

KLA

English

In English, students learn to speak, listen to, read, view, write and design texts to make meaning with purpose, effect and confidence in a wide range of contexts. They learn how language use varies according to context, purpose, audience, and content, and they develop their abilities to use this knowledge. