sailor).</li> <li>• <b>Composes questions</b> to guide inquiry into the changes that have occurred in a region over time (eg ‘Which groups of Aboriginal people lived in the local district and how did they interact with the environment?’, ‘Why did others come to live here?’, ‘Where did these people come from?’, ‘Why?’, ‘What changes did they make to the environment?’, ‘Where are the Aboriginal people now?’).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigates</b> European occupation of Australia (eg views videos, paintings and pictures that depict life in England before 1778) and suggests reasons for European occupation of Australia.</li> <li>• <b>Investigates</b> why individuals and groups came to Australia.</li> <li>• <b>Listens</b> to the stories of local Aboriginal people telling about their culture and Dreaming.</li> <li>• <b>Composes and researches questions</b> about colonisation and exploration of Australia and constructs flow-charts to present historical information relating to key events.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifies</b> significant events in Australia over time and their cause and effect.</li> <li>• <b>Examines</b> changing composition of Australian society (eg examines the cultural backgrounds of various class members and the possible reasons for their living in Australia).</li> <li>• <b>Recognises</b> personal perspectives through oral histories (eg returned soldiers, nurses, land army, Aboriginal elders, family members).</li> <li>• <b>Investigates, discusses and anticipates</b> changes that have occurred through time (eg in transport, communications, clothing, schooling, attitudes).</li> <li>• <b>Participates</b> in local cultural events.</li> <li>• <b>Composes and researches</b> questions about how Australia may have looked prior to European colonisation.</li> <li>• <b>Researches</b> an aspect or a particular period of Australian history and presents collective findings as a timeline display.</li> </ul>	<p><b>2.1</b> Examines information from a range of sources about people in different periods of time and places in Australia, and interprets them in relation to historical events. <b>In KC1</b></p> <p><b>3.1</b> Identifies and explains sequences of change that have occurred in Australia over time, and recognises various perspectives on events. <b>F T C KC1 KC2 KC3</b></p> <p><b>2.2</b> Describes and records ages and sequences using timelines, calendars and flow-charts to present historical information. <b>T C KC2 KC5</b></p>	

## VALUES AND ACTIONS

Students recognise the importance of collecting and evaluating information and source material as evidence, consider other points of view, and arrive at justifiable conclusions.

T C KC1  
relating to Outcomes  
2.3, 3.3

### KEY TO SYMBOLS

*continued*

#### Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

- **Researches** an aspect of local or family history and presents significant information (eg on a timeline chart).
- **Compiles** a calendar of class, school and community events that have significant historical importance.
- **Collects** and **shares** artefacts as part of a class museum, recounting the history of each item and discussing reasons for selection.
- **Demonstrates** understanding of the ways that artefacts reflect and impact on people's lives through time and predicts future developments (eg the development of the clothes iron).
- **Researches** and **constructs** profiles to show changing landscapes over time (eg shows past, present and predicted scenes of the River Torrens).
- **Uses** a range of resources (eg maps and pictures) to construct a timeline of land/sea explorers (eg Sturt, Eyre, Flinders, Hartog, Koscuizko, Beadell).
- **Analyses** the impact of exploration across Australia (eg in relation to mining, farming, development of railways, use of rivers).
- **Develops** an understanding of the diversity of culture through community events (eg Carnevale, Glendi, Kernewek Lowender, Chinese New Year) or a visit to a diverse cultural market.
- **Illustrates** changes in people's lifestyles through photographs and language.
- **Develops** an understanding of change locally and internationally as part of human activity in the past, present and future.
- **Appreciates** the reasons for aspects of change locally and internationally.
- **Composes** and **researches** questions about a specific aspect of life or event from a past period (using primary and secondary sources) and **presents** findings in a *PowerPoint* display.
- **Analyses** features of satellite photographs showing parts of Australia and **compares** with hand-drawn maps (eg facsimiles of Matthew Flinders' maps of the South Australian coastline), comparing technologies used and relative accuracy.
- **Displays** attitudes and values gained (eg through oral histories, role-plays).
- **Undertakes** a community study to identify changing views and values.
- **Considers** future changes to people's lifestyles in terms of what is valued.

**Suggested Inquiry Questions:**  
How did people live differently in other times? What can we learn from them?

**Suggested Inquiry Question:**  
What are the cultural origins of your family/class/community?

**Suggested Inquiry Question:**  
How have people contributed to and changed your local and wider communities?

**3.2**  
Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources.  
T C KC1 KC2

**2.3**  
Analyses aspects of people's lives and heritages in relation to broader social issues and events, and imagines future possibilities.  
F Id T C KC1

**3.3**  
Explains why local and international communities have changed and are likely to change in the future.  
F T C KC2

#### SUGGESTED INQUIRY TOPICS:

- Artefacts
- Australian identity (I)
- Changing towns
- Dreaming stories
- Immigration
- Invasion/colonisation, settlement/occupation (I)
- Land, people and spiritual connection (I)
- Life in England pre 1788
- Museums
- Oral histories
- Settlement of Australia
- Transport and change

KEY IDEAS	<i>(refer p18 for Early Years)</i>		<i>(refer p38 for Middle Years)</i>		OUTCOMES
	Year 3 Towards Standard 2	Year 4 Standard 2	Year 5 Towards Standard 3		
<p><b>KNOWLEDGE</b> Students examine natural and social environments in local and global communities, analysing patterns, systems and relationships. In T KC1 relating to Outcomes 2.4, 3.4</p> <p style="text-align: center;">↑</p> <p><b>SKILLS</b> Students use a range of resources and technologies to gather and present information. They develop mapping and graphing skills to represent observable features in the environment. T C KC1 KC2 KC5 KC7 relating to Outcomes 2.5, 3.5</p> <p style="text-align: center;">↑</p>	<ul style="list-style-type: none"> <li>• <b>Extends</b> on experiences of built and natural environments and compares the features over a range of examples (eg desert, coast, city).</li> <li>• <b>Examines</b> the differences between needs and wants in relation to the use of resources (eg use of play spaces by people, animals, birds, plants).</li> <li>• <b>Uses</b> appropriate conventions to describe locations (eg chooses from pictures, maps, drawings, signs; adapts Australian Aboriginal symbols).</li> <li>• <b>Lists</b> the features of natural and built environments (eg creates and labels a group collage depicting a range of features, maps their trip to school using symbols adapted from other maps).</li> <li>• <b>Poses</b> questions to guide investigations about needs and wants (eg ‘How do we use built and natural resources to satisfy needs and wants?’, ‘What is the human impact on the local environment?’).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiences</b> and appreciates the diversity of natural and built environments (eg bushlands, botanic gardens, urban spaces, architecture).</li> <li>• <b>Examines</b> interdependence and environmental impacts (eg ecosystems, food chains); need for habitat, recreation, and renewable and non-renewable resources; and how all these impact on the environment.</li> <li>• <b>Understands</b> conventional mapping skills (eg bird’s eye view, keys, important features, orientation; can link with mathematics: collecting, organising and analysing data).</li> <li>• <b>Uses</b> pictures and texts to identify features of different natural environments (eg desert, rainforest, river).</li> <li>• <b>Lists</b> natural resources (eg plants, minerals, water) and, in groups, hypothesises and records the ways people use them.</li> <li>• <b>Poses</b> questions about land uses and the results of human impact on the environment (eg land clearing).</li> <li>• <b>Investigates</b> a current conservation issue from a range of perspectives (eg the Daintree, Great Barrier Reef).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understands</b> why people, animals and plants have preferences for particular environments (eg climate, food, employment, access to education, transport, family, lifestyle, cultures).</li> <li>• <b>Examines</b> the need for conservation to assure sustainability of ecosystems/ species (eg introduced plant/animal species, land degradation).</li> <li>• <b>Understands</b> use of maps, charts and graphs for personal and class use (eg route for an excursion/family visit, flow-chart of a proposed environmental activity).</li> <li>• <b>Visits</b> a built or natural site to record information about location, climate, special features, historical significance and possible threats/problems associated with the site.</li> <li>• <b>Identifies</b> issues relating to built and natural environments under threat of human impact (eg manufacturing, mining).</li> <li>• <b>Shows</b> how natural resources are used to make products and by-products, following a visit to a factory (eg designs a flow-chart).</li> </ul>	<p><b>2.4</b> Shows and reports an understanding of the interrelationships between natural and built environments, resources and systems. In T KC2</p> <p><b>3.4</b> Identifies and describes significant resources, explains the threats which endanger them, and suggests strategies to combat threats. F In T KC1 KC2 KC6</p> <p><b>2.5</b> Uses symbols, maps, models and flow-charts to describe the location of places and demonstrate relationships. T C KC2</p> <p><b>3.5</b> Interprets and represents data about natural and built environments, resources, systems and interactions, both global and local, using maps, graphs and texts. In T C KC1 KC2 KC5</p>	



## VALUES AND ACTIONS

Students consider sustainability and care of resources and places as they explore how people's attitudes and values affect their interactions with natural features and cycles.

**F In KC6**  
relating to Outcomes  
2.6, 3.6

- **Describes** and understands location of identifiable features (eg maps play areas in the school).
- **Appreciates** the ethical connections between natural and built aspects of environments (eg debates the possible conflict between human needs and the requirements of the natural environment—see 'Saving the rainforest' pp 18, 19 *Other cultures other lands*. Nelson Australia, Sydney, 2002).
- **Experiences** the literacy of 'place' (eg maps, Dreaming stories, the works of Ian Abdullah and Roland Harvey).
- **Gathers** a range of maps and identifies and reports on who may use them and the information provided (eg globe models, tourist maps, supermarket maps, maps of countries).
- **Identifies** terminology used in mapping and researches meanings (eg cape, strait).
- **Constructs** and **displays** a map of a real or imaginary place, using a key or legend.
- **Appreciates** the value of natural environments (eg actively participates in a revegetation project).
- **Acknowledges** the importance of sustainable practices (eg participates in school recycling, Clean Up Australia).
- **Understands** the need for effective communication to ensure ecological sustainability (eg litter programs).
- **Collects** particular data to generate representative maps (eg family origins of the class, students' home locations in the local area, similar climatic regions; can link with mathematics: exploring, analysing and modelling data).
- **Accesses** different forms of maps, in hardcopy and online, and compares features and purposes of different projections.
- **Considers** needs and wants of people affected by a proposed change (eg housing developments).
- **Explores** human interdependence by considering positive and negative impact upon natural systems (eg mining in national parks, tourism along coastal regions) and suggests possible future codes of practice to sustain particular environments.
- **Understands** the concept of sustainable living within natural and built environments both past and present (eg indigenous cultures).
- **Identifies** a local environmental issue and discusses desired change and associated attitudes.
- **Suggests** possible strategies for the future management of local environments (eg creek bed, natural bushland, school grounds).

**Suggested Inquiry Question:**  
How does the environment fulfil your needs?

**Suggested Inquiry Question:**  
How does our use of the environment affect other species?

**Suggested Inquiry Question:**  
What strategies can we use to manage local environments now and in the future?

### SUGGESTED INQUIRY TOPICS:

- Built environments
- Coastal regions
- Conservation
- Ecosystems and habitats (I)
- Endangered species
- Human impact on environment (I)
- Land degradation
- National parks
- Natural environments
- Needs and wants (I)
- Reduce, reuse, recycle, restore (I)
- Resources—renewable and non-renewable
- Tourism

#### 2.6

Understands that people cause changes in natural, built and social environments, and they act together in solving problems to ensure ecological sustainability.

**F In KC6**

#### 3.6

Identifies factors affecting an environmental issue, and reports on ways to act for sustainable futures.

**F In T KC1 KC2**

KEY IDEAS	<i>(refer p20 for Early Years)</i>		<i>(refer p40 for Middle Years)</i>		OUTCOMES
	Year 3 Towards Standard 2	Year 4 Standard 2	Year 5 Towards Standard 3		
<p><b>KNOWLEDGE</b> Students discuss and examine the cultural heritages of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities. They explain how cultural ideas and practices affect us all. <b>Id T C KC1 KC2</b> relating to Outcomes 2.7, 3.7</p> <p style="text-align: center;">↑↓</p> <p><b>SKILLS</b> Students enhance their skills in learning from, and communicating and interacting with, groups, including Aboriginal and Torres Strait Islander communities. They do this to value cultural diversity and play a part in reconciliation. <b>In T C KC2</b> relating to Outcomes 2.8, 3.8</p> <p style="text-align: center;">↑</p>	<ul style="list-style-type: none"> <li>• <b>Constructs</b> a family tree showing themselves, parents and grandparents, and <b>discusses</b> cultural origins of family members of the class.</li> <li>• <b>Identifies</b> what parts of family life stay the same over time and what parts seem to change (eg clothing, celebrations, food, housing, language, religion).</li> <li>• <b>Participates</b> in group planning to generate questions about family structures and customs of cultures and communities unfamiliar to them.</li> <li>• <b>Conducts</b> surveys and interviews family members to examine the similarities and differences in cultural communities.</li> <li>• <b>Engages</b> with Aboriginal and Torres Strait Islander people to gain insights about things they value in their culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compares</b> and contrasts the lives of groups of children in different locations within and beyond Australia.</li> <li>• <b>Gathers</b> stories and learns songs from different countries and examines the customs, traditions and beliefs of cultural groups.</li> <li>• <b>Explores</b> diverse oral traditions among Indigenous and non-Indigenous Australians.</li> <li>• <b>Researches</b> religions by interviewing members of multi-faith communities.</li> <li>• <b>Plans</b> an excursion to and <b>visits</b> places of worship and significant spiritual sites within the community.</li> <li>• <b>Inquires</b> into the similarities and differences in spiritual beliefs and traditions of the major world religions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Considers</b> factors that collectively contribute to individuals in the class identifying with and belonging to particular groups (eg the class, the school, the family, a sporting club, a cultural group).</li> <li>• <b>Discusses</b> the factors that contribute to social cohesion, while valuing cultural diversity in Australian society (eg rules and laws, multicultural festivals and celebrations).</li> <li>• <b>Discusses</b> ways that help social cohesion across countries and cultures (eg Olympic Games, UNESCO, tourism, environmental movements).</li> <li>• <b>Uses</b> a variety of resources (eg texts, videos, websites) to explore traditions and customs of different groups in our society.</li> <li>• <b>Analyses</b> the ways that cultural groups are portrayed in the media.</li> <li>• <b>Constructs/adapts/responds to</b> a timeline activity that shows critical events in the experiences of particular Indigenous and other minority groups, as members of Australian society.</li> </ul>	<p>2.7 Describes the diversity of practices, customs and traditions of groups and communities. <b>Id T C KC2</b></p> <p>3.7 Considers factors which contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia. <b>Id In T KC1</b></p> <p>2.8 Describes the diversity amongst Aboriginal and Torres Strait Islander peoples and their cultures, past and present, and moves for Reconciliation. <b>F T C KC2</b></p> <p>3.8 Learns from rural and urban Aboriginal peoples and other minorities about their histories and present day experiences, and acts to counter prejudice. <b>F T C</b></p>	

↓

## VALUES AND ACTIONS

Students identify, clarify and analyse the values embedded in their and others' actions, and in media reports on contemporary events.

**Id T C KC1**  
relating to Outcomes  
2.9, 3.9

- **Plans and organises** a cultural celebration at school (eg invites members of different cultural groups to an International Food Day).
- **Identifies and reports on** reasons for celebrating particular events.

- **Meets with** local Australian Indigenous community members and members of other cultural groups to discuss their perspectives on Reconciliation.
- **Creates** a collage of the valued aspects of culture determined by the research (eg creates a class collage).
- **Demonstrates** respect for other cultures through a performance (eg rap, song, poem, dance for Reconciliation Week or Harmony Day).
- **Plans and participates in** a community event that improves community members' understanding of Reconciliation.

- **Develops** visual material to counter prejudice (eg a series of collages/mobiles/posters).
- **Prepares** visual material (eg a poster) highlighting a human rights issue (eg children in detention).
- **Works collaboratively** to plan fund raising activities to support a minority group (eg an orphanage in India).

**2.9**  
Participates in and shares cultural experiences and events in the wider community and analyses values embedded in them.  
**Id T C KC1 KC2**

**3.9**  
Demonstrates responsible and respectful participation in group discussion and, in a team, plans and negotiates social action to enhance human rights in community contexts.  
**In T C KC2 KC3 KC4**

**SUGGESTED INQUIRY TOPICS:**

- Aboriginal cultural identity (I)
- Australian Indigenous stories
- Celebrations
- Children around the world (I)
- Cultural identity (I)
- Dreaming
- Ethnicity
- Family origins
- Family trees
- Festivals
- Lifestyles
- Local Australian Indigenous groups
- Social cohesion
- Spiritual groups

**Suggested Inquiry Question:**  
How do we choose what to celebrate in our community?

**Suggested Inquiry Question:**  
Does what we celebrate reflect our community's beliefs?

**Suggested Inquiry Question:**  
Who decides what it is to be an Australian?

KEY IDEAS	<i>(refer p22 for Early Years)</i>		<i>(refer p42 for Middle Years)</i>		OUTCOMES
	Year 3 Towards Standard 2	Year 4 Standard 2	Year 5 Towards Standard 3		
<p><b>KNOWLEDGE</b> Students examine and analyse elements of the social systems of which they are part, and question how these systems are connected, organised and function to meet needs. <b>In T KC1</b> <b>relating to Outcomes 2.10, 3.10</b></p> <p style="text-align: center;">↑</p> <p style="text-align: center;"><b>SKILLS</b></p> <p>Students begin to understand the importance of data collection for social decision-making, and develop skills of investigation, collection, analysis and presentation of data in various ways in order to achieve identifiable outcomes. <b>In T C KC1 KC2 KC5</b> <b>relating to Outcomes 2.11, 3.11</b></p> <p style="text-align: center;">↑</p>	<ul style="list-style-type: none"> <li>• <b>Role-plays</b> a barter situation that they have been involved in (eg swap cards) and discusses the reasons for and protocols of trading.</li> <li>• <b>Discusses</b> buying choices (eg how to choose items to stop buying if pocket money was halved).</li> <li>• <b>Identifies</b> people who supply various goods and services to families (eg (teachers, rubbish collectors, farmers, miners, shop-keepers, health workers).</li> <li>• <b>Focuses</b> on personal roles and responsibilities (eg identifies the range of class, school, home and community groups and organisations they participate in).</li> <li>• <b>Examines</b> the issues of how Australian Indigenous people, past and present, met their needs, by reading and discussing a picture book such as <i>Pigs and Honey</i> by Jeannie Adams or viewing <i>Thukeri, the Bony Bream</i> in Dreaming stories (DECS 1996).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyses</b> the difference between needs and wants and how these have changed over time.</li> <li>• <b>Discusses</b> the interdependence of workers and production processes (eg reads <i>The little red hen</i>).</li> <li>• <b>Investigates</b> different types of work in the community (eg paid, unpaid, volunteer workers).</li> <li>• <b>Researchs</b> the different types of workers, focusing on roles, responsibilities and rewards (eg by conducting interviews).</li> <li>• <b>Compares</b> and <b>contrasts</b> these to highlight interdependence (eg uses a Venn diagram).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifies</b> social and environmental responsibilities people have when purchasing products (eg ‘Does it have an impact on global warming?’, ‘Is fair and just labour used?’).</li> <li>• <b>Identifies</b> the difference between rules and laws (eg class rules; school policies; road safety laws within the school, within the local community and internationally).</li> <li>• <b>Investigates</b> similarities and differences in how laws and rules affect children (eg sports rules, school rules).</li> <li>• <b>Explores</b> being an active citizen, including processes for negotiating changes to rules.</li> <li>• <b>Poses questions</b> about the skills needed for effective decisionmaking (eg ‘Do we involve everyone?’).</li> </ul>	<p><b>2.10</b> Describes examples of the provision of goods and services in societies, past and present, and proposes alternatives for the future. <b>F In T KC2</b></p> <p><b>3.10</b> Describes examples of forms and structures of Australian and other governments over time in terms of how they impact on people’s lives. <b>In T KC1</b></p> <p><b>2.11</b> Identifies and critically examines work, paid and unpaid, of people whose roles involve providing goods or services for a community. <b>In T C KC1</b></p>	

VALUES AND ACTIONS

Students examine different kinds of decisions that are made by people. They analyse who makes these decisions, why they are made and what impacts they have on various groups in society, considering fairness for all.

**F In T C KC1**  
relating to Outcomes  
2.12, 3.12

- **Poses questions and conducts interviews** to explore reasons why children belong to groups, and compares and contrasts interview findings.

- **Explores** own reliance on and the value given to the skills and abilities of both paid and unpaid workers.
- **Considers** ways to contribute to the health of the community by providing a service (eg growing vegetables, interacting with residents of aged care facilities, using the schools decision-making process to initiate the sale of healthy foods in the canteen).

- **Describes** decision making and **clarifies** why and how decisions are made at school, class and community levels (eg ‘What are the impacts of decisions and who has the power to change them?’).

- **Identifies** a need or want in the school and **engages** in a class enterprise.
- **Identifies** different views, values and beliefs about a particular rule or law that may affect them (eg produces a questionnaire).

**3.11**  
Analyses an example of the flows in provision of a product or service, including links to resources, money, transport, technology and communication, considering fairness for human and environmental sustainability.

**In T C KC1**

**2.12**  
Describes and participates in decision-making processes and interprets the effects of decisions on people.

**F In T C KC2 KC3**

**3.12**  
Recognises that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good.

**In T C KC1**

**SUGGESTED INQUIRY TOPICS:**

- Australian Indigenous cultures
- Decision making in the local area (I)
- Goods and services
- Needs and wants (I)
- Service industries
- Social groups and structures (I)
- Trade
- Work—paid and unpaid

**Suggested Inquiry Question:**  
How can individuals and classes influence whole of school change?

**Suggested Inquiry Question:**  
How can our class influence change in our community?

**Suggested Inquiry Question:**  
How can our class participate in regional or national initiatives?

## BAND: MIDDLE YEARS

### SUGGESTED CONTINUUM OF SKILLS FOR INQUIRY LEARNING

	Year 6	Year 7	Year 8
<b>Defining and planning</b> the inquiry	<ul style="list-style-type: none"> <li>• Uses grouping/webbing techniques to find out what is known and what needs to be researched</li> <li>• Identifies key question(s)</li> <li>• Understands and uses sub-headings</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grouping/webbing techniques to find out what is known and what needs to be researched</li> <li>• Identifies key question(s)</li> <li>• Develops key ideas for research plans</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Finds out what is known and what needs to be researched</li> <li>• Frames key question(s)</li> <li>• Identifies key words associated with topics and sub-topics</li> <li>• Develops time management strategies for completion of research</li> <li>•</li> </ul>
<b>Locating</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Uses encyclopaedia indexes and understands cross-referencing</li> <li>• Uses a dictionary and a thesaurus</li> <li>• Contributes to a class list of sources of information on a topic</li> <li>• Requests information and responds to queries electronically</li> <li>• Participates in online learning</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Learns and uses the following terms: glossary, sub-title, foreword, chapter heading, appendix, preface, footnote, edition, bibliography</li> <li>• Uses key words to search automated library catalogue</li> <li>• Understands and uses processes and techniques of interviewing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses a wide range of sources and locates information</li> <li>• Uses online key word search strategies</li> <li>• Uses online newspaper database and online encyclopaedia</li> <li>• Locates information through observations, excursions, use of the telephone, interviews, writing letters and e-mail</li> <li>•</li> </ul>
<b>Selecting</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Skims and scans for relevant information</li> <li>• Distinguishes between fact and opinion</li> <li>• Attributes quotations</li> <li>• Understands copyright and plagiarism</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Extracts key words and ideas from complex material</li> <li>• Understands the importance of authorship, date, place, table of contents and index</li> <li>• Understands copyright and plagiarism</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses skimming, scanning and note-taking skills to record information</li> <li>• Builds a bibliography of author, title, date, publisher, place and edition</li> <li>•</li> <li>•</li> </ul>

<b>Organising and analysing findings</b>	<ul style="list-style-type: none"> <li>• Sequences ideas and concepts</li> <li>• Writes introductory and closing statements</li> <li>• Develops lettering, layout and artistic presentation skills</li> <li>• Uses headings and sub-headings</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses maps and graphs to record information</li> <li>• Develops interview skills, including gathering background information, questioning and recording information</li> <li>• Uses databases effectively</li> <li>• Collates data using spreadsheets</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares draft from notes, arranging information logically</li> <li>• Creates multimodal presentations incorporating text, hypertext and graphics</li> <li>• Collates, calculates and displays data using spreadsheets</li> <li>•</li> <li>•</li> </ul>
<b>Actioning based on the findings of the inquiry</b>	<ul style="list-style-type: none"> <li>• Uses a variety of media and formats to present relevant information (eg databases, videos, <i>PowerPoint</i>, overhead transparencies)</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to speak from prepared notes</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information using the following techniques: <ul style="list-style-type: none"> <li>- oral—speech, debate, discussion, mock trial, hypothetical, role-play</li> <li>- written—sentences, paragraphs, essays, reports, reviews</li> <li>- graphic—drawing, diagram, map, chart, picture</li> <li>- audiovisual—taped interview, video, digital photograph, overhead transparency, computer software</li> <li>- word processing</li> <li>- realia—model, poster, display, game</li> </ul> </li> <li>•</li> <li>•</li> </ul>
<b>Evaluating learning achieved through the process</b>	<ul style="list-style-type: none"> <li>• Self assessment (on process and understandings)</li> <li>• Peer assessment</li> <li>• Teacher assessment (Outcome based; defining knowledge, skills, values and actions)</li> </ul>		

