



Department of
Education
and Training

EARLY ADOLESCENCE (8-10) SOCIETY AND ENVIRONMENT SYLLABUS



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The Department of Education and Training Western Australia acknowledges the Curriculum Council's support in the development of this document and in providing permission to incorporate into the text of this document extracts and summaries from the *Curriculum Framework; Curriculum Framework Progress Maps – Society and Environment; Curriculum Framework Curriculum Guide – Society and Environment;* and the *Getting Started – Society and Environment, Curriculum Framework* support materials.

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1 Purpose of the *Early Adolescence (8-10) Society and Environment Syllabus*

1.1 Introduction

The *Early Adolescence (8-10) Society and Environment Syllabus* is part of a suite of complementary resources designed to support teachers to plan and deliver learning, teaching and assessment programs.

This syllabus contains information about:

- typical characteristics of students in the early adolescence phase of development and suggested approaches to learning, teaching and assessment
- content described in scope and sequence statements relevant to the phase. *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning* have been embedded in the scope and sequence statements and have been identified with an asterisk
- curriculum planning
- monitoring and assessing student progress.

1.2 Connection with other curriculum policy and support documents

This syllabus provides scope and sequence statements of content that link to the outcomes in the *Curriculum Framework*.

Society and environment teachers can use this syllabus in conjunction with the *Curriculum Framework Curriculum Guide – Society and Environment*. By using the *Guide* in conjunction with this syllabus, Society and Environment teachers will have access to a range of content that they can use to meet the learning needs and interests of a range of students.

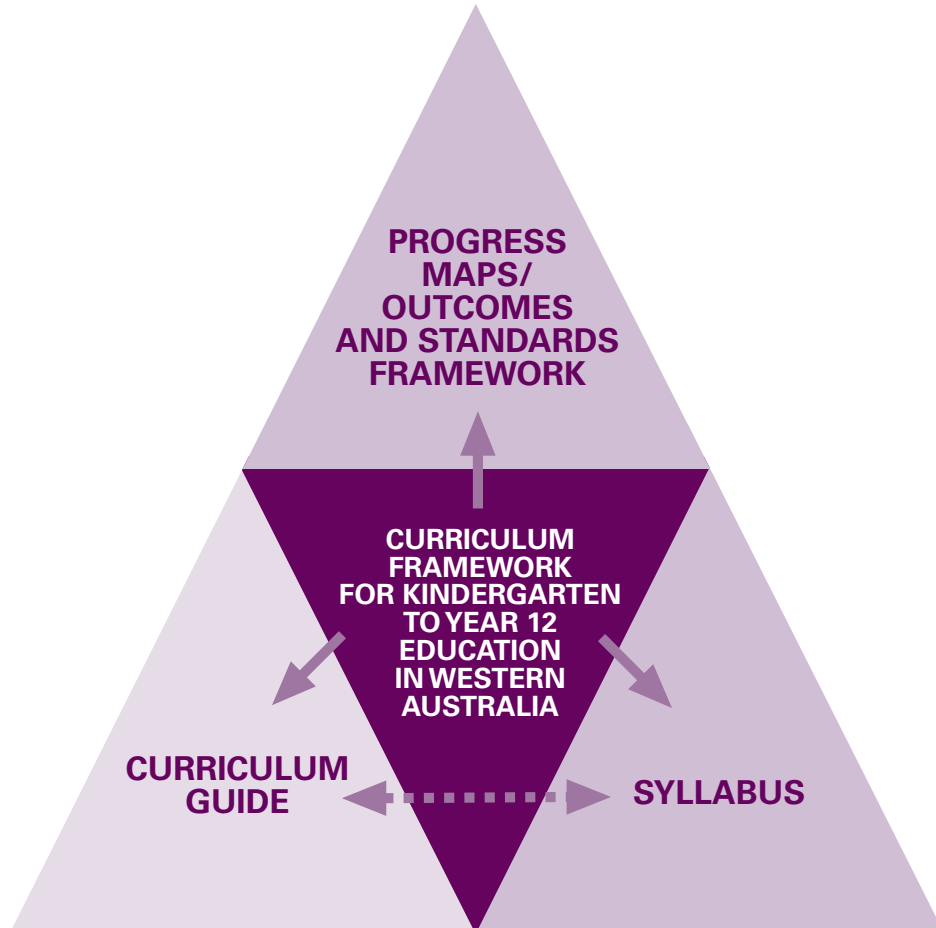
NCCO Statements of Learning were agreed by the Ministerial Council for Education, Employment, Training and Youth Affairs in April 2006. These *Statements of Learning* provide a means of achieving greater national consistency in curriculum outcomes across all States and Territories. *Statements of Learning* have been agreed for the following areas:

- Civics and Citizenship
- English
- Information and Communication Technologies (ICT)
- Mathematics
- Science.

Teachers continue to use progress maps (*Curriculum Framework Progress Maps – Society and Environment/Outcomes and Standards Framework – Society and Environment*) to monitor students' progressive achievement of learning outcomes and may use other tools as appropriate to students' development, achievement and the context of the school.

This syllabus provides advice on the year of schooling in which knowledge, skills and understandings would typically be introduced. Teachers' monitoring and assessment will inform their planning and assist with decisions about the specific knowledge, skills and understandings they teach their students. Society and Environment teachers will continue to exercise their professional judgement in making these decisions.

The following diagram illustrates the connections among the *Curriculum Framework*, *Curriculum Framework Progress Maps – Society and Environment*, *Curriculum Framework Curriculum Guide – Society and Environment* and this syllabus.



Connections among curriculum policy and support documents

1.3 Inclusive planning

As they plan, Society and Environment teachers recognise and accommodate the different starting points, learning rates and previous experiences of individuals or groups of students.

Ensuring that there is provision of a balanced curriculum for all students includes identifying the learning needs of individuals and groups as part of the process of classroom planning. Some groups or individuals, relatively few in number, may require a Documented Plan that provides a practical, explicit and succinct focus for learning. Most students will not require a long or detailed Plan.

Individuals and groups that could require a Documented Plan include:

- students for whom English is a second language or dialect
- students with disabilities
- students with learning difficulties
- gifted and talented students.

Documented Plans focus on learning and teaching adjustments in order to promote learning, participation or curriculum access, and may include:

- differences in the level of complexity of instructional materials or tasks
- alternative means of presentation or response to activities or assessments

- adapted content or expectations in class activities
- acceleration, which may be across the curriculum or single-subject acceleration
- flexible groupings within the class
- encouragement/explicit teaching of critical and creative thinking
- individual research
- enrichment and extension activities
- specialist support, such as visiting teachers or master classes
- teachers and parents planning together to ensure that learning outcomes and content reflect the learning needs of students.

2 Rationale for teaching Society and Environment in the early adolescence phase of development

2.1 What is Society and Environment about?

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their physical and cultural environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and sustainability. These inform decision making that contributes to community cohesion and a positive future.

2.2 Why teach Society and Environment?

Society and Environment provides students with opportunities to:

- actively explore and participate in the world around them
 - acquire knowledge, skills and understandings essential for success in further study within the social science disciplines.
- acquire knowledge, skills and values that enable them to analyse and reflect on their place in contemporary society as an individual and as a group member
 - develop critical-thinking and problem-solving skills through the investigation of issues
 - make reasoned and informed decisions, reflect on civic rights and responsibilities, develop a responsible global perspective and take appropriate civic action

2.3 How is the Society and Environment learning area structured?

The *Curriculum Framework Society and Environment Learning Area Statement* consists of seven interrelated outcomes:

- Investigation, Communication and Participation (social inquiry)
- Place and Space
- Resources
- Culture
- Time, Continuity and Change
- Natural and Social Systems
- Active Citizenship.

Social inquiry is a process of research that uses ethical practices in relation to data collection and evaluation, considers perspectives and applies empathy and critical thinking to reach findings. Findings are used to justify informed opinions that the student, as an active citizen can apply.

The outcomes of Investigation, Communication and Participation and Active Citizenship are taught within the context of the five conceptual outcomes.

The following table indicates where social science disciplines are located in *Curriculum Framework* outcomes.

Social science discipline	<i>Curriculum Framework</i> outcomes
History	<ul style="list-style-type: none"> • Time Continuity and Change • Culture • Natural and Social Systems
Geography	<ul style="list-style-type: none"> • Place and Space • Natural and Social Systems • Culture • Resources
Economics	<ul style="list-style-type: none"> • Resources • Natural and Social Systems
Politics and Law	<ul style="list-style-type: none"> • Natural and Social Systems • Time, Continuity and Change • Culture
Sociology and Anthropology	<ul style="list-style-type: none"> • Culture • Natural and Social Systems

3 Society and Environment in the early adolescence phase of development

3.1 Typical characteristics of students in the early adolescence phase of development

In this phase of development, students are experiencing adolescence and the accompanying emotional and physical changes. Early adolescent learners typically:

- learn to form, articulate and manage relationships
- develop greater independence in their lives
- question schooling and their engagement with it
- reflect on who they are, where they belong, what they value and where they are going
- develop their own voice, often challenging the voices of their parents/ caregivers, teachers and society
- aim for a stronger sense of belonging through interaction with their peers in wider adolescent cultures
- become aware that they can make changes for themselves and others.

3.2 The early adolescent in Society and Environment

In Society and Environment, the early adolescent student's academic understanding progresses from the concrete to the abstract. The breadth and depth of content to be taught increases and there is a broadened focus on the development and application of understandings.

Students entering the early adolescence phase demonstrate abilities acquired within familiar contexts. They describe natural and social features and processes, outlining how particular systems work. Students make simple inferences and identify the values held by groups and individuals. They form personal perspectives on a range of issues that, with guidance, they apply or act upon in an ethically appropriate way.

During this phase, early adolescents typically begin to develop a disposition for exploring the connections and relationships that influence ideas and actions. They examine the motives and opinions of others and make judgments about issues in both personal and global dimensions. Students have the capacity to identify and explain patterns and trends,

form generalisations, recognise the tentative nature of social inquiry findings and consider their role as active citizens.

By the end of this phase, students demonstrate increasing sophistication in the application of knowledge, skills and values in more abstract and unfamiliar contexts.

Typically, students critically evaluate sources of information, analyse and explain changes in trends or perspectives, draw conclusions based on evidence and evaluate the outcomes of social inquiry. Students display responsible citizenship by engaging in contemporary issues and by developing and applying strategies for a sustainable future.

3.3 Learning and teaching

The *Curriculum Framework* provides advice about approaches to learning and teaching that are based on research and professional knowledge about learning.

When using this syllabus to plan, Society and Environment teachers can make reference to the sections on learning and teaching in the *Curriculum Framework* overarching and learning area statements. These will assist with ensuring that pedagogical approaches are relevant to students' developmental stages as well as to learning within and across outcomes and learning areas.

The following table outlines suggestions for incorporation of the *Curriculum Framework's* principles of effective learning and teaching in Society and Environment in the early adolescence phase.

Suggested approaches to learning and teaching

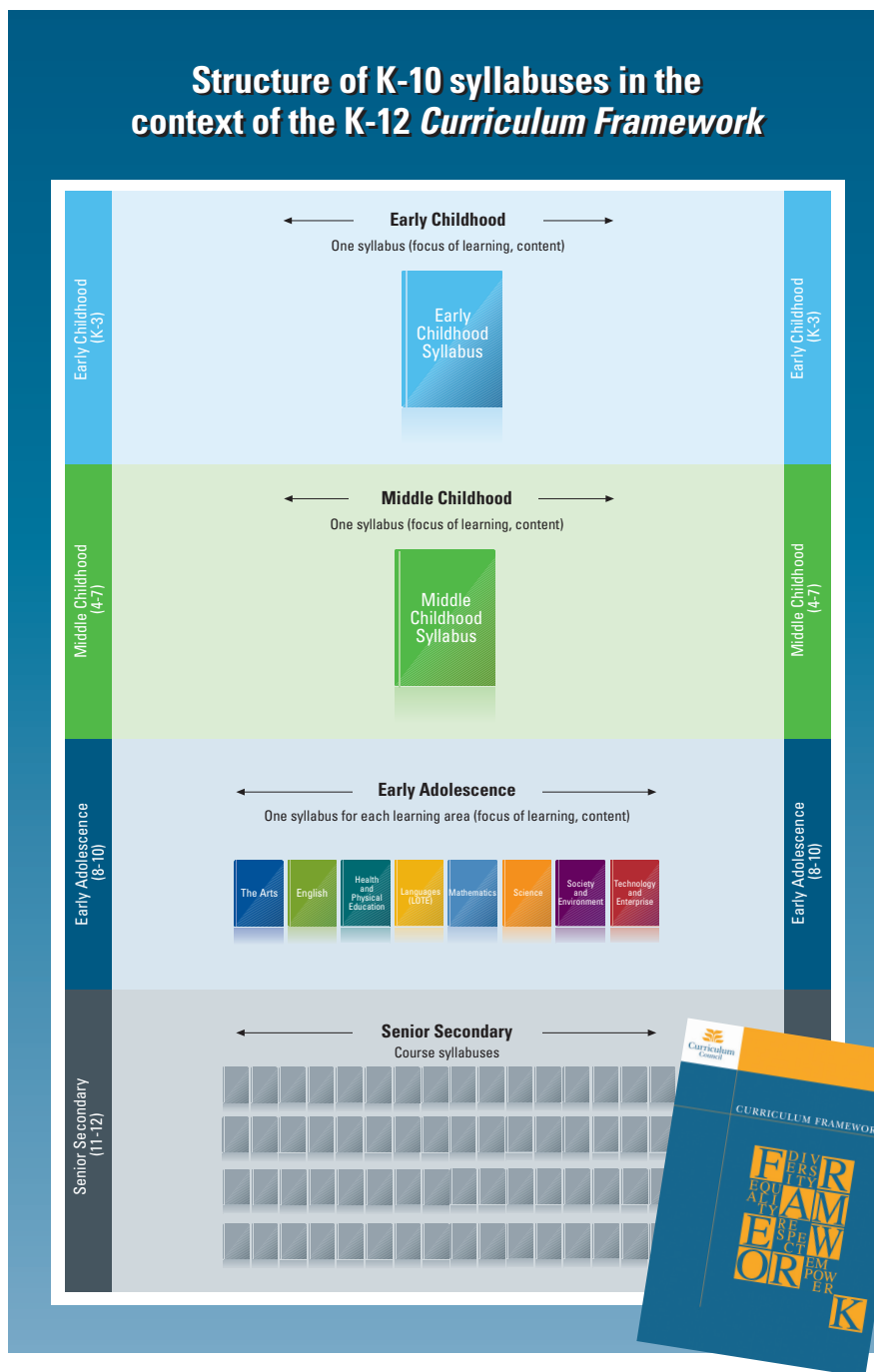
Principles of learning and teaching	Strategies years 8-10 Society and Environment teachers can use to implement the principles
<p>Opportunity to learn</p> <p>Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.</p>	<ul style="list-style-type: none"> • Provide opportunities for students to apply knowledge, skills, values and citizenship to real life situations. For example: <ul style="list-style-type: none"> ◦ ask students to apply understandings about environmental management to situations such as the local school environment, local wetland, mining area or coastline ◦ develop understandings of democratic processes through class or school elections, letters to newspapers, local surveys ◦ evaluate their rights and responsibilities as a citizen in a democracy with regards to local, national, regional and global issues.
<p>Connection and challenge</p> <p>Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.</p>	<ul style="list-style-type: none"> • Scaffold concepts and skills being taught by making links to students' background knowledge and personal contexts. • Connect concepts and skills being taught to students' learning in other curriculum areas. • Create learning experiences which require students to question and critically examine existing ways of thinking about Society and Environment. • Provide access to ICT, and evaluate the potential and limitations of these. • Create learning experiences that analyse and account for conflicting perspective and views. • Create learning experiences that challenge versions of the past and the present through critical literacy. • Illustrate the way in which ways of thinking in Society and Environment have been subject to challenge and change.
<p>Action and reflection</p> <p>Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.</p>	<ul style="list-style-type: none"> • Provide opportunities to engage in social and environmental inquiry through activities such as field trips, surveys, interviews and data collection. • Provide opportunities for students to reflect on their own thinking processes and ethical behaviour in Society and Environment. • Provide opportunities for students to reflect on, communicate and apply their understandings, informed opinion or findings to others. • Encourage reflection on appropriate civil action now and in the past. • Apply knowledge of civics in an appropriate manner through citizenship. • Provide opportunities for students to reflect on and discuss their progress in Society and Environment. • Make assessment criteria explicit and create opportunities for self-assessment.

Suggested approaches to learning and teaching (continued)

Principles of learning and teaching	Strategies years 8-10 Society and Environment teachers can use to implement the principles
<p>Motivation and purpose</p> <p>Learning experiences should be motivating and their purpose clear to the student.</p>	<ul style="list-style-type: none"> • Illustrate the real life applications and future uses of Society and Environment knowledge, skills and values that students are learning. For example: <ul style="list-style-type: none"> ◦ developing sustainable solutions to future problems ◦ managing resources to address environmental and social problems ◦ involving students in local, regional, national and global issues ◦ critically analysing the role of the media in influencing opinions and managing controversy ◦ providing a framework for analysis of the democratic process, social justice and sustainability ◦ offering a pathway for students' further education and careers. • Provide opportunities for negotiation within the investigation process.
<p>Inclusivity and difference</p> <p>Learning experiences should respect and accommodate differences between learners.</p>	<ul style="list-style-type: none"> • Design activities which cater for different learning styles, values, gender, abilities, interests, cultures, worldviews and family backgrounds. • Design activities which take into account students' differing physical, mental, social and emotional development. • Design activities which analyse different perspectives and develop empathy, tolerance and intercultural understandings. • Develop activities which promote core shared values.
<p>Independence and collaboration</p> <p>Learning experiences should encourage students to learn both independently and from and with others.</p>	<ul style="list-style-type: none"> • Design learning experiences which allow students some autonomy over how they learn and how they approach tasks. • Design learning experiences which allow students to work collaboratively with other students. • Design learning experiences which allow students to share materials and findings with the wider community as appropriate.
<p>Supportive environment</p> <p>The school and classroom setting should be safe and conducive to effective learning.</p>	<ul style="list-style-type: none"> • Build a classroom climate based on mutual respect and tolerance. • Treat mistakes as opportunities for learning, rather than signs of failure. • Actively recognise student achievement and progress. • Ensure students are provided with a safe environment and are adequately supervised at all times. • Promote school policies which support positive attitudes towards learning.

3.4 The place of the *Early Adolescence (8-10) Society and Environment Syllabus* in the K-12 curriculum

This syllabus articulates content and approaches to learning, teaching and assessment that are a part of the kindergarten to year 12 approach embodied in the *Curriculum Framework*. The following diagram indicates the place of this syllabus in the overall K-12 curriculum for Western Australian schools.



The place of the *Early Adolescence (8-10) Society and Environment Syllabus* in the K-12 curriculum

3.5 Connection to Society and Environment learning in other phases of development

The *Early Adolescence (8-10) Society and Environment Syllabus* forms part of the continuum of Society and Environment learning from kindergarten to year 12. To ensure continuity, this syllabus builds on the focus of learning in the middle childhood phase. The understandings and skills developed in the early adolescence phase provide the basis for achievement in the Curriculum Council's current and proposed senior secondary courses.

Middle childhood phase of development

In the middle childhood phase, social inquiry skills are fundamental to student achievement. Opportunities are provided for students to demonstrate and apply their knowledge and understandings in contexts that are familiar to them, enabling students to make sense of, and appreciate, the connectedness of the natural and social world.

Late adolescence phase of development

In the late adolescence phase, content becomes more specialised and diverse. The proposed senior secondary Society and Environment courses are designed to facilitate the achievement of specific learning outcomes. These outcomes

reflect and build on those articulated in the Society and Environment learning area within the *Curriculum Framework*. Many of the Curriculum Council endorsed courses reinforce the notion of Active Citizenship.

In Society and Environment the current accredited senior secondary courses are:

- Ancient History (Roman or Greek) - D300, E300
- Australian Studies - D314, E314, Part A D320 Part B D321
- Beliefs and Values - D689, E689, Part A D678 Part B D679
- Economics - D304, E304
- Geography - D305, E305, Part A D322 Part B D323
- History - D306, E306, Part A D324
- Law - D307, E307, Part A D326
- Legal Fundamentals - D729
- Political and Legal Studies - D315, E315, Part A D328
- Practical Geography - D301, E301.

The proposed senior secondary Society and Environment courses are designed to facilitate students' advancement of specific Society and Environment learning. Courses currently in development by the Curriculum Council are:

- Aboriginal and Intercultural Studies
- Career and Enterprise
- Economics
- Geography
- Modern History
- Ancient History
- Philosophy and Ethics
- Politics and Law
- Religion and Life.

4 Content

4.1 Focus of learning

Society and Environment teachers and schools are integral to planning that provides a balanced curriculum to maximise students' achievement of the learning outcomes in the *Curriculum Framework*.

Using this syllabus, Society and Environment teachers and schools will be able to:

- connect with learning in the middle childhood phase of development and the senior secondary years of schooling
- continue to use the *Curriculum Framework* and the *Curriculum Framework Curriculum Guide – Society and Environment* to plan balanced learning, teaching and assessment programs that meet the developmental learning needs of students in the context of each school.

4.2 National and state priorities for learning

Content has been embedded, where relevant, across all scope and sequence statements within this syllabus in accordance with agreed national and state priorities.

The following cross-curriculum areas provide a basis for developing the knowledge, skills and understandings that will enable students to participate and prosper in society. Further advice about integration across learning areas is provided in Part 5 of this syllabus: Planning for learning in Society and Environment.

Literacy

Literacy is the ability to read and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading and writing. It includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social situations.

The development of students' literacy skills and understandings is the responsibility of all teachers in all learning areas, and opportunities should be provided for students to develop literacy across the curriculum. The teaching of English, however, plays a particularly important role.

The Society and Environment learning area assists the teaching of literacy by providing opportunities for students to:

- integrate the generic process outcome Investigation, Communication and Participation within each of the conceptual outcomes
- express cause and effect relationships, sequence, compare and contrast, describe a process, comprehend and compose written, spoken and visual texts
- analyse and evaluate information and judge its reliability and relevance
- acquire and apply positive and appropriate negotiation and decision making language skills.

Numeracy

Numeracy is the ability to effectively apply Mathematics in everyday, recreational, work and civic life. It is vital to the quality of participation in society.

In order to be numerate, students have the right to learn Mathematics and the language of Mathematics, to make sense of Mathematics, to be confident in their use of Mathematics, and to see how it can help them make sense of their world and the world of others.

Numeracy is a fundamental component of learning across all areas of the curriculum. The development and enhancement of

students' numeracy skills and understandings is the responsibility of all teachers. The teaching of Mathematics, however, plays a particularly important role.

The Society and Environment learning area assists the teaching of numeracy by providing opportunities for students to:

- apply numerical measurement and data skills
- analyse 2D and 3D spatial concepts in map projections and models
- use scale and graphing techniques
- use sequencing and ordering skills
- apply numeracy within field work in both cultural and physical environments
- use mathematical understanding in the identification, description and analysis of patterns and relationships.

Civics and Citizenship

All students need opportunities to develop their understandings of, and commitment to, Australia's democratic system of government, law and civic life.

Society and Environment teachers can achieve this by assisting students to develop the capacity to clarify and critically examine values and principles of Australian democracy and the ways in which it contributes to a fair and just society and a sustainable future. As well, Society and Environment teachers should assist students to develop the

knowledge, skills and values that enable them to act as informed and responsible citizens.

The Society and Environment learning area assists the teaching of Civics and Citizenship by:

- providing students with knowledge and understandings of Australian institutions, of government and law and the processes that lead to national identity, cohesion and social justice
- enabling students to make informed choices and act responsibly
- developing students' understandings about individual rights and responsibilities of a citizen in a democracy, and of appropriate ways to become involved in the process of governance
- providing opportunities for students to apply their understandings through active citizenship
- encouraging communication and involvement within the wider community through ethical decision making and active citizenship
- developing students' knowledge about civic institutions
- developing students' knowledge about active citizenship.

Information and Communication Technologies (ICT)

Applying ICT as a tool for learning provides students with opportunities to become competent, discriminating, creative and productive users of ICT. Students' learning can be enhanced through integration of ICT across the curriculum, as they develop knowledge, skills and the capacity to select and use ICT to inquire, develop new understandings, create, and communicate with others.

Through learning with ICT, students have opportunities to understand the impact of ICT on society and to use ICT as a means of participating in society.

The Society and Environment learning area assists the teaching of ICT by encouraging students to consider:

- an ethical code of practice
- ethical behaviour when investigating (eg respecting individual rights and cultural differences)
- acknowledging ownership of information
- applying strategies for securing and protecting personal and digital information
- how the use of ICT meets ethical and legal criteria
- the use of ICT in the workplace and society.

Values

People's values influence their behaviour and give meaning and purpose to their lives. While there is a range of value positions in society, there is also a core of shared values. These values are embedded in the learning outcomes in the *Curriculum Framework*. These shared values can be summarised as follows:

- a pursuit of knowledge and a commitment to achievement of potential
- self acceptance and respect of self
- respect and concern for others and their rights
- social and civic responsibility
- environmental responsibility.

The Society and Environment learning area provides opportunities for values education by providing opportunities for students to:

- adopt the core shared values
- recognise how ideas, people and events of the past may influence the present and future
- understand how systems provide order to the natural and social relationships occurring in the world
- appreciate differing cultural perspectives and show respect for others
- develop understandings about the natural and built environment
- meet the needs of current and future generations by balancing environmental

protection, social advancement and economic prosperity (sustainability)

- investigate, reason, participate, communicate and reflect using the skills of social inquiry
- demonstrate appropriate and responsible active citizenship through supporting the principles of democratic process, social justice and sustainability.

