

Activity 1.1
Orienting Activity – 10 Minutes

Instructions

READ the outcomes below. These represent the outcomes for participants in this session.
Using a highlighter, or pencil, identify those outcomes, or parts of outcomes that you feel that you can already demonstrate.

Explain to group: How would I be able to demonstrate this outcome: to my peers, to others.

Discuss: the nature of outcomes and an outcomes based curriculum

Teacher Outcomes for Unit One

Learning Outcomes

Teachers become familiar with the elements of the syllabus, specifically the four key values, the cross-curricula priorities, concepts and the outcomes in Strands

Teachers investigate and reflect on aspects of the four key values in their personal and professional experiences and contexts

Teachers identify and communicate SOSE syllabus outcomes that have a specific focus on the four key values

Teachers participate in identifying resources and developing strategies and approaches to incorporate the four key values into an outcomes based program or unit of work.

Teachers create plans to trial the incorporation of an aspect of the four key values in their own classroom or school situation.

Unit One

Exploring the 'processes' of the Queensland Years 1-10 Studies of Society and Environment Syllabus

Teachers READ the section on 'processes' in the syllabus (p31,32)

Activity 1.2:

Enhancing Activity – 15 minutes

- 1 Direct participants to identify the ways they currently address these processes with students.
- 2 In pairs, ask teachers to complete the Activity 1.2 worksheet. This will provide them with an opportunity to share strategies for using and teaching the 'processes' of the syllabus.
- 3 Organise participants into groups and provide an opportunity for them to discuss their strategies.
- 4 Ask participants to use their copies of the SOSE syllabus to examine the way the processes are embedded in the outcomes. Facilitator should explain the nature of the strands, outcomes, concepts and processes and the sequence of the outcomes. Participants will be able to identify the way the outcomes incorporate the *processes*, *core content* and *concepts*.

Unit One

Activity 1.2 Worksheet

Processes in the Studies of Society and Environment Syllabus

Instructions:

Read the descriptions of the processes from the syllabus...

Enter the strategies that you currently use in your classroom to give students opportunities to learn and demonstrate these processes

Processes	Strategies: How do I do this/teach this now? How can students demonstrate these processes?
Investigate	
Participate	
Communicate	
Create	
Reflect	

What does it mean to investigate, participate, communicate, create and reflect in the context of Studies of Society and Environment?

Using the Discovering Democracy Materials to implement SOSE outcomes

Upper Primary/Lower Secondary

The purpose of this document is to demonstrate how outcomes from the SOSE syllabus can be applied to the use of the Discovering Democracy materials.

Discovering Democracy Resource: Discovering Democracy using Research

- Unit Good Citizens – Middle Primary/Lower Secondary
- Unit Becoming a Citizen – Middle/Upper Primary
- Unit Who Represents Us – Upper Prim/Lower Sec
- Unit Citizens Have a Say – Lower/Middle Secondary
- Unit Should the People Rule? – Lower/Middle Sec.

SOSE Outcomes: Strand – Systems, Resources and Power
Levels: 3,4,5

Concept: Participation in decision-making
citizenship and government
access to power

Outcome Sequences:

Concept	Level 3	Level 4	Level 5
<i>Participation in decision-making</i>	3.3 Students <i>apply</i> the principles of democratic decision making in cooperative projects	4.3 Students <i>enact</i> democratic processes in familiar settings using knowledge of representative government	5.3 Students <i>use a structured decision-making process</i> to suggest participatory action regarding a significant current environmental, business, political or legal issue
<i>citizenship and government</i>	3.4 Students <i>describe simply</i> the basic principles of democracy and citizenship from ancient to modern times	4.4 Students <i>present comparisons</i> of government and citizenship in pre- and post Federation Australia	5.4 Students <i>report</i> on the main features and principles of legal systems in Australia
<i>access to power</i>	3.5 Students <i>explain</i> the values associated with familiar rules and laws	4.5 Students <i>classify</i> values that underpin campaigns and organisations associated with human or environmental rights	5.5 Students <i>apply</i> the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings

Links to Discovering Democracy materials:

Middle Primary Unit: Stories of the People and Rulers – concept of citizenship, especially in relation to ancient Athens and contemporary Australia;

Middle Primary Unit: We Remember – the lives of famous Australians
Joining In – Community groups in which good citizens might be involved.

Lower secondary – Should the People Rule? – concept of citizenship and its ramification in ancient Greece - Men and Women in Political Life – biographical material about well-known Australians who acted politically inside and outside parliament.

Parties Control Parliament

Getting Things Done

Making a Nation

Parliament versus Monarch

The Discovering Democracy materials also provide addresses of some useful websites to support these units.

Resources	Activities	Assessment	Making Judgements
	<ul style="list-style-type: none"> • collecting • talking • drawing • recognising • identifying • matching • touching • experimenting • writing • reading • viewing • listening • storytelling 	<p>How will the students demonstrate what they know and can do?</p> <ul style="list-style-type: none"> • consistent with the learning activities • integral part of the learning activities 	<p>How will I judge the demonstration? What am I looking for? What criteria will I use? Does the child understand:</p> <ul style="list-style-type: none"> • ‘relationships’ • ‘environments’ and ‘environmental conditions’ • clothes, food, shelter etc <p>Can the child:</p> <ul style="list-style-type: none"> • match • identify <p>in this context?</p>

Planning a SOSE unit of work

Focus Strand and Outcomes Focus Values	Topic – Content Resources:	Focus Concepts What will the students need to understand?	Focus Processes What processes will they have to demonstrate?	Assessment How will the students be able to demonstrate what they know and can do?	Making Judgements How will I judge the demonstration? What am I looking for? What criteria will I use?

Planning a SOSE unit of work

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<p>TCC 3.1 Students use evidence about innovations in media and technology to investigate how these have changed society</p> <p>Values:</p> <p>4.1 Students use primary sources to investigate situations before and after a change in a global setting.</p> <p>Values:</p> <p>5.1 Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.</p> <p>Values:</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • writing, tools, paper, • building – pyramids, tombs, temples; <p>Ancient Egypt – the <i>New Kingdom</i></p> <ul style="list-style-type: none"> • pre-Akhenaton • Akhenaton • Tutankamon <ul style="list-style-type: none"> • development of religious ideas; political ideas in Ancient Egypt; 	<ul style="list-style-type: none"> • concept of change and stability • concept of innovation • effects of change and innovation; • media and technology <ul style="list-style-type: none"> • primary sources; • ideological change; political ideas; • process of ideological and political change; • primary and secondary sources; 	<ul style="list-style-type: none"> • investigate • using evidence <ul style="list-style-type: none"> • investigating; • using primary sources; <ul style="list-style-type: none"> • investigating; • interpreting; • identifying 	<ul style="list-style-type: none"> • research report • assignment; • photo essay/photo analysis; • drawings; • primary source document study; • multimedia presentation ; 	