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KEY IDEAS	<i>(refer p26 for Primary Years)</i>		<i>(refer p46 for Middle–Senior Years)</i>		OUTCOMES
<p><b>KNOWLEDGE</b> Students investigate and analyse events, ideas, issues and lives of people in their local community, nation and the world, identifying patterns, changes, continuities and possible futures. <b>F Id C KC1 KC5 KC6</b> relating to Outcomes 3.1, 4.1</p> <p>↑</p> <p><b>KEY TO SYMBOLS</b> <b>Essential Learnings:</b> <b>F</b> Futures <b>Id</b> Identity <b>In</b> Interdependence <b>T</b> Thinking <b>C</b> Communication</p> <p>↓</p> <p><b>SKILLS</b> Students gather, research, analyse, evaluate and present information from a variety of sources to show understanding of particular times or events, from a range of perspectives. <b>T C KC1 KC2</b> relating to Outcomes 3.2, 4.2</p> <p>↑</p>	Year 6 Standard 3	Year 7 Towards Standard 4	Year 8 Standard 4		
	<ul style="list-style-type: none"> <li>Identifies turning points in Australian history and investigates local impacts (eg interviews local identities on war time recollections).</li> <li>Explores changes over time to places and societies through the eyes of different groups.</li> <li>Explains how Australian Indigenous, colonial and contemporary groups impacted upon the environment to meet their needs (eg how people obtained water, food, shelter) and their ability to sustain natural resources.</li> <li>Observes, collates and organises data from local sources (eg cemetery, monuments, museums).</li> <li>Illustrates sequences of events over time (eg places local stories in a national timeline, constructs personal histories).</li> </ul>	<ul style="list-style-type: none"> <li>Researches significant change that has occurred to many aspects of life in Australia over time and explores reasons for such changes (eg illustrates and tracks changes using a flow-chart or timeline).</li> <li>Investigates people’s relationships with land over time (eg place names, land use).</li> <li>Recognises how technology has impacted on societies (eg communication, transport and media).</li> <li>Uses primary sources (eg a news report) to identify impacts of events on world affairs (eg 11 September 2001, the Bali bombing).</li> <li>Analyses information from a variety of sources (see <i>Working the Web: Investigating Australia’s wartime history</i>, Curriculum Corporation, 2004).</li> </ul>	<ul style="list-style-type: none"> <li>Describes changes in wealth and natural resource sustainability for at least one civilisation (eg compares a contemporary society with Ancient Egypt, the Roman Empire, Ancient China, Sumer).</li> <li>Researches and investigates the changes in wealth and sustainability over time, and constructs a timeline to show the changes.</li> <li>Researches changes in attitudes towards human use of resources (eg energy consumption, mining methods, vegetation clearance, water usage).</li> <li>Gathers, records and compares evidence using primary and secondary sources (eg visits the Egyptian display at the SA Museum, reviews videos, visits a virtual site, undertakes a ‘web quest’).</li> <li>Analyses evidence from the past and identifies bias (eg Ned Kelly, European occupation of Australia).</li> </ul>		<p><b>3.1</b> Identifies and explains sequences of change that have occurred in Australia over time, and recognises various perspectives on events. <b>F T C KC1 KC2 KC3</b></p> <p><b>4.1</b> Suggests and justifies reasons why groups of people in societies, countries or civilisations have undergone changes in wealth and/or their ability to sustain natural resources. <b>F T C KC2</b></p> <p><b>3.2</b> Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources. <b>T C KC1 KC2</b></p> <p><b>4.2</b> Recognises diversity within and between primary and secondary sources, and critically analyses why and how sources can be interpreted differently. <b>T C KC1</b></p>

## VALUES AND ACTIONS

Students work cooperatively with others or in teams to discuss points of view and arguments about particular events or issues in order to consider the values associated with them and to explore ways in which future change or continuity can be influenced.  
**F T C KC2 KC4 KC6**  
**relating to Outcomes 3.3, 4.3**

### KEY TO SYMBOLS continued

#### Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

- **Provides evidence** to support how the past and present shape the future, using primary and secondary sources (eg the changing face of student voice in schools, Landcare).
- **Undertakes a case study and/or local study** using primary and secondary sources to research a significant person or event from the past.
- **Identifies** key discoveries and events that influenced innovations and adaptations (eg machinery, medicine, communication).
- **Undertakes a source based study** of a famous leader and analyses their influence (eg Caesar Augustus, Pol Pot, Ghandi).
- **Compares** a historical and contemporary leader in terms of their motives, actions and their impact on society (eg Julius Caesar, Margaret Thatcher, Joan of Arc, Indira Ghandi, Nelson Mandela).
- **Demonstrates an understanding** of how people's points of view about important issues have changed over time (eg land rights, methods of conflict resolution, sustainable futures).
- **Demonstrates an understanding** of why local and international communities have changed and considers the values associated with them (eg participates in debates, acknowledging the contribution of religious backgrounds to conflict).
- **Demonstrates** an understanding of past cultures (eg The Bog Man, Ice Man, the Pharaohs).
- **Surveys** the local community to determine how individuals and groups can make a difference, in the past, present and for the future.
- **Explains** how individuals contribute to society, in the past, present and for the future.
- **Explores** ethical use of human and natural resources through time (eg slavery, deforestation).
- **Discusses** how particular individuals and groups make a difference and suggests possibilities for how future change or continuity can be influenced.
- **Explores** ways in which individuals and groups, locally and internationally, can influence future change or continuity.
- **Creates** a role-play based upon a controversial turning point in history (eg 'The Fall of the Roman Empire' or a possible future turning point).

**Suggested Inquiry Question:**  
 What can we learn about social change from our local cemetery?

**Suggested Inquiry Question:**  
 How can terrorism or war change people's lives?

**Suggested Inquiry Question:**  
 How has one civilisation/society contributed to today's world?

**3.3**  
 Explains why local and international communities have changed and are likely to change in the future.  
**F T C KC2**

**4.3**  
 Interprets people's motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue.  
**F T C KC1**

#### SUGGESTED INQUIRY TOPICS:

- Aboriginal cultures/ changing cultures (I)
- Ancient civilisations
- Australian history
- Basic needs and sustainability
- Environmental change
- Gallipoli
- Geological history
- Other times, other places (I)
- People make a nation (I)
- Perceptions of land over time (I)
- Technological change
- Wealth and resources
- World wars

KEY IDEAS	<i>(refer p28 for Primary Years)</i>			<i>(refer p48 for Middle–Senior Years)</i>		
<p><b>KNOWLEDGE</b> Students analyse spatial associations in Australian and other regions, according to such factors as location, natural and built features, changing populations, employment, resources, transport and government decisions. They consider critically the differentials in power and access of individuals and groups in relation to valued community resources. <b>F In T KC1 KC5</b> relating to Outcomes 3.4, 4.4</p> <p style="text-align: center;">↑↓</p> <p><b>SKILLS</b> Students access, investigate, interpret and represent information from fieldwork, electronic systems and other research, in order to explain local and global interactions and relationships between people and environments. <b>In T C KC1 KC2</b> relating to Outcomes 3.5, 4.5</p> <p style="text-align: center;">↑</p>	Year 6 Standard 3		Year 7 Towards Standard 4		Year 8 Standard 4	
	<ul style="list-style-type: none"> <li>• <b>Describes</b> the nature and importance of selected ecosystems as a resource (eg oceans, rivers, wetlands, mangroves, alpine areas, forests, deserts, estuaries).</li> <li>• <b>Identifies and explains</b> threats (eg impact of people, overuse of resources, pollution, introduced species) and suggests strategies to overcome these threats.</li> <li>• <b>Researches and draws conclusions</b> about the effectiveness of environmental strategies (eg recycling, revegetation, Waterwatch, KESAB).</li> <li>• <b>Uses maps, texts and graphs</b> (electronic and print) to locate resources to identify changes over time and define concerns at the local level.</li> <li>• <b>Plans and undertakes</b> information gathering about relationships between people and environments (eg does interviews about or surveys of local issues).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describes</b> significant features of places in geographical terms (eg grid references, latitude and longitude, climate zones).</li> <li>• <b>Demonstrates</b> an awareness of relationships in natural features (eg mountain ranges, rivers, oceans).</li> <li>• <b>Identifies</b> resources and the relationship to human settlement (eg availability of water, food, energy).</li> <li>• <b>Predicts</b> changes to ecosystems, interrelationships, and causes and effects (eg salinity, erosion, pollution).</li> <li>• <b>Participates</b> in fieldwork to determine the degree of change in an environment (eg survey of energy use, impact of chemical use on food production).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describes</b> one region or place in Australia (eg in South Australia, in terms of population, resources and the natural and built environments).</li> <li>• <b>Identifies and analyses</b> the growth of population centres in terms of site and location.</li> <li>• <b>Identifies and explains</b> how humans have modified the natural environment (eg vegetation clearance in South Australia).</li> <li>• <b>Maps</b> individual characteristics of different regions and describes changes over time.</li> <li>• <b>Describes</b> how natural and human features are interdependent in a place or region.</li> </ul>	<p><b>3.4</b> Identifies and describes significant resources, explains the threats which endanger them, and suggests strategies to combat threats. <b>F In T KC1 KC2 KC6</b></p> <p><b>4.4</b> Describes places in Australia and elsewhere according to their location, natural and built features, and population and resources. Students explain interrelationships, including the effects of human modifications. <b>F In T KC1 KC2</b></p> <p><b>3.5</b> Interprets and represents data about natural and built environments, resources, systems and interactions, both global and local, using maps, graphs and texts. <b>In T C KC1 KC2 KC5</b></p> <p><b>4.5</b> Hypothesises, then collects, records, organises and evaluates data from fieldwork, print and electronic sources, in order to analyse local and global, environmental or socio-economic issues. <b>In T C KC2 KC5 KC6 KC7</b></p>		

## VALUES AND ACTIONS

Students discuss environmental, conservation or resource issues, and individually and/or in teams collaboratively develop strategies to bring about positive change in the local community.

**F In T KC2 KC4 KC6**  
relating to Outcomes  
3.6, 4.6

- **Records** information in order to explain local and global interactions in relation to people and environments (eg in table form).
- **Communicates findings** to a wider audience (eg publishes graphs, writes reports, writes for the newsletter, contacts the local media, makes a video, gives a *PowerPoint* presentation).
- **Examines and considers** options in relation to sustainability, equity, fairness, and validity of actions on stakeholders (eg in forestry, tourism, agriculture).
- **Participates with others in action** with a sustainable focus (eg re-use, recycling of resources, re-introduction of local species).
- **Evaluates actions** in terms of ethics (eg ownership of land, conservation, animal rights).
- **Produces** maps, graphs, diagrams or charts to present field data.
- **Communicates findings** locally and globally (eg letters to the local council, Member of Parliament, media, web page).
- **Monitors changes** over time (eg uses photo-points, inventories, national monitoring programs such as Frogwatch, GLOBE).
- **Describes** scientific, social and economic perspectives of issues (eg salinity, water usage, wind power).
- **Analyses media** coverage for bias (eg print, visual, electronic).
- **Shares learning and engages others** in sustainable practices (eg sets up and manages recycling or a re-use program, plans and involves others in school improvement project).
- **Researches and presents** a report (eg using graphs, flow-charts and visual images) to suggest how the natural environment can be conserved.
- **Views and draws** formal descriptive maps and interprets changes to the natural and built environments.
- **Gathers and collates** relevant local information and presents fieldwork data to a particular audience.
- **Maps and describes** associations between population and resources in South Australia and Australia.
- **Analyses** regional maps in terms of natural and human features.
- **Identifies** Australian indigenous plant and animal species and develops a code of practice for future management.
- **Appreciates** and recognises the diverse attitudes towards the environment.
- **Acknowledges** different choices, viewpoints and ways of living.
- **Identifies** differing environmental perceptions from place to place.
- **Develops** a code of ethics for urban and rural living in Australia.

**Suggested Inquiry Question:**  
What environmental issues does your local area face?

**Suggested Inquiry Question:**  
What is your impact on the environment—your ecological footprint?

**Suggested Inquiry Question:**  
What can be done to make your local area sustainable?

### SUGGESTED INQUIRY TOPICS:

- Biodiversity
- Biodiversity and invasive species (I)
- Catchment care (I)
- Climate and weather
- Ecologically responsible development (I)
- Energy
- Land degradation
- Landforms
- Pollution
- Recycling
- Revegetation
- Rural settlements
- The River Murray
- Urban centres
- Use of resources
- Watercare

#### 3.6

Identifies factors affecting an environmental issue, and reports on ways to act for sustainable futures.

**F In T KC1 KC2**

#### 4.6

Identifies and describes ways that places and natural environments are valued or threatened, and discusses strategies related to ecological sustainability.

**F In T KC2 KC6**

KEY IDEAS	<i>(refer p30 for Primary Years)</i>			<i>(refer p50 for Middle–Senior Years)</i>			OUTCOMES
<p><b>KNOWLEDGE</b> Students analyse critically the ways in which communities in Australia and other countries seek both to maintain social cohesion and foster cultural diversity. Using these insights, they consider and develop strategies for preferred futures. F Id T KC1 KC6 relating to Outcomes 3.7, 4.7</p> <p style="text-align: center;">↑↓</p> <p><b>SKILLS</b> Students develop research and social skills that promote recognition and appreciation of the heritage of Australia’s Aboriginal and Torres Strait Islander peoples and other groups. They develop the capacities to identify and counter prejudice and contribute to Reconciliation. F T C KC1 relating to Outcomes 3.8, 4.8</p> <p style="text-align: center;">↑</p>	Year 6 Standard 3		Year 7 Towards Standard 4		Year 8 Standard 4		
	<ul style="list-style-type: none"> <li>• <b>Reflects</b> on ‘What it means to be me’ and ‘what it means to be an Australian’.</li> <li>• <b>Considers</b> aspects of group identity and diversity (eg draws examples from within the class of heritage, religion, customs).</li> <li>• <b>Examines</b> the contributions individuals/cultural groups have made to our multicultural society (eg migration waves including refugee groups).</li> <li>• <b>Identifies</b> groups within the community and describes social bonds (eg sporting interests, common heroes, shared institutions).</li> <li>• <b>Compares</b> historical and contemporary experiences of Australians (eg Indigenous peoples, German settlers, Chinese gold diggers, Cornish miners).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discusses</b> cultural similarities and diversity in Australian society.</li> <li>• <b>Researches</b> decision-making processes within community groups (eg service clubs, sporting clubs).</li> <li>• <b>Describes</b> the rights and responsibilities of individuals within Australian society and identifies examples of active citizens.</li> <li>• <b>Locates, researches, records, maps and shares</b> personal life experiences of a cultural group (eg Aboriginal and Torres Strait Islander people), using techniques such as personal contact, print, video and electronic sources.</li> <li>• <b>Participates</b> in democratic processes (eg through student voice, class parliament, SRC, school committees).</li> <li>• <b>Completes</b> a case study about a cultural group or section of society.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discusses</b> the implications of the Declaration of Human Rights for groups within Australia (eg UN Declaration of the Rights of the Child, children in detention).</li> <li>• <b>Investigates</b> the ongoing impact in South Australia of European occupation on Australian Indigenous culture and identifies ways forward in resolving tensions.</li> <li>• <b>Identifies</b> possible tensions arising from cultural differences within Australian society and explores peaceful resolutions.</li> <li>• <b>Researches, collates and describes</b> the similarities and differences in a community in terms of ethnicity, religion, politics, employment, age, family structure and income.</li> <li>• <b>Collects</b> data and maps the origins of students’ family members over the last two generations.</li> </ul>	<p><b>3.7</b> Considers factors which contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia. Id In T KC1</p> <p><b>4.7</b> Investigates and analyses the causes of disharmony or conflict in Australia’s multicultural society, and suggests strategies for peaceful resolution of disputes. F Id T KC1 KC6</p> <p><b>3.8</b> Learns from rural and urban Aboriginal peoples and other minorities about their histories and present day experiences, and acts to counter prejudice. F T C</p> <p><b>4.8</b> Demonstrates critical understanding of their own cultural practices in comparison to the histories, cultures and present day experiences of rural and urban Aboriginal groups, and acts for Reconciliation. F T C KC1 KC2</p>			

## VALUES AND ACTIONS

Students analyse situations and act responsibly to enhance the democratic and human rights of individuals and groups, and to counter prejudice, racism, harassment or oppression.

**In T C KC1**  
relating to Outcomes  
3.9, 4.9

- **Identifies and discusses** cultural stereotypes (eg through activities such as role-playing and cartooning).
- **Researches** through observation and surveys, how various groups access resources (eg community services such as transport, education, recreation and health).
- **Debates** individual rights and community responsibilities (eg in relation to student rights and responsibilities).
- **Explores** diversity and difference (eg food, fashion, music, ceremonies).
- **Recognises**, through inquiry, the worth of cultural diversity now and in the future.
- **Identifies** ways that citizens participate effectively in society and governance.
- **Inquires** into what other people understand by cultural diversity.
- **Plans collaboratively** an activity that includes the local community, recognising the significance of cultural diversity to the community.
- **Profiles** a suburb using the social atlas.
- **Participates** in socially relevant role-plays (eg immigration relocation and Reconciliation).
- **Collaborates** with key people to if possible establish a set of ethical behaviour to share with the school community so as to include all members of the school community in decision making.
- **Explores** what Reconciliation means to different cultural groups.
- **Recognises**, through inquiry, levels of Reconciliation in different communities (eg local, national and international), what is being reconciled and why.

**Suggested Inquiry Question:**  
What has been the impact of any one migrant group on Australia?

**Suggested Inquiry Question:**  
What could our class do to bring about positive change in our school/community?

**Suggested Inquiry Question:**  
Does our school/community recognise and accept diversity?

### SUGGESTED INQUIRY TOPICS:

- Australian identity
- Australian Indigenous groups
- Customs
- Heritage areas
- Human rights—local, national and global
- Land rights
- Migration
- Refugees
- Religious beliefs
- Rights and responsibilities
- Rural and urban living (I)
- Single nations/many cultures (I)
- Voting

### 3.9

Demonstrates responsible and respectful participation in group discussion and, in a team, plans and negotiates social action to enhance human rights in community contexts.  
**In T C KC2 KC3 KC4**

### 4.9

Researches and engages with others to enhance ethical behaviour in relation to the human rights of individuals and groups, within and across groups, cultures or countries.  
**In T C KC1**

KEY IDEAS	<i>(refer p32 for Primary Years)</i>		<i>(refer p52 for Middle–Senior Years)</i>		OUTCOMES
<p><b>KNOWLEDGE</b> Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time. <b>F In T KC1</b> relating to Outcomes 3.10, 4.10</p> <p style="text-align: center;">↑</p> <p><b>SKILLS</b> Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify key ideas, justify positions, predict outcomes and suggest enterprising solutions. <b>In T C KC1 KC4 KC6</b> relating to Outcomes 3.11, 4.11</p> <p style="text-align: center;">↑</p>	Year 6 Standard 3	Year 7 Towards Standard 4	Year 8 Standard 4		
	<ul style="list-style-type: none"> <li>Examines the roles of political and legal systems in Australia (eg local, state and federal).</li> <li>Understands the purposes and processes of changing rules and laws (eg in family, schools and community).</li> <li>Investigates how laws impact on people’s lives (eg rights of landowners; copyright; compulsory schooling in Australia, New Zealand and Thailand).</li> <li>Identifies how laws impact on people in the local community (eg building regulations, dog ownership).</li> <li>Investigates an economic issue (eg decisions made in their school regarding the purchase of sports equipment, books for the library) and suggests changes that may be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the similarities and differences between political, legal and social systems, highlighting rights and responsibilities of individuals and groups.</li> <li>Investigates rights and responsibilities of citizens in Australia (eg smoking, shoplifting, truancy).</li> <li>Explores citizenship and national/global implications (eg Charter of Students’ Rights, wider youth networks, refugees).</li> <li>Researches factors that contribute to effective decision making (eg family, school, society).</li> <li>Identifies the rights of consumers, manufacturers and governments regarding decisions that affect the cost of goods (eg CDs, sports clothing, shoes).</li> </ul>	<ul style="list-style-type: none"> <li>Examines levels of government past and present (eg Ancient Rome, early South Australian, local, state, federal).</li> <li>Invites a member of the local council to talk to the class to discuss how by-laws are made.</li> <li>Discusses and identifies rules at different levels and suggests why they are important (eg sport, school, work).</li> <li>Compares and contrasts the political systems of two countries (eg North and South Korea, Australia and China).</li> <li>Develops a presentation (eg using ICTs) to show how decisions are made on a personal and/or community level (eg mobile phone plans, government, clothing purchases).</li> <li>Constructs and administers a survey to determine how individuals purchase particular goods and access services within the local community.</li> </ul>		

## VALUES AND ACTIONS

Students negotiate and agree on roles, responsibilities and alternative courses of action in order to achieve goals relating to human rights, democracy, equity, social justice and sustainable environments, at school and in the wider community.

**In T C KC2 KC3 KC6**  
relating to **Outcomes 3.12, 4.12**

- **Researches** a local environmental issue (eg considering factors such as traffic congestion, litter, electrical usage).
- **Constructs** a concept diagram showing the social, economic and ecological inputs into society (eg water, paper, transport).
- **Acknowledges** alternative viewpoints on a current issue in society (eg music and clothing industries).
- **Participates** in group decision-making processes (eg class meeting, determining appropriate rules).
- **Traces** (eg through development of a flow diagram) the process from production to sale of a consumer item.
- **Debates** an issue of concern in the school, taking into consideration a wide range of perspectives (eg students, staff, parents and caregivers and the wider community).
- **Discusses** fair access to local and global resources (eg invites a guest speaker on World Aid).
- **Assumes** the role of a government minister (eg the Immigration Minister, and develops a charter for asylum seekers).
- **Devises** an advertising campaign (eg in groups) promoting the purchase of Australian made goods.
- **Interviews** an individual within the community to determine their job and/or role in society.
- **Identifies** the way goods are produced in terms of sustainable practices and how decisions are made about buying goods (eg sweat shop production).
- **Compares and contrasts** the rights and opportunities of child workers in different countries, highlighting inequities and suggesting ways these can be overcome.
- **Evaluates** waste management within the school and suggests future strategies to minimise waste.
- **Identifies** political choices in terms of ethics and moral obligations (eg conscience votes and secret ballots).

**Suggested Inquiry Question:**  
Why do we need rules and laws?

**Suggested Inquiry Question:**  
Should we buy Australian?

**Suggested Inquiry Question:**  
How do individuals make choices about what they purchase?

### 4.11

Identifies factors that should be analysed by consumers, producers and governments regarding their decisions about goods and services, including people's work.

**In T C KC1**

### 3.12

Recognises that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good.

**In T C KC1**

### 4.12

Participates in activities to demonstrate how ethical practices can be undertaken at school, in the community, and within business and government systems.

**In T C KC2**

### SUGGESTED INQUIRY TOPICS:

- Citizenship—local, Australian, global
- Class parliament (I)
- Legal systems
- Political systems
- Producers and consumers (I)
- Rules and laws
- Types of government

## BAND: MIDDLE–SENIOR YEARS

### SUGGESTED CONTINUUM OF SKILLS FOR INQUIRY LEARNING

	Year 8	Year 9	Year 10
<b>Defining and planning</b> the inquiry	<ul style="list-style-type: none"> <li>• Finds out what is known and what needs to be researched</li> <li>• Frames key question(s)</li> <li>• Identifies key words associated with topics and sub-topics</li> <li>• Develops time management strategies for completion of research</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Generates ideas to form a concept map, to find out what is known and what needs to be researched</li> <li>• Classifies and groups information</li> <li>• Frames key question(s)</li> <li>• Develops time management strategies for completion of research</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Finds out what is known and what needs to be researched</li> <li>• Classifies and groups information</li> <li>• Frames key question(s)</li> <li>• Formulates hypotheses</li> <li>• Develops a whole research plan</li> <li>•</li> <li>•</li> </ul>
<b>Locating</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Accesses a wide range of sources and locates information</li> <li>• Uses online key word search strategies</li> <li>• Uses online newspaper database and online encyclopaedia</li> <li>• Locates information through observations, excursions, use of the telephone, interviews, writing letters and e-mail</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Generates information by conducting surveys and experiments</li> <li>• Sends and retrieves information over the internet using browsers and e-mail</li> <li>• Uses appropriate terminology (eg URL, data, operating system)</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Uses year books and almanacs</li> <li>• Uses statistics from reliable sources</li> <li>• Accesses specialist libraries</li> <li>•</li> <li>•</li> </ul>
<b>Selecting</b> to extend and test findings	<ul style="list-style-type: none"> <li>• Uses skimming, scanning and note-taking skills to record information</li> <li>• Builds a bibliography of author, title, date, publisher, place and edition</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Considers the author in selection of resources—bias, omissions, authority</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of and respects ownership rights, privacy and confidentiality</li> <li>•</li> <li>•</li> </ul>