Physical activity

Physical activity is movement of the body that expends energy. It includes high intensity activities such as sports and dance, as well as low intensity activities such as walking, climbing and exploring. Physical education is an essential part of quality physical activity opportunities. Physical activity can be incorporated into learning across the curriculum, providing students with opportunities to practise skills and increase fitness levels. Students are required to participate in at least two hours of physical activity per week.

The Society and Environment learning area provides opportunities for physical activity through students':

- participation in field work
- observation and exploration of natural and built features
- interaction within the school and wider community.

4.3 Organisation of content

Content in this syllabus is organised into:

- K-10 overviews of each scope and sequence statement
- scope and sequence statements.

K-10 overviews

Kindergarten to year 10 overviews are provided to facilitate developmentally appropriate planning and delivery of learning and teaching programs. These overviews are designed to provide Society and Environment teachers with a clear map of the progression of content. They will assist teachers to select content from syllabuses for other phases of development, if this is appropriate to support student learning.

The following graphic identifies the key features of Society and Environment K-10 overviews.

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.
 *National Consistency in Curriculum Outcomes, Statement of Learning – Civics & Citizenship

Outcome

K-10 overview: Society and Environment/Time, Continuity and Change – Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

Social science discipline focus: History

Refer to scope and sequence for specific discipline skills and opportunities for Values Education and Active Citizenship

Arrow indicates developmental learning

Overview of broad understandings:

K/P	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> that the past, present and future are associated with particular people 	<ul style="list-style-type: none"> that the past, present and future are associated with particular people and events 	<ul style="list-style-type: none"> that personal life stories, family and local histories can be different that there are different personal perspectives about people, events and ideas investigate using historical records 	<ul style="list-style-type: none"> that valued aspects of times past are preserved for the future the importance of past people, events and their effects that people see past events differently 	<ul style="list-style-type: none"> that over time differences are created in people's lives and the environment the use of historical narratives to understand the past ways to identify different time periods 	<ul style="list-style-type: none"> that people try to retain what they believe to be important from the past that different historical narratives have different perspectives that new ideas bring about change 	<ul style="list-style-type: none"> that the narrative histories of particular periods of time reflect the stories of particular people, events and ideas that community life reflects heritage 	<ul style="list-style-type: none"> that people's beliefs, values and actions are affected by their past experiences that community beliefs and traditions have been influenced by past people, events and ideas to draw conclusions from historical evidence that a variety of perspectives create multiple narratives 	<ul style="list-style-type: none"> people, events and ideas are linked to historical time periods change has an impact on people, events, ideas and the environment a sense of heritage can result from continuity of people's actions, beliefs, values and ideas perspectives of people affect their interpretation of past events, ideas and actions* continuity can advantage and disadvantage different individuals, groups and ideas stereotypes affect the perspectives, interpretations and construction of historical narratives/ stories* an understanding of perspectives helps to develop empathy with the past and develop an individual perspective* that interpretation is influenced by personal and societal beliefs and values 	<ul style="list-style-type: none"> historical recollections reflect a range of people and their perspectives in different contexts* people, events and ideas are interrelated and impact on opinions, actions, values and perspectives* a range of forces (political, economic, cultural, environmental) lead to change individual perspectives help to form opinions and influence decision-making and actions in contemporary situations* that interpretations of historical evidence can be challenged 	<ul style="list-style-type: none"> interpretations of people, events and ideas/movements varies with time, place and cultural perspective* beliefs and values influence the motives and behaviours of individuals and groups that bring about change and continuity perspectives of people, events and ideas change over time*

Social science discipline/s connection

Concept to be taught

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

© Department of Education and Training Western Australia, K-10 overview: Society and Environment/Time, Continuity and Change, December 2007

Key features of Society and Environment K-10 overviews

Scope and sequence statements

The content in the scope and sequence statements is expressed at specific year levels to provide Society and Environment teachers with advice on possible starting points for the development of learning, teaching and assessment programs.

Society and Environment teachers will use their knowledge of students' progressive achievement to make their own decisions about when it is appropriate to introduce content to individuals and groups of students.

The scope and sequence statements for the conceptual outcomes contain:

- suggested topics that reflect the conceptual outcome
- a developmental progression of broad understandings
- a sequence of skills specific to the social science discipline as represented in the conceptual outcome
- examples of Active Citizenship and Values Education opportunities specific to the conceptual outcome.

The scope and sequence statements reflect the organisation of the outcomes in the *Curriculum Framework Progress Maps – Society and Environment/Outcomes and Standards Framework – Society and Environment*.

The scope and sequence statements are organised to assist teachers' planning for learning in Society and Environment. The following graphics identify the key features of Society and Environment scope and sequence statements.

**National Consistency in Curriculum Outcomes, Statements of Learning*

K-10 SCOPE & SEQUENCE

Early adolescence: Society and Environment/Time, Continuity and Change – Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

Social science discipline focus: History

Year 8	Year 9	Year 10
Suggested topics:		
<ul style="list-style-type: none"> historical recollections/investigations of Australia and other regions (eg local history, Asia-Pacific first peoples) Aboriginal and Torres Strait Islander historical experiences, perspectives and citizenship (1905–1967)* (Civics & Citizenship) culturally significant men and women from the past who have influenced change or continuity (eg Charles Perkins, Emmeline Pankhurst, the Wright Brothers, Daisy Bates, Indira Gandhi, Idi Amin, Vivienne Bullwinkle) 	<ul style="list-style-type: none"> changes to Australian citizenship* (Civics & Citizenship) (eg 1850s Chinese restrictions, the 1901 Immigration Restriction Act, perspectives on citizenship today) post-war immigration, 1950s onwards leading to a multicultural Australia* (Civics & Citizenship) (eg 'populate or perish') Asia-Pacific historical events and interpretations* (Civics & Citizenship) (eg 1700s colonisation of the region, 1960 Malayan Emergency, Indonesian revolution 1945–1950, Boxing Day Tsunami 2004) 	<ul style="list-style-type: none"> Australia's role in global events* (Civics & Citizenship) (eg war and peacekeeping, World War I, World War II, Korea, Vietnam, Iraq, Afghanistan, East Timor, climate change and sustainability) Australian governments have been influenced by and responded to events within the Asia-Pacific region* (Civics & Citizenship) (eg the Conscription Debate during wartime, Association of South East Asian Nations [ASEAN], 'War on Terror', refugees) global human rights* (Civics & Citizenship) (eg compare and contrast Australia to South Africa during Apartheid, Zimbabwe under Mugabe)

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Suggested topic

**National Consistency in Curriculum Outcomes, Statements of Learning*

K-10 SCOPE & SEQUENCE

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on children's prior learning and achievement.

Developmental progression of broad understandings:

K/P-Year 1	Year 1-2	Year 2-3
Understanding the Past		
Methods for sequencing the past		
<ul style="list-style-type: none"> about people and events in life stories and family histories (eg finding out about things parents or grandparents did or had when they were the same age, such as toys, birthday parties, clothes) the terms used to show the sequence of time passing, people and events (eg once upon a time, long ago, past, present, future, before, after) 	<ul style="list-style-type: none"> ways events, people, artefacts, stories and symbols from specific time periods can be compared* (Civics & Citizenship) (eg grandparents, parents, holidays, photographs, clothing, birthdays, Creation stories) to identify the time order of historical narratives using photographs and/or clues from the time 	<ul style="list-style-type: none"> that historical records tell about people, events and ideas of the past* (Civics & Citizenship) (eg newspapers, photographs, museum exhibits, family objects, diaries, film/video documentaries) ways time periods can be demonstrated (eg timelines as a form of visual recount as well as being a flow diagram providing context for people and events, calendars depicting weeks, years, decades)
About the interrelationship between people, events and ideas		
<ul style="list-style-type: none"> about life stories and family histories using a range of people and events and gathering evidence from familiar settings (eg home, school, environments and routines associated with home, school and leisure) 	<ul style="list-style-type: none"> that people and events from the past can be investigated using historical records (eg birth certificates, passports, photographs, artworks) and can be described using story format* (Civics & Citizenship) (eg family stories, diaries, letters) 	<ul style="list-style-type: none"> that some people and events are considered more important than others in historical stories* (Civics & Citizenship) (eg ANZAC Day commemorations, Diggers)

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Arrow indicates developmental learning

Aspect

Content organiser

Concept to be taught

Text followed by an * indicates National Consistency in Curriculum Outcomes, Statement/s of Learning

Key features of Society and Environment scope and sequence statements

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

***National Consistency in Curriculum Outcomes, Statements of Learning**

Typical sequence of skills:
(Refer to Investigation, Communication and Participation [ICP] for generic inquiry skills)

