Curriculum links –
Queensland: Studies of Society and the Environment

Systems, Resources and Power Strand

Level 4 statement

Students understand Australia's ecological and economic links to the world and can apply

decision-making processes to contribute to actions that support global human rights. They also understand the basic development of Australia's government and can describe how groups have achieved citizenship rights.

Level 5 statement

Students understand some relationships between Australian and global systems and can use inquiry and decision-making processes to evaluate these relationships. They also understand some key features of Australia's economic, legal and political systems and can reflect on the value of social justice to suggest improvements to these systems.

Level 6 statement

Students understand the underpinnings of ecological, economic, business, legal and political systems in different settings and can engage in inquiry processes that reconsider hypotheses to develop advocacy positions. They also understand issues associated with the relationships between systems, resources and power and can explain and devise strategies intended to improve outcomes of systems.

New South Wales: Human Society and Environment / Geography

Stage 3 – Years 5-6

Outcome: 3.7 Social Systems and Structures

Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

Stage 4 – Years 7-8

Focus Area 4G3 Global Change

Focus: The changing nature of the world and responses to these changes.

Focus Area 4G4 Global Issues and the Role of Citizenship

Focus: Global geographical issues and appropriate methods of citizenship for their management.

Curriculum links –

Victoria: Humanities / Geography

Level 4 Standards: Geographical knowledge and understanding

At Level 4, students use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.

Level 5 Standards: Geographic knowledge and understanding

At Level 5, students demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. Students describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions.

Level 6 Standards: Geographic knowledge and understanding

At Level 6, students explain the operation of a major natural system and its interaction with human activities. They evaluate the consequences of the interaction and develop a policy to address an issue related to it. Students describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns. They analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales. They use evidence based on their inquiries and geographical language and concepts.

Curriculum links –

South Australia: Society and Environment

Middle Years

Key Idea: Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time. [F] [In] [T] [KC1]

This includes such learning as:

- analysing the interdependence between people and environments, and the ways in which people can affect systems to protect local and global environments for future generations. [F] [In]

Key Idea: Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify key ideas, justify positions, predict outcomes and suggest enterprising solutions. [In] [T] [C] [KC1] [KC4] [KC6]

This includes such learning as:

- investigating and challenging the ways in which power and resources are unequally distributed, locally and globally, and suggesting practical ways this might be changed in the future. [F] [In] [T] [KC1] [KC6]

- identifying how they and others make choices, exercise power and plan for the future, critically evaluating how their choices incorporate principles of social justice, democracy and ecological sustainability. [F] [In] [T] [KC1]

Key Idea: Students negotiate and agree on roles, responsibilities and alternative courses of action in order to achieve goals relating to human rights, democracy, equity, social justice and sustainable environments, at school and in the wider community. [In] [T] [C] [KC2] [KC3] [KC6]

This includes such learning as:

- recognising and respecting that people have different opinions about issues, through listening, examining, interpreting and, when appropriate, challenging the views of others. [T] [C] [KC1] [KC2]

- clarifying meanings and ideas, and sharing connections between ideas related to a particular topic (eg consumer confidence, ethical behaviour), by drawing concept maps to share with others and challenge common assumptions. [In] [T] [C] [KC1] [KC2]

World Vision

Senior Years

Key Idea: Students research the structure and operation of political, legal and economic systems in Australia and elsewhere to identify ways that particular groups or individuals are advantaged or disadvantaged. They develop strategies to effect change. [F] [In] [T] [C] [KC1] [KC6]

This includes such learning as:

- critically analysing actions and effects of global powerbrokers (economic, political and legal) on contemporary issues, from perspectives of justice, equity, dignity for all, and environmental sustainability. Students justify their own viewpoint. [In] [C] [KC1] [KC2]

Key Idea: Students individually and in teams critically analyse current social issues from a range of perspectives, including historical, future, social, cultural, economic and political, using a wide variety of source material. [F] [In] [T] [KC1] [KC4]

This includes such learning as:

- identifying and describing the role, structure and function of government at local, state, territory, federal and international levels. Students, in teams or individually, analyse how institutionalised power and authority in political and legal systems shape legislation which affects current social issues. [In] [T] [KC1] [KC4]

- critically investigating how change can be effected in regard to particular environmental, political, legal and economic issues; and analysing the power of the media, community, corporate and other pressure groups in relation to the chosen issues. [In] [T] [C] [KC1]

- critically analysing controversial issues and policies affecting students; and planning and practising, or simulating, roles of advocacy on matters of local, national and global importance. [T] [C] [KC1] [KC3]

Key Idea: Students research contemporary issues such as the effects of globalisation on cultures, countries, and particular groups and individuals. They consider alternative futures which might improve the quality of life for themselves and others, selecting and using appropriate media to report their findings. [F] [In] [C] [KC1] [KC6] [KC7]

This includes such learning as:

- analysing factors that influence, and are influenced by, quality of life and workplace productivity (eg. education, nutrition, life expectancy, infant mortality, human rights, health, safety, environmental degradation, welfare) and developing strategies to predict future workplace and lifestyle changes, and the ways individuals can respond to and influence them for the benefit of all. [F] [In] [T] [KC1] [KC6]

- researching the major causes of conflict in local, national and international settings. Students evaluate solutions to the inequitable distribution of power and resources, roles of government and non-government organisations (NGOs), and the impact of these organisations on different systems. They explore options of just and peaceful resolution. [F] [In] [T] [KC1] [KC6]

- exploring ways to use knowledge to inform actions in their personal and social lives in the community, and through political participation. Students, working together, render community service or solve social problems in their school or community, particularly in relation to marginalised groups. [F] [C] [KC1] [KC4] [KC6]