<b>Organising and analysing findings</b>	<ul style="list-style-type: none"> <li>• Prepares draft from notes, arranging information logically</li> <li>• Creates multimodal presentations incorporating text, hypertext and graphics</li> <li>• Collates, calculates and displays data using spreadsheets</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compares standards and expectations</li> <li>• Conferences with teacher</li> <li>• Plans format and inclusions for presentation</li> <li>• Manipulates data in graphic form</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compares information for accuracy, viewpoint and omissions</li> <li>• Uses information collected to support/extend a hypothesis or argument</li> <li>•</li> <li>•</li> </ul>
<b>Actioning based on the findings of the inquiry</b>	<ul style="list-style-type: none"> <li>• Presents information using the following techniques: <ul style="list-style-type: none"> <li>- oral—speech, debate, discussion, mock trial, hypothetical, role-play</li> <li>- written—sentences, paragraphs, essays, reports, reviews</li> <li>- graphic—drawing, diagram, map, chart, picture</li> <li>- audiovisual—taped interview, video, digital photograph, overhead transparency, computer software</li> <li>- word processing</li> <li>- realia—model, poster, display, game</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses most suitable format for content, audience, assessment and effectiveness</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a unit of work using several media as appropriate to the content and audience</li> <li>• Uses ‘virtual options’ to simulate events</li> <li>• Uses specific technology such as Spatial Information Systems, including GIS</li> <li>•</li> <li>•</li> </ul>
<b>Evaluating learning achieved through the process</b>	<ul style="list-style-type: none"> <li>• Self assessment (on process and understandings)</li> <li>• Peer assessment</li> <li>• Teacher assessment (Outcome based; defining knowledge, skills, values and actions)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the following aspects of assessment—quantitative (How many? How much?); qualitative (How good? How thorough?); ethnographic (progressive evaluation as work proceeds); critical (How could it be better?)</li> <li>• Evaluates whole process as well as final presentation</li> <li>• Self assessment (on processes and understandings)</li> <li>• Peer assessment</li> <li>• Teacher assessment (Outcome based; defining knowledge, skills, values and actions)</li> </ul>	

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KEY IDEAS	<i>(refer p36 for Middle Years)</i>			OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	Year 10 Standard 5	
<p><b>KNOWLEDGE</b> Students critically analyse continuities and discontinuities over time, and reflect on the power relationships which shape and are shaped by these. <b>F In T KC1</b> relating to Outcomes 4.1, 5.1</p> <p>↑</p> <p><b>KEY TO SYMBOLS</b> Essential Learnings: <b>F</b> Futures <b>Id</b> Identity <b>In</b> Interdependence <b>T</b> Thinking <b>C</b> Communication</p> <p>↓</p> <p><b>SKILLS</b> Students research a range of primary and secondary sources to critically analyse, contextualise, evaluate and justify explanations of issues, events and patterns. <b>T C KC1 KC2</b> relating to Outcomes 4.2, 5.2</p> <p>↑</p>	<ul style="list-style-type: none"> <li>• <b>Describes</b> changes in wealth and natural resource sustainability for at least one civilisation (eg compares a contemporary society with Ancient Egypt, the Roman Empire, Ancient China, Sumer).</li> <li>• <b>Researches</b> and investigates the changes in wealth and sustainability over time and constructs a timeline to show the changes.</li> <li>• <b>Researches</b> changes in attitudes towards human use of resources (eg energy consumption, mining methods, vegetation clearance, water usage).</li> <li>• <b>Gathers, records and compares evidence</b> using primary and secondary sources (eg visits the Egyptian display at the SA Museum, reviews videos, visits a virtual site, undertakes a ‘web quest’).</li> <li>• <b>Analyses</b> evidence from the past and <b>identifies</b> bias (eg Ned Kelly, European occupation of Australia).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Debates</b> interpretations of an event (eg ‘Who really discovered Australia?’, ‘Who were the first settlers?’).</li> <li>• <b>Compares and contrasts</b> motives and actions of people over time (eg researches the nature of European occupation of Australia).</li> <li>• <b>Identifies and discusses</b> events in Australian history prior to Federation (eg gold rushes, migration, depression, unionism).</li> <li>• <b>Plans and researches</b> a study of one individual who influenced the course of history in Australia.</li> <li>• <b>Uses primary and secondary sources</b>, including guest speakers, to work collaboratively (eg participates and responds to role-plays giving Aboriginal perspectives on Australian settlement).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifies</b> significant events in world history (eg WW1, Depression, WW2, Vietnam War, Gulf Wars, terrorism).</li> <li>• <b>Researches</b> the above events from a range of perspectives.</li> <li>• <b>Analyses</b> the importance of these events as turning points in Australia’s history.</li> <li>• <b>Locates, summarises and analyses</b> primary and secondary resources (eg diaries, newspapers, photographs, news reports, oral histories, a variety of texts).</li> </ul>	<p><b>4.1</b> Suggests and justifies reasons why groups of people in societies, countries or civilisations have undergone changes in wealth and/or their ability to sustain natural resources. <b>F T C KC2</b></p> <p><b>5.1</b> Critically analyses different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation. <b>In T KC1</b></p> <p><b>4.2</b> Recognises diversity within and between primary and secondary sources, and critically analyses why and how sources can be interpreted differently. <b>T C KC1</b></p> <p><b>5.2</b> Researches and analyses primary and secondary sources to contextualise, justify and act on the basis of their interpretation of an issue, event or pattern. <b>In T C KC1</b></p>

## VALUES AND ACTIONS

Students evaluate and interpret evidence of the effects of human motives and actions over time. They critically analyse underlying values and present learning in genres appropriate to particular purposes.

In T C KC1 KC2  
relating to Outcomes  
4.3, 5.3

### KEY TO SYMBOLS *continued*

#### Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

- **Undertakes a source based study** of a famous leader and analyses their influence (eg Caesar Augustus, Pol Pot, Ghandi).
- **Compares** a historical and contemporary leader in terms of their motives, actions and their impact on society (eg Julius Caesar, Margaret Thatcher, Joan of Arc, Indira Ghandi, Nelson Mandela).
- **Demonstrates** an understanding of past cultures (eg The Bog Man, Ice Man and the Pharaohs).
- **Explores** ethical use of human and natural resources through time (eg slavery, deforestation).
- **Creates** a role-play based upon a controversial turning point in history (eg ‘The Fall of the Roman Empire’ or a possible future turning point).
- **Reviews and interprets** events (eg constructs a convict diary giving an account of life in Australia using primary and secondary sources, reflects upon life in detention in a letter to a convict’s parents).
- **Surveys** individuals involved in a particular significant event (eg a conflict or disaster) and reflects on the interpretation provided about the event.
- **Analyses** values (eg debates the topic ‘Bush rangers, heroes or villains?’) in order to better understand a person’s actions.
- **Expresses** arguments and counter arguments using evidence about a significant historical event (eg Eureka Stockade, Gallipoli, the Stolen Generation).
- **Uses** a variety of resources to identify bias and people’s motives in making decisions (eg conscription, Vietnam, Iraq).
- **Chooses** a historical issue and examines it from a range of primary and secondary resources (eg migration, refugees, human rights).
- **Interprets** information and develops own point of view on the issue researched (eg ‘Is Australia’s refugee policy fair?’, ‘Who owns the land?’, ‘Should Australia be so closely allied with the USA and Britain?’, ‘What is the nature of our relationship with Asian countries?’).
- **Evaluates** changes over time in terms of cause and effect (eg Indigenous Australians, the significance of women’s roles in society).
- **Identifies** the values and influences that have brought about social change (eg fashion, music, transport).
- **Explains** an event/issue/person retrospectively to see what would have happened if different values/religious attitudes/historical perspectives had been present (eg the rise of Hitler, Pol Pot) and what messages it gives to us for shaping the future.

**Suggested Inquiry Question:**  
How has one civilisation/society contributed to today’s world?

**Suggested Inquiry Question:**  
Who really did discover Australia?

**Suggested Inquiry Question:**  
Why did the ‘war to end all wars’ not succeed?

### SUGGESTED INQUIRY TOPICS:

- Age of exploration
- Australia prior to Federation
- Australia’s place in the world (I)
- Bushrangers
- Copper in SA
- Discovery of Australia
- European settlement
- Gold era
- The Depression
- The Eureka Stockade
- War and conflict

#### 4.3

Interprets people’s motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue.

F T C KC1

#### 5.3

Explains and justifies a position on continuing and changing aspects of societies, including underlying values, ways to influence the future, and how these are connected to responsible decision-making and action.

F In T C KC2

KEY IDEAS	<i>(refer p38 for Middle Years)</i>			OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	Year 10 Standard 5	
<p><b>KNOWLEDGE</b> Students critically analyse the relationships between interactions and flows of people, ideas, energy and resources. They experience the resultant patterns, on a variety of scales and contexts, within an equity framework. <b>In T KC1</b> relating to Outcomes 4.4, 5.4</p> <p style="text-align: center;">↑</p> <p><b>SKILLS</b> Students work independently, in groups, and in teams, using inquiry skills to collect, critically analyse and organise data on how individuals and groups make decisions about natural and built environments. They represent their findings through a range of oral, written, visual and electronic forms. <b>In T C KC1 KC2 KC4 KC7</b> relating to Outcomes 4.5, 5.5</p>	<ul style="list-style-type: none"> <li>• <b>Describes</b> one region or place in Australia (eg in South Australia, in terms of population, resources and the natural and built environments).</li> <li>• <b>Identifies and analyses</b> the growth of population centres in terms of site and location.</li> <li>• <b>Identifies and explains</b> how humans have modified the natural environment (eg vegetation clearance in South Australia).</li> <li>• <b>Maps</b> individual characteristics of different regions and describes changes over time.</li> <li>• <b>Describes</b> how natural and human features are interdependent in a place or region.</li> <li>• <b>Researches and presents</b> a report (eg using graphs, flow-charts and visual images) to suggest how the natural environment can be conserved.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifies</b> the location and significance of tourist attractions within and beyond Australia.</li> <li>• <b>Describes</b> the diversity of primary industry in Australia (eg aquaculture, forestry, market gardens).</li> <li>• <b>Collects and analyses</b> newspaper articles relating to different regions and presents them (eg in a scrap book), identifying key words, phrases and different viewpoints on particular issues (eg environment, politics, culture, economics).</li> <li>• <b>Researches and describes</b> how agriculture has impacted on the natural environment (eg Ord River and cotton growing, the Colorado River, Three Gorges Dam in China).</li> <li>• <b>Interprets</b> land use maps, photographs, GIS and other data (eg climate statistics and census data from the social atlas).</li> <li>• <b>Constructs</b> relevant flow-charts, diagrams and graphs to describe features of particular people, places or things.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifies</b> the environmental impacts of war.</li> <li>• <b>Describes and analyses</b> similarities and differences between regions within and outside Australia (eg Asian countries).</li> <li>• <b>Analyses</b> the similarities and differences between different regions of Australia concentrating on people and resources (eg changing population in rural areas and the impact this has on employment, infrastructure and society).</li> <li>• <b>Analyses</b> the similarities and differences between Australia and other regions using as criteria natural and built environments, and economic and political factors.</li> <li>• <b>Undertakes</b> a case study on one endangered habitat (eg the Great Barrier Reef).</li> <li>• <b>Identifies and evaluates</b> different perspectives of sustainable resources use.</li> <li>• <b>Reports</b> individually or in groups on an area in Australia where resources are becoming depleted.</li> </ul>	<p><b>4.4</b> Describes places in Australia and elsewhere according to their location, natural and built features, and population and resources. Students explain interrelationships, including the effects of human modifications. <b>F In T KC1 KC2</b></p> <p><b>5.4</b> Analyses and justifies personal views about similarities and differences between regions, in Australia and globally, identifying factors which shape dominant natural, sociocultural, political, economic and environmental contexts. <b>In T KC1 KC2</b></p> <p><b>4.5</b> Hypothesises, then collects, records, organises and evaluates data from fieldwork, print and electronic sources, in order to analyse local and global environmental or socio-economic issues. <b>In T C KC2 KC5 KC6 KC7</b></p> <p><b>5.5</b> Reports on an issue related to people’s sustainable use of resources or places, after critically analysing information from multiple sources and discussing the political implications of decisions. <b>In T C KC1 KC2</b></p>



## VALUES AND ACTIONS

Students examine social and natural environments, including Australian and international examples of unique and fragile natural environments. They develop a critical understanding of past and present management and mismanagement of land systems. They analyse current practices, and suggest criteria or strategies to assess and affect possible future practices.

**F In T KC1 KC6**  
relating to Outcomes  
4.6, 5.6

- **Views** and **draws** formal descriptive maps and interprets changes to the natural and built environments.
- **Gathers** and **collates** relevant local information and presents fieldwork data to a particular audience.
- **Maps** and **describes** associations between population and resources in South Australia and Australia.
- **Analyses** regional maps in terms of natural and human features.

- **Identifies** Australian indigenous plant and animal species and develops a code of practice for future management.
- **Appreciates** and recognises the diverse attitudes towards the environment.
- **Acknowledges** different choices, viewpoints and ways of living.
- **Identifies** differing environmental perceptions from place to place.
- **Develops** a code of ethics for urban and rural living in Australia.