Year 8	Year 9	Year 10
Planning		
<ul style="list-style-type: none"> to ask questions about historical experiences (eg what? When? Where? Who?) and perspectives (eg whose story is being told? Whose is missing? What is my perspective?) ways to develop a topic for historical investigation (eg identify an event, era, topic, reflect on current understandings, create a search strategy) 	<ul style="list-style-type: none"> to ask historical questions (eg what are the values and assumptions implied within the different recollections/narratives? What are the different perspectives? What does the evidence suggest?) how to construct an historical hypothesis or proposition (eg a statement that can be 'tested' or an argument constructed 'for' or 'against' using evidence) 	<ul style="list-style-type: none"> to ask historical questions (eg what? When? Where? Who?) and consider perspectives (eg account for missing historical perspectives) how to analyse historical issues and interpretations to determine a critical focus for inquiry (eg to challenge or support an existing interpretation or create a missing narrative such as the role of colonial women, or the impact of xenophobia on the construction of history)
Conducting		
<ul style="list-style-type: none"> how to locate relevant source information in print, oral, electronic form: <ul style="list-style-type: none"> Primary (eg cartoons, legal documents, oral sources, letters, maps, Acts of Parliament, official records, statistics, artefacts, documentaries, news clips) Secondary (eg encyclopaedias, texts, thematic histories, topic histories, biographies, websites) and how to identify primary sources within secondary sources* (ICT) 	<ul style="list-style-type: none"> to locate and select a variety of reliable and relevant sources of historical information that reflect various perspectives 	<ul style="list-style-type: none"> to select primary and secondary sources and evaluate which are more reliable and valid than others

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History skill

Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

***National Consistency in Curriculum Outcomes, Statements of Learning**

Active Citizenship

When teaching history, students should be taught the values and processes of social justice sustainability and democratic process in:*

- how people, events and ideas of the past can be used to trace the development of social justice, sustainability and democracy that has evolved over time
- planning and reviewing social action can be done in the context of what has happened before and how it has influenced the present
- empathy with past people, events and ideas and to identify how they are reflected in contemporary culture* (Civics & Citizenship)

Examples of opportunities to become involved at the school level

- ways to enhance sites of significance/heritage and draw community attention to them
- survey how and why people become Australian citizens? How has this changed?
- local heritage trails
- community/local history publication
- Australian History competition
- using digital media to create public displays or presentations of local stories/histories
- exchange of stories as part of an historical compare/contrast with other communities to find common values (eg regional, global perspectives).

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Values

Active Citizenship opportunities

Key features of Society and Environment scope and sequence statements

5 Planning for learning in Society and Environment

School planning is an integral part of the improvement process. It typically involves four stages:

- identification of needs through collection and analysis of student achievement information
- planning for improvement
- implementation
- review.

5.1 Breadth and balance in curriculum planning

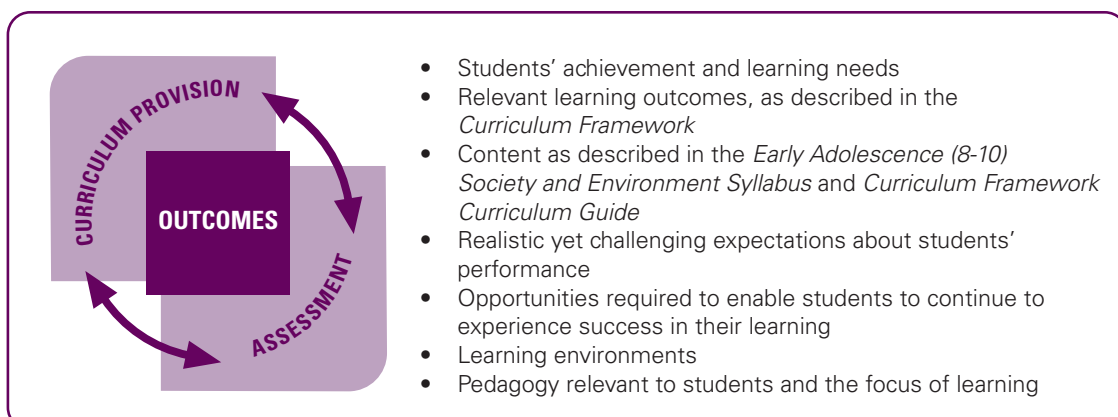
This syllabus identifies content relevant to learning in Society and Environment across the early adolescence phase of development.

When planning with this syllabus, school leaders and Society and Environment teachers will continue to exercise professional judgements about the full range of learning, teaching and assessment programs that will meet the learning needs of their students. These judgements are made in the context of the overall school plan, which takes into account relevant legislative and policy requirements, and community expectations.

School leaders and Society and Environment teachers may use this syllabus in conjunction with the *Curriculum Framework Curriculum Guide – Society and Environment* to plan for a rich and varied curriculum that takes into account the learning needs and interests of students. This should incorporate a breadth of world views using local, national and global perspectives.

5.2 Whole-school planning

The elements of whole-school curriculum planning are encapsulated in the following diagram.



Elements of whole-school curriculum planning

Students' achievement and learning needs

Examination of student achievement information enables school leaders and Society and Environment teachers to make judgements about whether students are making sufficient progress with their learning in relation to relevant standards. Sources of information include:

- teachers' records of student assessment
- teacher moderation of student work
- standardised test data.

Learning outcomes and content

Examination of student achievement information and judgements made about students' progress inform analysis of existing curriculum provision, which includes consideration of relevant learning outcomes and content. This enables school leaders and Society and Environment teachers to make informed decisions about the adequacy of current curriculum provision and whether modifications are required. It may result in curriculum modifications to ensure that students have adequate opportunities to make progress in their learning.

Expectations of students' performance

Consideration of outcomes and content also incorporates setting realistic, yet challenging, targets for student performance. Target setting ensures that decisions lead to school leaders and Society and Environment

teachers developing and implementing challenging and developmentally appropriate learning, teaching and assessment programs for students.

Continued success in learning

The focus of whole-school curriculum planning is the continued learning success of all students in the school. While the majority of students will continue to achieve within an expected range, some students will require learning and teaching adjustments to support their learning. Whole-school curriculum planning assists school leaders and Society and Environment teachers to identify individuals and groups of students who require Documented Plans.

Learning environments

The environment of a school and its classrooms needs to be inclusive, supportive and promote learning. Issues that school leaders and Society and Environment teachers could review as part of whole-school curriculum planning include:

- working relationships among
 - teachers
 - students
 - teachers and students
 - teachers, students and their parents/caregivers
 - the school and the community

- management of student behaviour
- level of inclusion in relation to language background, gender, culture, socioeconomic status, abilities or disabilities, and individual differences
- existence of adequate and fair access to, and use of, appropriate and varied resources (space, equipment, materials and technology)
- ways in which students are grouped and arranged in the school and classrooms
- ways in which time is allocated for curriculum provision
- learning opportunities outside the school
- opportunities for students to negotiate the curriculum, if appropriate.

Pedagogy

Whole-school curriculum planning includes school leaders and Society and Environment teachers reviewing and selecting a range of approaches to learning, teaching and assessment. Pedagogical approaches selected by teachers should be informed by the principles of learning and teaching in the *Curriculum Framework*.

Time allocation

To achieve a balanced curriculum, schools should provide the appropriate resources, including time, to ensure progress towards achievement of all learning outcomes identified in this syllabus.

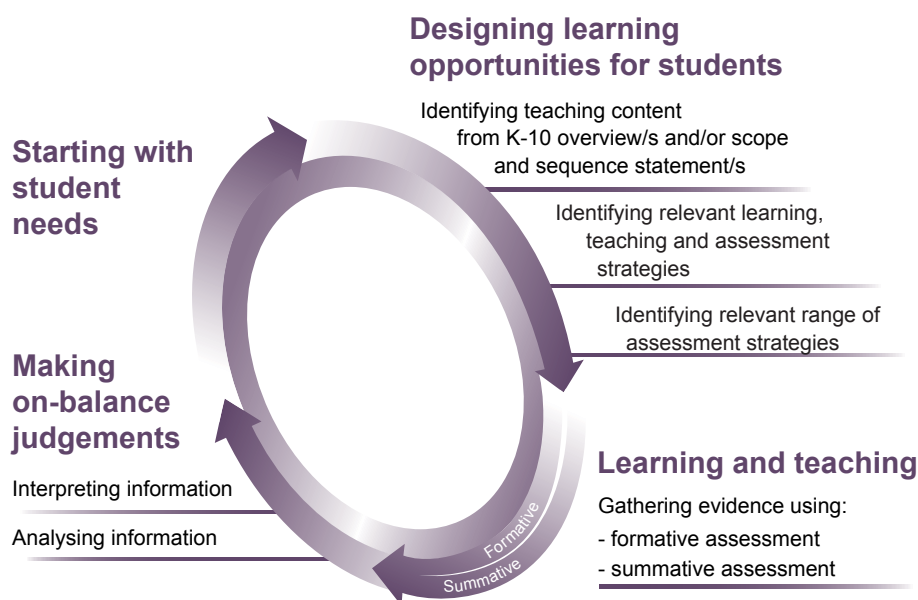
When making decisions about the allocation of teaching time the following should be considered:

- while the eight learning areas in the *Curriculum Framework* are all held in equal esteem equal time does not need to be allocated to each
- decisions about teaching time should be influenced by student achievement data, indicating students' learning needs in the context of the school
- school system/sector priorities and curriculum policies
- provision of pathways to senior schooling that are appropriate to students' achievement and aspirations
- students from years 1-10 should participate in at least two hours of physical activity per week
- expectation of the teaching of content described in the *NCCO Statements of Learning* in Civics and Citizenship, English, ICT, Mathematics and Science.