**Suggested Inquiry Question:**  
What can be done to make your local area sustainable?

- **Uses a range of sources** to prepare a written or visual report on an issue that relates to sustainable use of places (eg the River Murray, the Great Barrier Reef).
- **Writes** a letter to the editor describing particular concerns in relation to an issue.
- **Maps** the location of hazards and disasters within Australia and throughout the world (eg bushfires, earthquakes, floods).

- **Suggests** sustainable alternatives to poor management practice by humans on natural systems (eg coastal areas).
- **Participates** in a role-play taking on the viewpoints of different parties (eg wood chipping, tourism, mining).
- **Produces** a poster or play to support a particular viewpoint in relation to a contemporary issue (eg whaling, water care, pollution).
- **Identifies** hazard perceptions in Australia and how people respond to disasters.

**Suggested Inquiry Question:**  
Why is tourism so important to Australia?

- **Uses** spatial technology (eg GIS) to map environmental, social and economic variance across the landscape (eg uses Adelaide census data to map ethnicity).
- **Uses different perspectives** to present recommendations for sustainable use of a chosen resource and explains the political, economic and social implications (eg logging, fishing, water and land use).
- **Chooses** regions worldwide where decisions have been made for ecological sustainability and examines the political and social ramifications (eg rainforest clearing, fishing) and compares and critically appraises these scenarios.

- **Identifies** management plans and **researches** natural and built environments in Australia and worldwide that have been mismanaged (eg Aral Sea, urban centres).
- **Evaluates** and **reports** on plans for the development of these environments based on past and present management and suggests possible futures (eg River Murray).
- **Develops** a marketing plan for a sustainable area and presents to an appropriate audience.

**Suggested Inquiry Question:**  
How do different cultural groups perceive and impact on the environment?

## SUGGESTED INQUIRY TOPICS:

- Aid
- Asia—culture and landscapes
- Climate and weather
- Coastal regions
- Ecosystems
- Globalisation and environmental impact (I)
- Hazards and disasters
- People and resources
- Population change
- Primary industry
- Rainforests
- Secondary and tertiary industry
- Social profiles of suburbs
- Urban centres

### 4.6

Identifies and describes ways that places and natural environments are valued or threatened, and discusses strategies related to ecological sustainability.

**F In T KC2 KC6**

### 5.6

Researches and evaluates plans for the development of a place or resource, and reports on outcomes on the basis of ecological sustainability.

**F In T C KC1**

KEY IDEAS	<i>(refer p40 for Middle Years)</i>			OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	Year 10 Standard 5	
<p><b>KNOWLEDGE</b> Students investigate how and why societies and cultures develop and change over time. They explore the effects of these changes on individual and group identities. <b>Id In T KC1 KC6</b> relating to Outcomes 4.7, 5.7</p> <p style="text-align: center;">↑</p> <p><b>SKILLS</b> Students research and critically analyse issues affecting their own, as well as other societies' cultures. They do this through listening to speakers, planning and conducting interviews and social surveys, and using other methods of inquiry involving members of particular groups and institutions in society. <b>In T C KC1 KC3</b> relating to Outcomes 4.8, 5.8</p>	<ul style="list-style-type: none"> <li>• <b>Discusses</b> the implications of the Declaration of Human Rights for groups within Australia (eg UN Declaration of the Rights of the Child, children in detention).</li> <li>• <b>Investigates</b> the ongoing impact in South Australia of European occupation on Australian Indigenous culture and identifies ways forward in resolving tensions.</li> <li>• <b>Identifies</b> possible tensions arising from cultural differences within Australian society and explores peaceful resolutions.</li> <li>• <b>Researches, collates and describes</b> the similarities and differences in a community in terms of ethnicity, religion, politics, employment, age, family structure and income.</li> <li>• <b>Collects</b> data and maps the origins of students' family members over the last two generations.</li> <li>• <b>Profiles</b> a suburb using the social atlas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigates</b> the causes of social and cultural conflict within our society (eg Redfern, detention centres).</li> <li>• <b>Identifies</b> the stereotypes and prejudices associated with one location or conflict in the world (eg the Middle East, Indonesia, East Timor).</li> <li>• <b>Uses</b> an inquiry approach to undertake a case study of land rights, highlighting social, cultural and environmental issues (eg Mabo decision).</li> <li>• <b>Investigates and analyses</b> the similarities and differences of indigenous peoples' political, social and economic rights in a range of countries.</li> <li>• <b>Responds</b> orally in class to a discussion on a statement (eg 'They're refugees not invaders').</li> <li>• <b>Reviews</b> a movie exploring Australian Indigenous issues (eg <i>Rabbit-Proof Fence</i>).</li> <li>• <b>Researches</b> a local ethical issue and presents a response (eg a letter to the editor, audiovisual display).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Critically examines</b> social, political and economic perspectives of different communities throughout the world (eg Japan, China).</li> <li>• <b>Analyses</b> the reasons societies and cultures change over time and the effects these changes have on individual and group identities (eg Indigenous Australians, migrants).</li> <li>• <b>Researches and evaluates</b> social, political and economic beliefs, policies and practices and their impact upon individuals and groups (eg Australian Indigenous, migrant and women's groups).</li> <li>• <b>Identifies</b>, from a variety of sources, contemporary issues for a range of Indigenous groups in Australia (eg health, tourism, mining, education, employment, imprisonment, social justice).</li> <li>• <b>Identifies and analyses</b> personal issues (eg by using interviews, surveys—youth employment, peer pressure, under-age drinking).</li> </ul>	<p><b>4.7</b> Investigates and analyses the causes of disharmony or conflict in Australia's multicultural society, and suggests strategies for peaceful resolution of disputes. <b>F Id T KC1 KC6</b></p> <p><b>5.7</b> Critically examines through research, and justifies personal views on, particular social, political and economic beliefs, concepts, policies and practices. <b>Id In T KC1 KC2</b></p> <p><b>4.8</b> Demonstrates critical understanding of their own cultural practices in comparison to the histories, cultures and present day experiences of rural and urban Aboriginal groups, and acts for Reconciliation. <b>F T C KC1 KC2</b></p>



## VALUES AND ACTIONS

Students communicate and act upon their understanding of a range of cultural and societal practices, beliefs and values, and develop strategies to counter discrimination and stereotyping.

**F In T C KC1 KC2 KC6**  
relating to Outcomes  
4.9, 5.9

- **Participates** in socially relevant role-plays (eg immigration, relocation and Reconciliation).
- **Compares** Australian Indigenous and European history in Australia since 1700 (eg constructs a timeline).
- **Demonstrates**, through the use of role-play, oral histories, media portrayal and electronic resources, an understanding of prejudice and stereotypes.
- **Chooses** a culture to study and uses a variety of research methods to highlight issues of concern, analysing from a range of perspectives, and considering accuracy, relevance, bias and racism (eg American Indians, Inuit, Maoris, Torres Strait Islanders).
- **Demonstrates** (eg through role-plays, videos, picture books and discussion) an understanding of cultural and social practices, beliefs, values, stereotyping and the need to counter racism.
- **Debates** ways in which groups can change over time (eg unemployed people, migrant groups, disabled).
- **Analyses** the influence of prejudice and stereotyping on groups in society.
- **Investigates** how groups influence government policy through social action and media portrayal (eg Amnesty International, Greenpeace and World Vision).
- **Presents** a display showing the impact of terrorism upon tourism.
- **Participates** in a simulation to show the consequences of a land rights claim, and discusses the implications for groups and individuals.
- **Develops** a Charter for Human Rights for/with the school or community.
- **Collaborates** with key people to establish a set of ethical behaviour to share with the school community so as to include all members of the school community in decision making.
- **Explores** what Reconciliation means to different cultural groups.
- **Recognises**, through inquiry, levels of Reconciliation in different communities (eg local, national and international), what is being reconciled and why.

**Suggested Inquiry Question:**  
Does our school/community recognise and accept diversity?

**Suggested Inquiry Question:**  
In what ways does Australia support human rights?

**Suggested Inquiry Question:**  
Is there such a person as a typical Australian?

### 5.8

Identifies and analyses complex social, cultural and environmental issues and strategies, including self-management and land protection, that are important to local and other Aboriginal peoples today.

**Id In T C KC1**

### 4.9

Researches and engages with others to enhance ethical behaviour in relation to the human rights of individuals and groups, within and across groups, cultures or countries.

**In T C KC1**

### 5.9

Analyses and demonstrates critical understanding of prejudice as a social construction, and acts to counter discrimination through individual knowledge, attitudes and actions.

**Id T C KC1 KC2**

### SUGGESTED INQUIRY TOPICS:

- Australian Indigenous groups
- Asian cultures
- Conflict and resolution
- Environmental issues
- Human rights—local, national, global (I)
- Stereotypes

KEY IDEAS	<i>(refer p42 for Middle Years)</i>			OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	Year 10 Standard 5	
<p><b>KNOWLEDGE</b> Students research the structure and operation of political, legal and economic systems in Australia and elsewhere to identify ways that particular groups or individuals are advantaged or disadvantaged. They develop strategies to effect change. F In T C KC1 KC6 relating to Outcomes 4.10, 5.10</p> <p style="text-align: center;">↑</p> <p><b>SKILLS</b> Students individually and in teams critically analyse current social issues from a range of perspectives, including historical, future, social, cultural, economic and political, using a wide variety of source material. F In T KC1 KC4 relating to Outcomes 4.11, 5.11</p> <p style="text-align: center;">↑</p>	<ul style="list-style-type: none"> <li>Examines levels of government past and present (eg Ancient Rome, early South Australian, local, state, federal).</li> <li>Invites a member of the local council to talk to the class to discuss how by-laws are made.</li> <li>Discusses and identifies rules at different levels and suggests why they are important (eg sport, school, work).</li> <li>Compares and contrasts the political systems of two countries (eg North and South Korea, Australia and China).</li> <li>Develops a presentation (eg using ICTs) to show how decisions are made on a personal and/or community level (eg mobile phone plans, government, clothing purchases).</li> <li>Constructs and administers a survey to determine how individuals purchase particular goods and access services within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Researches the indicators that classify countries as developed or developing, using the indicators of health, education, income and GNP.</li> <li>Investigates why so many companies are locating offshore (eg Optus, Country Road, Nike).</li> <li>Finds out about the economic, social and environmental implications of relocation of companies for both countries concerned.</li> <li>Considers regional variations in the physical and human environments of Australia.</li> <li>Identifies the characteristics of globalisation?</li> <li>Works collaboratively to collect and analyse information on an issue of concern, following the process of change (eg uniforms in schools, driving age, canteen food).</li> <li>Investigates and discusses the issues of tariffs and free trade (eg using role-play/simulation).</li> </ul>	<ul style="list-style-type: none"> <li>Researches the structure and operation of political, economic and legal systems in Australia to identify the effects policies have on individuals (eg change to legislation in relation to home invasions, youth allowance and work for the dole).</li> <li>Compares and contrasts Australia’s system of government, political, economic and legal systems with two diverse countries (eg China and France) using the topics of crime and punishment, social security and access to health.</li> <li>Compares two countries with differing economic resources and explains the relationships between political, legal and economic systems and their impact (eg US and Haiti).</li> <li>Analyses current social events from a range of perspectives, concentrating specifically on political and legal systems (eg legal constraints with religious head dress).</li> <li>Chooses a social issue of concern and follows through the process of change that can be achieved through political and legal processes (eg alcohol laws).</li> </ul>	<p><b>4.10</b> Analyses differences between political, legal and social systems and people’s rights and responsibilities, using personal and other examples. In T KC2</p> <p><b>5.10</b> Compares features of economies, in terms of power, equity and justice, in relation to how they impact on national systems, individuals and environments in poor and rich countries. In T C KC1</p> <p><b>4.11</b> Identifies factors that should be analysed by consumers, producers and governments regarding their decisions about goods and services, including people’s work. In T C KC1</p> <p><b>5.11</b> Critically analyses ways in which change can be achieved through political and legal systems and processes. F In T KC1</p>

## VALUES AND ACTIONS

Students research contemporary issues such as the effects of globalisation on cultures, countries, and particular groups and individuals. They consider alternative futures which might improve the quality of life for themselves and others, selecting and using appropriate media to report their findings.

**F In C KC1 KC6 KC7**  
relating to Outcomes  
4.12, 5.12

- **Devises** an advertising campaign (eg in groups) promoting the purchase of Australian made goods.
- **Interviews** an individual within the community to determine their job and/or role in society.
- **Identifies** the way goods are produced in terms of sustainable practices and how decisions are made about buying goods (eg sweat shop production).
- **Compares and contrasts** the rights and opportunities of child workers in different countries, highlighting inequities and suggesting ways these can be overcome.
- **Evaluates** waste management within the school and suggests future strategies to minimise waste.
- **Identifies** political choices in terms of ethics and moral obligations (eg conscience votes and secret ballots).
- **Chooses** an issue that affects the wider community and examines the process for change (eg euthanasia, migration, unemployment benefits).
- **Discusses** the different perspectives and values held by people regarding logging, mining and urban development.
- **Carries out** a case study based upon a multi-national company's operation, identifying past and present practices and proposes preferred futures (eg Nike, McDonalds, Nestlé, Phillip Morris).
- **Invites** guest speakers from Youth Parliament to explain the process of how a Bill becomes a law, using examples (eg how consumers can make a difference).
- **Chooses** a topic and runs a mock parliament.
- **Identifies** why people view environmental and social issues differently (eg refugees, deforestation).
- **Invites** a guest speaker to explain the political and legal processes involved in change (eg genetic modification, building on Hills Face Zone).
- **Researches and analyses** the definitions of globalisation (refer to AusTrade), and highlights the effect of globalisation on cultures, countries and societies, including their futures.
- **Analyses** powerful corporations (eg McDonalds, Nike, Coca-Cola) and the role these companies play, and examines their relationships with governments.
- **Designs** a Utopian country, including ideas gained through research, discussion and debate and using multimedia/web/*PowerPoint*/posters/oral presentation to explain findings.

**Suggested Inquiry Question:**  
How do individuals make choices about what they purchase?

**Suggested Inquiry Question:**  
How does globalisation impact on Australia?

**Suggested Inquiry Question:**  
What ethical issues face companies relocating offshore?

**4.12**  
Participates in activities to demonstrate how ethical practices can be undertaken at school, in the community, and within business and government systems.  
**In T C KC2**

**5.12**  
Critically analyses the ethical and non-ethical practices of powerful corporations or governments in relation to less powerful nations, and indigenous and other minorities. They discuss and propose strategies to ensure preferred futures.  
**F In C KC1**

### SUGGESTED INQUIRY TOPICS:

- Developed countries
- Developing countries
- Environmental and economic impact of relocation
- Globalisation and environmental input (I)
- Impact of relocation
- Legal systems
- Off-shore industries
- Political systems
- Power and ethics (I)

# GLOSSARY

**Adaptation:**

A change process (eg in a plant or an animal) over time to suit different conditions or uses.

**Aerial photograph:**

Vertical aerial photographs are taken from directly above (plan view). Oblique aerial photographs are taken at an angle. The scale is accurate only on a vertical aerial photograph.

**Archaeologist:**

Someone who studies the past by looking for and classifying material remains such as ruins, artefacts and bones.

**Artefact:**

An object that is made or modified by humans for them to use.

**Australian citizen:**

Someone who is born in Australia or who has chosen to take up Australian citizenship.

**Barter:**

To exchange goods for other things of equal value rather than for money.

**Bearing:**

An angle given in degrees and minutes measured clockwise from north. North has a bearing of both 0° and 360°.

**Bias:**

An inclination to favour one viewpoint and/or to exclude others, even in the face of supporting evidence.

**Bill:**

A proposed law put forward for debate in both houses of Parliament. If approved, a Bill becomes an Act of Parliament.

**Biodiversity:**

Biodiversity is the variety of all life forms: the different plants, animals and micro-organisms, their genes and the ecosystems of which they are a part (see <[www.deh.gov.au/biodiversity/index.html](http://www.deh.gov.au/biodiversity/index.html)>).

**Bog people:**

In Europe there are swamp-like lands called peat bogs, made up of the remains of dense vegetation that has been decaying for thousands of years. It is in these marshes that strange, petrified bodies have been turning up for hundreds of years. Called 'The Bog People', they are among the most perfectly preserved bodies in the world. Scientists have estimated the age of these bodies to be over 2000 years (see <[www.hbo.com/autopsy/episode/episode\\_4\\_the\\_bog\\_people.html](http://www.hbo.com/autopsy/episode/episode_4_the_bog_people.html)>).

**By-product:**

Something that is produced, predictably or unpredictably, as a result of making something else.

**Cabinet:**

The group of selected government ministers that meets regularly to decide major issues of government. Cabinet proceedings are highly confidential.

**CBD:**

Central business district of a town or city.

**Citizen:**

Someone who lives in a community and hence has certain rights, privileges and obligations. Strictly: someone who has 'citizenship'.

**City-state:**

A fortified city or town and surrounding farmlands. Each city-state had its own laws, form of government and means of support.

**Civilisation:**

A society that has an established way of governing itself, shows development in science and technology and has a body of artworks. Usually there will be evidence of cities.

**Climate:**

The average weather conditions of a place taken over a long period of time.

**Climograph:**

A graph showing the average annual rainfall and temperature of a place.

**Code of ethics:**

Codes of ethics are rules of conduct, often created in response to actual or anticipated ethical conflicts:

- as a vehicle for occupational identity
- as a mark of occupational maturity.

(See <[www.iit.edu/departments/csep/PublicWWW/codes/](http://www.iit.edu/departments/csep/PublicWWW/codes/)>.) (From the website of Life Skills Coaches Association of BC).

**Colonial empire:**

Collection of countries or regions that are under the control of another country.

**Colonisers:**

People who leave their native country to form a settlement in a new land. The new land then comes under the control of the colonisers' native country.

**Community:**

Naturally occurring group of organisms (eg plants, people) occupying a particular environment and sharing the same history, habitat and/or beliefs.

**Conservation:**

The art of protecting a life form, an environment, an artefact or a piece of historic evidence from abuse, accidental damage or decay.

**Contextual:**

Involving, or depending on, a context.

**Contour line:**

Line drawn on a map joining places of equal height above sea level.

**Coral reef:**

A reef or bank formed by the growth of coral polyps.

**Cross-section:**

Shows the shape of a feature from the side, as if it had been sliced by a knife.

**Culture:**

The particular way in which a society or civilisation lives, as evident through its buildings, art, dress, beliefs, language and daily lifestyle.

**Data:**

Factual information, especially information organised for analysis or used to reason or make decisions.

**Deforestation:**

The process of clearing forest, usually to make way for housing or agricultural development.

**Degradation:**

A decline to a lower condition, quality or level.

**Democracy:**

A form of government in which the supreme power is vested in the people.

**Desertification:**

The process by which useful agricultural areas on desert fringes change into desert.

**Detention:**

The state, or a period, of being detained, especially a period of temporary custody while awaiting trial.

**Developing countries:**

Poor countries, in terms of money, goods and services, with little industry and mainly rural economies.

**Dig:**

A marked-off area being excavated by archaeologists who are looking for material evidence of the past.

**Distribution:**

The spatial arrangement of phenomena at or near the Earth's surface, across many locations.

**Diversity:**

Refers to the variety of viewpoints, culture or life forms.

**Dynasty:**

A group of rulers who usually come from the same family and who rule one after the other.

**Economic:**

Of, or relating to, the production, development, and management of material wealth, as of a country, household, or business enterprise.

**Ecosystems:**

Communities of plant and animal species and other organisms that interact with each other, and whose survival often depends on the existence of others in the community.

**Endangered:**

Describes a species facing a very high risk of extinction in the wild in the near future.

**Environment:**

The combination of external physical conditions that affect and influence the growth, development and survival of organisms.

**Equity:**

The state, quality or ideal of being just, impartial and fair.

**Ethical:**

Being in accordance with the accepted principles of right and wrong.

**Feature:**

A prominent or distinctive aspect, quality or characteristic.

**Federation:**

A body formed when separate countries or states agree to join together as one.

**Food chain:**

A succession of organisms in an ecological community that constitutes a continuation of food energy from one organism to another as each consumes a lower member and in turn is preyed upon by a higher member.

**Genealogy:**

A record or table of the descent of a person, family or group from an ancestor or ancestors; a family tree.

**Geographic Information System (GIS):**

A set of computer programs designed to deal with databases; able to collect, store, retrieve, manipulate, analyse and display mapped data from the real world (see <[www.gis.com/whatisgis/index.html](http://www.gis.com/whatisgis/index.html)>).

**Geographical:**

Relating to geography; that is, the spatial distribution of things over the Earth's surface and the associations, interdependence and changes between them.

**Global:**

Relating to, or involving, the entire Earth; worldwide.

**Globalisation:**

Ruud Lubbers, a Dutch academic, defines 'globalisation' as a process in which geographic distance becomes a factor of diminishing importance in the establishment

and maintenance of cross-border economic, political and socio-cultural relations (see <[www.tilburguniversity.nl/globalize](http://www.tilburguniversity.nl/globalize)>; also refer to <[www.globalisationguide.org/01.html](http://www.globalisationguide.org/01.html)>).

**GPS:**

The Global Positioning System is a system for determining position on the Earth's surface by comparing radio signals from several satellites. Depending on the geographic location, the GPS receiver samples data from up to six satellites, it then calculates the time taken for each satellite signal to reach the GPS receiver, and from the difference in time of reception, determines the exact location (see <[www.colorado.edu/geography/gcraft/notes/gps/gps.html](http://www.colorado.edu/geography/gcraft/notes/gps/gps.html)>).

**Grid reference:**

A six-figure map reference used on topographic maps. Read vertical three figure eastings first (eg 123) and then horizontal three figure northings second (eg 025) (see <[adunk.ozehosting.com/MapsAndDatums.html](http://adunk.ozehosting.com/MapsAndDatums.html)>).

**Habitat:**

The natural environment of an animal or plant; the place where the ecosystem meets its needs for survival and growth.

**Hypothesis:**

An opinion about how something might have happened, based on what evidence is available, but which has not yet been proven correct.

**Indigenous:**

Originating in a particular place; native.

**Interdependence:**

Living things are dependent on the wellbeing of each other for their long-term existence.

**Introduced species or invasive species:**

An introduced or invasive species is a species occurring as a result of human activities and beyond its accepted normal distribution. It threatens valued environmental, agricultural or personal resources by the damage it causes (see <[www.deh.gov.au/biodiversity/invasive/index.html](http://www.deh.gov.au/biodiversity/invasive/index.html)>).

**Key:**

Explanation of the meaning of signs and symbols used on a map; also called a legend.

**Landform:**

Feature of the landscape such as a hill, valley, mountain or plain.

**Latitude:**

A region of the Earth considered in relation to its distance from the Equator.

**Legend:**

**Location:**

Indicates exactly where a particular phenomenon occurs on the surface of the Earth.

**Longitude:**

Angular distance on the Earth's surface, measured east or west from the prime meridian at Greenwich, England, to the meridian passing through a position, expressed in degrees (or hours), minutes and seconds.

**Mesopotamia:**

The ancient region in which the earliest known civilisation in the world developed. It included most of what is now Iraq, as well as parts of Turkey and Syria.

**Natural environment:**

Natural features of the land, for example vegetation, wildlife and climate.

**Peasant:**

Someone who works the land, but usually does not own it.

**Photopoint:**

A particular point from which a series of pictures are taken to illustrate change.

**Plan view:**

The view as it would appear from directly above. Maps are drawn in plan view.

**Population density:**

The number of people living in a given area—usually a square kilometre.

**Prejudice:**

Attitudes or opinions about a person or group simply because the person or group belongs to a specific religion, race, nationality, or some other group. Prejudices involve strong feelings that are difficult to change. Prejudice is pre-judging. A person who thinks, 'I don't want this group living in my neighbourhood', is expressing a prejudice (see <[www.adl.org/what\\_to\\_tell/whattotell\\_intro.asp](http://www.adl.org/what_to_tell/whattotell_intro.asp)>).

**Premier:**

The leader of the political party (or of the majority party in a coalition) that wins a state election.

**Primary source:**

Original documents, photographs, letters, telegrams, relics and people's first hand experiences.

**Prime minister:**

The leader of the political party or coalition of parties that has the most seats in the lower house of a federal Parliament.

**Protocol:**

Formal agreement between parties defining procedures and courses of actions for working together.

**Reconciliation:**

To bring into agreement or harmony. In an Australian context it is a *united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all* (see <[www.reconciliationaustralia.org/graphics/home.html](http://www.reconciliationaustralia.org/graphics/home.html)>).

**Renewable:**

Will not run out with use, as in renewable energy, as opposed to 'non-renewable' meaning finite.

**Republic:**

A form of government that does not have a monarch or a monarch's representative. The head of state is elected either by the people or chosen by the people's representatives.

**Scale:**

The ratio of a distance on a map to a corresponding distance on the ground.

**Secondary source:**

A source (such as a text or painting) that gives information about an earlier time, but was created after that time.

**Senate:**

The upper or legislative house of a federal Parliament.

**Social cohesion:**

Refers to the customs, celebrations and traditions that bring a society together (eg laws, government, national days).

**Stereotyping:**

Process of assuming a person or group has one or more characteristics because most or some members of that group have (or are thought to have) the same characteristics. It is a simplification and generalisation process that helps people categorise and understand their world, but at the same time it often leads to errors (see <[www.colorado.edu/conflict/peace/glossary.htm](http://www.colorado.edu/conflict/peace/glossary.htm)>).