5.3 Planning using the *Early Adolescence (8-10) Society and Environment Syllabus*

Classroom planning caters for both groups and individual students and is guided by the directions set in whole-school curriculum planning.

The key elements of planning for learning are outlined in the diagram below. Planning begins with an assessment of students' learning needs so that teachers can design developmentally appropriate programs. Relevant content can then be selected from the K-10 overviews and scope and sequence statements in this syllabus. Teachers select approaches to learning, teaching and assessment that are relevant to their students and the their school context.



Key elements for planning for learning

Considerations for planning across the phase include:

- incorporating the focus of learning and strategies the school has committed to in the whole-school curriculum plan
- use of K-10 overviews and scope and sequence statements as a basis for auditing, validating and augmenting existing programs as required
- collaborative planning and decision making about contexts for learning and teaching in Society and Environment to ensure minimal repetition
- consideration of available resources
- continuation of year level planning with a focus on adapting programs, if required, to meet the needs of groups and individuals.

When using this syllabus for planning learning, teaching and assessment programs in Society and Environment, teachers can:

- identify *Curriculum Framework* learning outcomes that will be highlighted in the unit of work/program
- reflect the principles of learning, teaching and assessment in the *Curriculum Framework*
- use K-10 overview/s and/or scope and sequence statement/s to select relevant content
- identify appropriate targets for particular groups and individuals that connect to whole-school targets
- identify what students will need to do to demonstrate their learning
- identify review points for monitoring and assessing student progress
- gather information about students' learning using a range of assessment strategies and provide ongoing feedback that is meaningful to students
- make ongoing use of information about student progress to reflect on and modify learning and teaching opportunities.

5.4 Integrating learning

The *Curriculum Framework* identifies effective learning as that which enables students to make connections between ideas, people and things, and to relate local, national and global events and phenomena. Making connections

across learning areas helps students to appreciate the interconnected nature of human learning and knowledge. Students are more likely to achieve desired learning outcomes when they see connections between their various learning experiences and can build on their experiences across learning areas.

Planning for integration

An integrated approach to curriculum planning links content across learning areas in purposeful ways. Integrating learning enables Society and Environment teachers to plan learning, teaching and assessment programs that focus on:

- making the purpose and relevance of learning explicit
- supporting complementary learning and consistent application of knowledge, understandings and skills across learning areas
- enhancing learning by providing opportunities for students to make authentic connections within and across learning areas, their school, their home and the wider context of the world
- the efficient use of learning and teaching time.

When supporting integration of learning, Society and Environment teachers:

- identify connected ideas across learning areas and relevant contexts for learning as a basis for learning, teaching and assessment programs

- teach relevant skills and knowledge, and then provide opportunities for practice, in a range of contexts.

When planning and delivering integrated programs, it is important to also maintain a balanced focus on the content and learning outcomes related to specific learning areas. This ensures that students have appropriate opportunities for rigorous and specialised learning as well as opportunities to integrate their learning.

Links with other learning areas

When making links across the curriculum, it is important for teachers to ensure that:

- students are involved in identifying and planning the links
- knowledge and skills are developed in a consistent way.

Examples of opportunities for Society and Environment teachers to make links to other learning areas are outlined on the following diagram.

Opportunities to integrate cross-curriculum areas

The Arts

Teachers can contribute to the teaching of The Arts in Society and Environment by providing opportunities for students to:

- identify how different cultures and groups use The Arts
- examine how the diversity of The Arts reinforces social diversity
- understand how The Arts confirm and change values
- recognise the role of The Arts in their immediate family and environment
- recognise the economic significance of The Arts
- use cultural beliefs, heritage and diversity to aid in artistic expression and the evaluation of arts works
- investigate and evaluate changing trends of artistic expression, techniques, processes, conventions and technologies
- evaluate the environmental impact that some arts forms can have
- reinforce processes and skills for developing aesthetic understanding.

English

Teachers can contribute to the teaching of English in Society and Environment by providing opportunities for students to:

- plan investigations by posing simple questions or formulating more complex hypotheses or propositions
- use summarising and note-taking skills to collect, organise and evaluate information
- analyse information by judging its credibility and relevance
- explore current issues
- consider different perspectives
- use the skills of critical inquiry and ethical decision making in order to become better informed, active citizens
- communicate findings according to audience and purpose
- reinforce the processes, skills and participation involved with inquiry and communication.

Languages (LOTE)

Teachers can contribute to the teaching of Languages (LOTE) in Society and Environment by providing opportunities for students to:

- reinforce the process of communication and participation
- facilitate cultural understanding and empathy through communication in the target language
- identify similarities and differences in cultural heritage and values across societies
- recognise cultural worldviews and perspectives
- identify value judgements represented in language.



Mathematics

Teachers can contribute to the teaching of Mathematics in Society and Environment by providing opportunities for students to:

- identify trends, patterns and relationships from data
- apply numerical measurement and data skills
- examine spatial features of objects, environments and movements
- analyse the locations, distributions, shapes and arrangements in the development of spatial concepts such as map projections
- reinforce the processes, skills and participation involved in Working Mathematically
- conduct surveys
- interpret information from text, tables, graphs and diagrams in context.

Health and Physical Education

Teachers can contribute to the teaching of Health and Physical Education in Society and Environment by providing opportunities for students to:

- examine the consequences of cultural and environmental changes on the physical, mental, emotional and social well-being of the individual
- make informed decisions about food, clothing, shelter, safety and social relationships
- investigate the way people interact with each other to develop desirable self-management and interpersonal skills
- promote citizenship values by encouraging respect for laws and regulations regarding road safety, drug and alcohol use as well as encouraging responsible contributions in sporting and recreational clubs
- examine the effects of social, political, environmental and cultural factors on health issues and social systems
- reinforce the processes, skills and participation within decision making.

Technology and Enterprise

Teachers can contribute to the teaching of Technology and Enterprise in Society and Environment by providing opportunities for students to:

- understand the nature, purpose and issues relating to social systems that assist in solving design problems
- examine continuity and change in relation to the use of technology
- create appropriate sustainable solutions to problems related to human needs and wants
- make decisions about selecting appropriate materials and the factors influencing the use of materials and resources
- link the sustainable use of resources to the impact on the environment and working in enterprising ways
- evaluate the environmental, social and cultural impact of technology
- reinforce the processes, skills and participation of the inquiry approach through using the Technology Process.

Science

Teachers can contribute to the teaching of Science in Society and Environment by providing opportunities for students to:

- understand the nature, purpose and issues relating to natural systems
- identify the relationships between theory, observation and experimentation
- analyse ecological sustainability through concepts of continuity and change
- use spatial patterns to offer explanations of the physical world
- identify and explain patterns of interdependence
- examine systems that support life on Earth and the impact of disrupting those systems
- recognise how science can contribute to the well-being of society
- identify and explain changes in energy flow in living systems
- examine patterns of use in natural and processed materials
- consider the ethical implications of scientific research
- reinforce the processes, skills and participation of an inquiry approach in Working Scientifically.

6 Assessment

Assessment is an integral part of learning and teaching, and informs curriculum planning.

The purpose of assessment is to:

- monitor students' progress to inform teacher planning and student learning
- gather and interpret evidence that enables Society and Environment teachers to make informed decisions on students' achievement and progress as a basis for reporting.

Assessment relies on the professional judgement of the teacher. It is based on valid, comprehensive and reliable information about student achievement that has been collected over time. Assessment tasks must be fair, challenging and educative.

Society and Environment teachers are expected to provide feedback to students on learning tasks, so that students know what to do to improve and teachers know what next to plan for in their teaching.

The scope and sequence statements in this syllabus have been developed with reference to information on students' progressive achievement of learning outcomes as detailed

in the *Curriculum Framework Progress Maps – Society and Environment/Outcomes and Standards Framework – Society and Environment*.

In planning and delivering learning, teaching and assessment programs using the scope and sequence statements, Society and Environment teachers can support students to work towards or beyond what is described in relevant standards. Students with particular needs may, however, require individual or group Documented Plans to support their learning.

Schools should have an assessment policy based on the principles of assessment in the *Curriculum Framework* and communicate this to students and the school community.

6.1 The process of assessment

Assessment involves:

- providing students with opportunities to apply and demonstrate what they know, understand and can do
- gathering and recording the evidence of students' demonstrations of their learning

- using evidence to make on-balance judgements about students' achievement
- giving students advice about how to improve and continue their learning
- providing students with opportunities to be involved in reviewing assessment information and setting learning goals
- providing students with the skills necessary to successfully complete the assessment type.
- involve observing students during learning activities
- enable collaboration with colleagues, in and across schools, to evaluate evidence so that judgements about student achievement are valid, reliable and comparable
- result in adjustments to teaching to take into account the information that assessment provides
- allow for input from students and parents/caregivers.

6.2 Principles of assessment

Assessment should:

- be based on the belief that all students can improve in their learning
- be developed with reference to the principles of learning, teaching and assessment in the *Curriculum Framework*
- be referenced to common standards as described in the *Curriculum Framework Progress Maps – Society and Environment/Outcomes and Standards Framework – Society and Environment*
- provide feedback to students about the progress of their learning, the quality of their work and the direction they need to take in future learning
- enhance students' resilience and motivation
- recognise and value the diverse backgrounds and experiences of students

Society and Environment teachers will use their professional judgement to inform decisions about when to assess, whether the assessment evidence should be collected formally or informally, and which evidence provides the most valuable and reliable information about student learning.

6.3 Assessment in Society and Environment

Teachers should plan to assess particular Society and Environment skills, knowledge, understandings and values and need to adopt a variety of assessment and feedback methods to assist students in their learning.

When planning for assessment, conceptual outcomes within Society and Environment should be assessed along with the process outcome, Investigation, Communication and Participation. At any one time teachers may incorporate all four aspects of Investigation,

Communication and Participation or select to focus on one or more aspects. As conceptual outcomes are interrelated, aspects from different outcomes can be combined in an assessment task. For example, there are strong links between aspects of:

- Culture and Time, Continuity and Change
- Resources and Natural and Social Systems
- Place and Space and Natural and Social Systems
- Natural and Social Systems and Culture.

Society and Environment teachers can refer to the following scope and sequence statements within this syllabus for assistance to identify, for assessment, particular discipline skills:

- Investigation, Communication and Participation for generic Society and Environment social inquiry skills, Active Citizenship and Values Education opportunities
- Place and Space for geographic skills and Active Citizenship and Values Education opportunities
- Time, Continuity and Change for historical skills and Active Citizenship and Values Education opportunities
- Natural and Social Systems for economic, political and legal skills, Active Citizenship and Values Education opportunities

- Culture for sociological skills and Active Citizenship and Values Education opportunities.

Formative assessment usually focuses on particular aspects of learning to enable Society and Environment teachers to modify learning, teaching and assessment programs and provide students with specific information to guide improvement. Incidental and detailed feedback can help to identify gaps in learning and allow teachers and students to monitor progress. Society and Environment teachers can gather information about student progress through analysis of students' work, observation of students' engagement with tasks and involvement in discussions.

Summative assessment usually focuses on determining the extent to which students have achieved Society and Environment learning outcomes.

Summative judgements are informed by student achievement over time and across a range of contexts.

Types of assessment suitable for early adolescence (8-10) Society and Environment

Types of assessment	Provides the opportunity to assess how students:
<p>Inquiry-based research activities</p> <p>This could involve:</p> <ul style="list-style-type: none"> historical inquiries of people, events, eras and ideas conducting a demographic inquiry into population change investigating the process involved in becoming an Australian citizen. 	<ul style="list-style-type: none"> interpret and evaluate historical sources for reliability, bias, perspective, motive use sources as evidence to support an interpretation undertake the research processes show ways of obtaining and using information express an informed opinion communicate a balanced view of the issue, verbally or visually.
<p>Field work activities</p> <p>This could involve:</p> <ul style="list-style-type: none"> conducting a questionnaire on community views participating in community projects investigating sites. 	<ul style="list-style-type: none"> interact with community members display inquiry and communication skills select and collect data use measurement tools combine information and observations to draw conclusions.
<p>Problem-solving and simulation activities</p> <p>This could involve:</p> <ul style="list-style-type: none"> preparing and analysing basic financial records such as budgets participating in mock trials participating in hypothetical debates. 	<ul style="list-style-type: none"> consider and evaluate appropriate civic action on local, community and/or global issues express and present views that are not the student's own (eg empathise with other perspectives).
<p>Practical activities</p> <p>This could involve:</p> <ul style="list-style-type: none"> constructing models or diagrams to show development or links between cycles creating a response to songs and stories creating letters conducting interviews. 	<ul style="list-style-type: none"> reflect the principles of sustainability in daily practises or routines demonstrate skills of participation and responsible action.

Types of assessment suitable for early adolescence (8-10) Society and Environment (continued)

Types of assessment	Provides the opportunity to assess how students:
<p>Extended answers</p> <p>This could involve:</p> <ul style="list-style-type: none"> essays, short answer responses, paragraph responses. 	<ul style="list-style-type: none"> plan a written response demonstrate essay writing skills write according to audience and purpose demonstrate synthesis of information consider various approaches in arguing an hypothesis or proposition compare and contrast concepts, regions or eras express and justify a point of view use evidence appropriately to support views incorporate diagrams, maps, data and tables to illustrate a concept elaborate and reflect on findings use ethical protocols to acknowledge other people's work (eg quotes, in-text reference, footnotes, bibliography, annotated bibliography).
<p>Summative assessment</p> <p>This could involve:</p> <ul style="list-style-type: none"> topic tests, multiple choice questions, interpreting data to identify trends and patterns, analysing maps, tables or graphs to identify and elaborate on concepts. 	<ul style="list-style-type: none"> demonstrate understandings and skills within a set time frame apply time management skills.
<p>Invigilated assessment</p> <p>This could involve:</p> <ul style="list-style-type: none"> examinations. 	<ul style="list-style-type: none"> demonstrate source analysis and interpretation (eg data, text extracts, maps, diagrams, models, images) undertake short answer responses (eg list, paragraph) undertake extended answer responses (eg essay, report) demonstrate understandings and skills within a set time frame apply time management skills.

Types of assessment suitable for early adolescence (8-10) Society and Environment (continued)

Types of assessment	Provides the opportunity to assess how students:
<p>Presentations</p> <p>This could involve:</p> <ul style="list-style-type: none"> • communicating information using geographical or historical terms • creating a digital presentation or video • participating in scenarios. 	<ul style="list-style-type: none"> • consider ethical issues relevant to ICT • debate social and moral issues • demonstrate an awareness of their audience's needs.
<p>Group work</p> <p>This could involve:</p> <ul style="list-style-type: none"> • effectively participating in groups and/or whole school activities in projects based within the local/regional/global community. 	<ul style="list-style-type: none"> • investigate with appropriate ethical behaviours • demonstrate collaborative learning skills, interpersonal skills, communication, conflict resolution, respect for differences, team work and acceptance • demonstrate cooperative learning skills, communication skills, thinking skills, social skills, challenge, trust, perspective, individual and group accountability.
<p>Peer assessment</p> <p>This could involve:</p> <ul style="list-style-type: none"> • reflecting on peer presentations • contributing to collaborative work. 	<ul style="list-style-type: none"> • discuss the strengths and weaknesses of work with individual pupils and groups • demonstrate knowledge of a topical event or issue.
<p>Self assessment</p> <p>This could involve:</p> <ul style="list-style-type: none"> • making responsible choices • evaluating their progress • evaluating their understanding. 	<ul style="list-style-type: none"> • review their own work • consider the ethical implications of their direct or indirect involvement in an issue • reflect on and assess the investigation process.

6.4 Recording assessment information

When recording assessment information, Society and Environment teachers should select methods that:

- are time efficient
- are effective in informing student learning
- enable assessment over a period of time
- accommodate a range of assessment types
- can be linked effectively to standards that inform reporting.

Methods of recording assessment information include:

- anecdotal records
- annotated work samples
- audio and visual (including photographic and video) recordings
- checklists
- Documented Plans (Individual Education Plans and Group Plans)
- marking keys
- observation notes
- portfolios
- reflection sheets, diaries or scrapbooks
- records of test results
- rubrics

- sample assessment items
- student/teacher journals.

Teachers can use the *Curriculum Framework Progress Maps – Society and Environment/ Outcomes and Standards Framework – Society and Environment* to inform the recording of assessment information.

6.5 Making judgements and reporting

Teacher judgements are fundamental to assessment and reporting processes.

Society and Environment teachers assess using ways with which they feel comfortable to monitor students' progress and determine summative grades for reporting.

Society and environment teachers do not have to level or grade every piece of student work.

Judgements about student achievement are based on knowledge of the students and their work, accumulated over time and in a range of situations. The frequency, consistency and degree of independence shown by students in demonstrating achievement provide a basis on which Society and Environment teachers can make on-balance judgements about assessment of learning outcomes. Valid and reliable on-balance judgements can be supported by moderation processes within and between schools. Moderation processes should take into account individual staff differences and readiness.