**Stolen generation:**

The National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families (the Inquiry) was established by the Federal Attorney-General in 1995. It was conducted by the Human Rights and Equal Opportunity

Commission (HREOC). The Inquiry was established in response to increasing concerns among Indigenous agencies and communities that the Australian practice of separating Indigenous children from their families had never been formally examined. This meant that the long-term effects of those separation policies and practices on Indigenous children, their families and communities had never been investigated or even acknowledged (see <[www.hreoc.gov.au/bth/index.htm](http://www.hreoc.gov.au/bth/index.htm)>).

**Stone age:**

The period of time that began about two million years ago, when the forebears of human beings began using stone to make crude tools. It ended in about 3000 BC when people started working with bronze.

**Sumerians:**

An ancient people who lived in an area of land generally falling between the Tigris and Euphrates rivers and close to what is now called the Persian Gulf.

**Sustainable:**

Describes the ability of an ecological, social, political, economic or political system to maintain its existence.

**Timeline:**

A diagram, real or imagined, that sets out in chronological order the key events that occur over a period of time.

**Topographic map:**

A map that shows the height and shape of the land by using contour lines, and shows other features such as rivers, lakes, roads and settlements.

**Tropics:**

The area either side of the Equator, between the Tropic of Capricorn ( $23\frac{1}{2}^{\circ}$  south latitude) and the Tropic of Cancer ( $23\frac{1}{2}^{\circ}$  north latitude).

## OVERVIEW OF SUGGESTED INQUIRY TOPICS

Strands	Early Years R–2	Primary Years 3–5	Middle Years 6–8	Middle–Senior Years 9–10
<b>Time, continuity and change</b>	Community history (I) Cultural heritage (I) Events Family history Local history Personal change Personal history (I) School history Significant people	Artefacts Australian identity (I) Changing towns Dreaming stories Immigration Invasion/colonisation, settlement/occupation (I) Land, people and spiritual connection (I) Life in England pre 1788 Museums Oral histories Settlement of Australia Transport and change	Aboriginal cultures/changing cultures (I) Ancient civilisations Australian history Basic needs and sustainability Environmental change Gallipoli Geological history Other times, other places (I) People make a nation (I) Perceptions of land over time (I) Technological change Wealth and resources World wars	Age of exploration Australia prior to Federation Australia’s place in the world (I) Bushrangers Copper in SA Discovery of Australia European settlement Gold era The Depression The Eureka Stockade War and conflict
<b>Place, space and environment</b>	Aspects of environment (I) Australian environments Dreaming stories Local environments Ourselves and others—school community (I) Shelter and food Special places (I) Unique environments Water and watercare	Built environments Coastal regions Conservation Ecosystems and habitats (I) Endangered species Human impact on environment (I) Land degradation National parks Natural environments Needs and wants (I) Reduce, reuse, recycle, restore (I) Resources—renewable and non-renewable Tourism	Biodiversity Biodiversity and invasive species (I) Catchment care (I) Climate and weather Ecologically responsible development (I) Energy Land degradation Landforms Pollution Recycling Revegetation Rural settlements The River Murray Urban centres Use of resources Watercare	Aid Asia—culture and landscapes Climate and weather Coastal regions Ecosystems Globalisation and environmental impact (I) Hazards and disasters People and resources Population change Primary industry Rainforests Secondary and tertiary industry Social profiles of suburbs Urban centres

<b>Societies and cultures</b>	Aboriginal Dreaming for today (I) Australian Aboriginal Dreaming Beliefs Countries Culture Customs and traditions (I) Family Feelings Festivals Food Immigrants Language Our diverse class (I) Self	Aboriginal cultural identity (I) Australian Indigenous stories Celebrations Children around the world (I) Cultural identity (I) Dreaming Ethnicity Family origins Family trees Festivals Lifestyles Local Australian Indigenous groups Social cohesion Spiritual groups	Australian identity Australian Indigenous groups Customs Heritage areas Human rights—local, national and global Land rights Migration Refugees Religious beliefs Rights and responsibilities Rural and urban living (I) Single nations/many cultures (I) Voting	Australian Indigenous groups Asian cultures Conflict and resolution Environmental issues Human rights—local, global, national (I) Stereotypes
<b>Social systems</b>	Community needs Cultural beliefs Food and shelter Needs and wants Ourselves and others—families (I) Ourselves and others—school community (I) Ourselves and others—work (I) Religions	Australian Indigenous cultures Decision making in the local area (I) Goods and services Needs and wants (I) Service industries Social groups and structures (I) Trade Work—paid and unpaid	Citizenship—local, Australian, global Class parliament (I) Legal systems Political systems Producers and consumers (I) Rules and laws Types of government	Developed countries Developing countries Environmental and economic impact of relocation Globalisation and environmental impact (I) Impact of relocation Legal systems Off-shore industries Political systems Power and ethics (I)

(I): A cross-reference to *Insites* at < [www.sacsa.sa.edu.au/insites](http://www.sacsa.sa.edu.au/insites)>.

*Insites* is a comprehensive SACSA online resource that provides examples of activities developed around inquiry topics within year levels and based on teachers' exploration of the SACSA Key Ideas and Outcomes.

# MAPPING SKILLS AND MAPPING TERMINOLOGY

EARLY YEARS	PRIMARY YEARS	MIDDLE YEARS	MIDDLE–SENIOR YEARS
<b>Maps and mapping words</b> Map Drawing maps Mental maps Plan Scale Symbol Globe Projections Human and natural features Position Directions Above/Below Address Backwards/Forwards Behind/In front Close Up/Down Edge Far/Near Left Right	<b>Types of maps</b> Aerial Land use Overhead Mental Satellite Early Explorers' maps Hand-drawn Modern Geographic Information System (GIS) Satellite images Sketch Computer generated maps Street directory Different projections (eg Peters) Special purpose maps: house plans, defence maps, vegetation maps Weather or synoptic	<b>Types of maps</b> Aerial photographs Street directories Topographic maps Plans Atlas Social atlas Land use Ancient Satellite images Special purpose: house plans, defence, vegetation Representative Flat traditional 3-D maps/models Weather or synoptic Computer generated Different projections	<b>Types of maps</b> Aerial photographs Topographic maps Social atlas Multi-topic Ancient Satellite images Sketch Drawing maps Transferring data Street directory Contour Vertical exaggeration Human and natural features Field Special purpose: house plans, defence, vegetation 3-D maps/models Weather maps Computer generated

<p><b>Compass directions</b>  North  South  East  West  Use of compasses</p> <p><b>Special terms</b>  Chart  Code  Grid  Key  Landmark  Title</p> <p><b>Places</b>  City  Town  Continent  Country  Island  Oceans  Seas  The poles  Lakes  Rivers  Suburbs  Rural  Urban</p>	<p><b>Compass directions</b>  North  North-east  North-west  South  East  South-east  South-west  West  Bearings  Orienteering  Use of compasses</p> <p><b>Mapping conventions</b>  Grids  Grid references (letter and numbers)  Hemispheres  Axis  Code  Column  Coordinates  Latitude  Longitude  Key  Scale  Symbol  Title  Border</p>	<p><b>Mapping conventions</b>  Title  Key  Scale  Border  Direction indicator  Colour coding  Contour lines  Cross-section  Geographic Information System (GIS)  Human and natural features  Global Positioning System (GPS)  Grid reference  Axis  Column  Coordinates  Latitude  Longitude  Hemispheres  Use of bearings</p>	<p><b>Describing and analysing maps</b>  Location  Distribution  Scale  Region  Movement  Spatial association  Spatial interaction  Spatial interdependence  Spatial change  Using the social atlas  Profiling suburbs</p> <p><b>Mapping conventions</b>  Title  Key  Scale  Border  Direction indicator  Colour coding  Contour lines  Cross-section  Geographic Information System (GIS)  Human and natural features  Global Positioning System (GPS)  Grid reference  Axis  Latitude  Longitude  Hemispheres  Use of bearings</p>
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## EARLY-PRIMARY YEARS SUGGESTED RESOURCES

**The following is not to be seen as restrictive, but indicative of appropriate resources to support aspects of society and environment.**

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## MIDDLE–SENIOR YEARS SUGGESTED RESOURCES

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## **R–10 SUGGESTED WEBSITES**

- AEA267 leadership in learning, Iowa USA: [edservices.aea7.k12.ia.us/framework/rubrics](http://edservices.aea7.k12.ia.us/framework/rubrics)
- Best practices: [wblrd.sk.ca/~bestpractice/inquiry/assessment.html](http://wblrd.sk.ca/~bestpractice/inquiry/assessment.html)
- Earth Systems Pty Ltd: [www.earthsystems.com.au](http://www.earthsystems.com.au)  
(World Environment Map, Environment Map of Australia and Australian Water Map available on this site)
- Galileo Educational Network: [www.galileo.org/tips/assess.html](http://www.galileo.org/tips/assess.html)
- Geographic information systems: [www.gis.com/whatisgis/index.html](http://www.gis.com/whatisgis/index.html)
- Human Rights and Equal Opportunity Commission: [www.hreoc.gov.au/bth/index.htm](http://www.hreoc.gov.au/bth/index.htm)
- Illinois Institute of Technology, Centre for the Study of Ethics in the Professions: [www.iit.edu/departments/csep/PublicWWW/codes/](http://www.iit.edu/departments/csep/PublicWWW/codes/)

Inquiry Learning: [www.thirteen.org/edonline/concept2class](http://www.thirteen.org/edonline/concept2class)

Insites: [www.sacsa.sa.edu.au/insites](http://www.sacsa.sa.edu.au/insites)

Monmouth University, New Jersey USA: [its.Monmouth.edu/facultyresourcecenter/rubrics.htm#Definition](http://its.Monmouth.edu/facultyresourcecenter/rubrics.htm#Definition)

Ollie Saves the Planet: [www.olliesworld.com/planet/index.htm](http://www.olliesworld.com/planet/index.htm)

Queensland Studies Authority: [www.qsa.qld.edu.au/](http://www.qsa.qld.edu.au/)

Reconciliation Australia: [www.reconciliationaustralia.org/graphics/home.html](http://www.reconciliationaustralia.org/graphics/home.html)

Rubistar (create rubrics for your project-based-learning activities): [rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)

## **R-10 OUTREACH AND OTHER SERVICES**

Aboriginal Education Resource Centre (DECS), 5 Harewood Avenue, Enfield SA 5085 Phone (08) 8343 6500 Fax (08) 8343 6515 Web [www.aboriginaleducation.sa.edu.au](http://www.aboriginaleducation.sa.edu.au)

Adelaide Festival Centre Education Service, King William Road, Adelaide SA 5000 Phone (08) 8216 8861 Fax (08) 8212 7849

Adelaide Zoo Education Service, Frome Road, Adelaide SA 5000 Phone (08) 8267 2434 Fax (08) 8239 1329

Arbury Park Outdoor School, Arbury Park Road, Bridgewater SA 5155 Phone (08) 8339 3237 Fax (08) 8339 3313

Art Gallery of SA Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8207 7033 Fax (08) 8207 7070

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), PO Box 553, Canberra ACT Phone (02) 6246 1111 Fax (02) 6261 4285  
Web [www.aiatsis.gov.au](http://www.aiatsis.gov.au)

Botanic Gardens of Adelaide Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8222 9344 Fax (08) 8222 9399

Languages and Multicultural Resource Centre (DECS), 12 Robson Road, Hectorville SA 5073 Phone (08) 8366 8532 Fax (08) 8365 0571 Web [www.lmrc.sa.edu.au](http://www.lmrc.sa.edu.au)

Migration Museum Education Service, 82 Kintore Avenue, Adelaide SA 5000 Phone (08) 8207 7586 Fax (08) 8207 7591

Nature Education Centre, c/- Norwood Primary School, 39 Osmond Terrace, Norwood SA 5067 Phone (08) 8363 0238 Fax (08) 8362 0102

Parliament House Education Service, Parliament House, North Terrace, Adelaide SA 5000 Phone (08) 8237 9386 Fax (08) 8212 5792

SA Law Court Education Service, Adelaide Magistrates Court, 260-280 Victoria Square, Adelaide SA 5000 Phone (08) 8204 0452 Fax (08) 8204 8490

SA Maritime Museum Education Service, 119 Lipson Street, Port Adelaide SA 5015 Phone (08) 8207 6255 Fax (08) 8207 6266

SA Museum Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8207 7429 Fax (08) 8207 7430

Tandanya National Aboriginal Cultural Institute, 253 Grenfell Street, Adelaide SA 5000 Phone (08) 8224 3200 Fax (08) 8224 3250

Tape Services, 266 Port Road, Hindmarsh SA 5007 Phone (08) 8241 5615 Fax (08) 8241 5708 Web [www.tapeservices.sa.edu.au](http://www.tapeservices.sa.edu.au)

Technology School of the Future, Education Development Centre, Milner Street, Hindmarsh SA 5007 Phone (08) 8463 5999 Fax (08) 8463 5900

Wiltja Program, 11 Actil Avenue, Woodville SA 5011 Phone (08) 8347 1520 Fax (08) 8347 3896