Society and Environment teachers also refer to information from standardised tests to inform their judgements about students' achievement.

Teacher judgements inform summative grades for reporting. Reporting is a process, both formal and informal, for providing information about the progress of student achievement. It provides a vital part of developing and maintaining the partnership between school and home.

When reporting, care needs to be taken to give students and parents/caregivers information that:

- is free of jargon and complex technical language
- focuses on strengths and what the student has achieved in the learning period
- reports student achievement in relation to relevant standards
- is reliable and valid within and across schools
- is comprehensible to them (this may require use of interpreters and/or translations).

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Early Adolescence (8-10) Society and Environment Syllabus Summary

The *Early Adolescence (8-10) Society and Environment Syllabus* is designed to support teachers with planning and delivering learning, teaching and assessment programs in the context of the *Curriculum Framework*. The syllabus details content at each year of schooling across the early adolescence phase of development. When using these advisory materials, teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

1 Purpose

This syllabus provides teachers with advice about content, planning, teaching and assessment in Society and Environment in years 8-10.

Connections with other curriculum policy and support documents

This syllabus is consistent with, and can be used in conjunction with, the following policy and support documents:

- *Society and Environment Learning Area Statement in the Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* produced by the Curriculum Council of Western Australia. The *Curriculum Framework* establishes the learning outcomes expected of all Western Australian students from kindergarten to year 12.
- The Curriculum Council's *Curriculum Framework Progress Maps - Society and Environment*. These describe progressive student achievement in Society and Environment from kindergarten to year 12 and are a guide for monitoring and planning for student achievement.
- The Department of Education and Training's *Outcomes and Standards Framework - Society and Environment*. This is similar to the *Society and Environment Progress Maps* but also includes Achievement Targets for years 3, 5, 7 and 9 in WA public schools.
- The Curriculum Council's *Curriculum Framework Curriculum Guide - Society and Environment*. This describes, in phases of development, content to support students' progress in Society and Environment from kindergarten to year 12.

- The MCEETYA *National Consistency in Curriculum Outcomes (NCCO) Statements of Learning*.

These are statements of learning agreed to by State and Territory Ministers for Education and are intended to provide greater consistency in curriculum outcomes across Australia.

As part of a K-12 approach to Society and Environment, this syllabus also:

- builds on the *Middle Childhood (4-7) Syllabus*
- prepares students for the more specialised Society and Environment courses in years 11 and 12.

2 Rationale

Key features of Society and Environment

Society and Environment involves the study of how individuals and groups live together and interact with their physical and cultural environment. Society and Environment develops students' abilities to:

- analyse and reflect on their place in contemporary society
- actively explore and participate in the world around them
- make reasoned and informed decisions about social and environmental issues.

Organisation of the Society and Environment learning area

Seven outcomes are identified in the *Curriculum Framework Society and Environment Learning Area Statement*:

- Investigation, Communication and Participation
- Active Citizenship
- Place and Space
- Resources
- Culture
- Time, Continuity and Change
- Natural and Social Systems.

Specific content from the Investigation, Communication and Participation and Active Citizenship outcomes is embedded in the scope and sequence statements for the other outcomes.

3 Phase of Development

Teaching Society and Environment in years 8-10

The *Curriculum Framework* identifies seven principles of effective learning and teaching:

- opportunity to learn
- connection and challenge
- action and reflection
- motivation and purpose
- inclusivity and difference
- independence and collaboration
- supportive environment.

The following table outlines suggestions on how the principles of effective learning and teaching can be incorporated into the teaching of Society and Environment in years 8-10 in ways which take account of students' current stages of development.

Suggested approaches to learning and teaching

Principles of learning and teaching	Strategies years 8-10 Society and Environment teachers can use to implement the principles
<p>Opportunity to learn</p> <p>Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.</p>	<ul style="list-style-type: none"> • Provide opportunities for students to apply knowledge, skills, values and citizenship to real life situations. For example: <ul style="list-style-type: none"> ◦ ask students to apply understandings about environmental management to situations such as the local school environment, local wetland, mining area or coastline ◦ develop understandings of democratic processes through class or school elections, letters to newspapers, local surveys ◦ evaluate their rights and responsibilities as a citizen in a democracy with regards to local, national, regional and global issues.
<p>Connection and challenge</p> <p>Learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.</p>	<ul style="list-style-type: none"> • Scaffold concepts and skills being taught by making links to students' background knowledge and personal contexts. • Connect concepts and skills being taught to students' learning in other curriculum areas. • Create learning experiences which require students to question and critically examine existing ways of thinking about Society and Environment. • Provide access to ICT, and evaluate the potential and limitations of these. • Create learning experiences that analyse and account for conflicting perspective and views. • Create learning experiences that challenge versions of the past and the present through critical literacy. • Illustrate the way in which ways of thinking in Society and Environment have been subject to challenge and change.
<p>Action and reflection</p> <p>Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.</p>	<ul style="list-style-type: none"> • Provide opportunities to engage in social and environmental inquiry through activities such as field trips, surveys, interviews and data collection. • Provide opportunities for students to reflect on their own thinking processes and ethical behaviour in Society and Environment. • Provide opportunities for students to reflect on, communicate and apply their understandings, informed opinion or findings to others. • Encourage reflection on appropriate civil action now and in the past. • Apply knowledge of civics in an appropriate manner through citizenship. • Provide opportunities for students to reflect on and discuss their progress in Society and Environment. • Make assessment criteria explicit and create opportunities for self-assessment.

Suggested approaches to learning and teaching (continued)

Principles of learning and teaching	Strategies years 8-10 Society and Environment teachers can use to implement the principles
<p>Motivation and purpose</p> <p>Learning experiences should be motivating and their purpose clear to the student.</p>	<ul style="list-style-type: none"> • Illustrate the real life applications and future uses of Society and Environment knowledge, skills and values that students are learning. For example: <ul style="list-style-type: none"> ◦ developing sustainable solutions to future problems ◦ managing resources to address environmental and social problems ◦ involving students in local, regional, national and global issues ◦ critically analysing the role of the media in influencing opinions and managing controversy ◦ providing a framework for analysis of the democratic process, social justice and sustainability ◦ offering a pathway for students' further education and careers. • Provide opportunities for negotiation within the investigation process.
<p>Inclusivity and difference</p> <p>Learning experiences should respect and accommodate differences between learners.</p>	<ul style="list-style-type: none"> • Design activities which cater for different learning styles, values, gender, abilities, interests, cultures, worldviews and family backgrounds. • Design activities which take into account students' differing physical, mental, social and emotional development. • Design activities which analyse different perspectives and develop empathy, tolerance and intercultural understandings. • Develop activities which promote core shared values.
<p>Independence and collaboration</p> <p>Learning experiences should encourage students to learn both independently and from and with others.</p>	<ul style="list-style-type: none"> • Design learning experiences which allow students some autonomy over how they learn and how they approach tasks. • Design learning experiences which allow students to work collaboratively with other students. • Design learning experiences which allow students to share materials and findings with the wider community as appropriate.
<p>Supportive environment</p> <p>The school and classroom setting should be safe and conducive to effective learning.</p>	<ul style="list-style-type: none"> • Build a classroom climate based on mutual respect and tolerance. • Treat mistakes as opportunities for learning, rather than signs of failure. • Actively recognise student achievement and progress. • Ensure students are provided with a safe environment and are adequately supervised at all times. • Promote school policies which support positive attitudes towards learning.

4 Content

Content in this syllabus is organised into:

- K-10 overviews for each Society and Environment scope and sequence statement
- scope and sequence statements expressed in year levels to provide advice on starting points for learning, teaching and assessment programs.

5 Planning

When using the content in this syllabus to plan for learning, teachers of Society and Environment need to take into account the following:

- relevant policies and curriculum priorities
- students' achievement and learning needs
- opportunities to integrate learning
- the *Curriculum Framework's* principles of learning, teaching and assessment.

6 Assessment

The purpose of assessment in Society and Environment is to monitor students' progress to:

- provide feedback
- inform planning, teaching and reporting.

When assessing, Society and Environment teachers need to take into account the *Curriculum Framework's* principles of assessment and keep in mind the following:

- assessment relies on teachers' professional judgements
- assessment should be referenced to common standards as described in the *Curriculum Framework Progress Maps - Society and Environment/Outcomes and Standards Framework - Society and Environment*
- teachers of Society and Environment do not have to formally level or grade every piece of student work
- Society and Environment Departments should have an assessment policy which is communicated to students and other members of the school community
- assessment can be undertaken in a variety of ways including via collection and marking of student work, observation, checklists, portfolios, recordings and anecdotal records
- teachers of Society and Environment can select from a range of published or teacher developed resources to record assessment information.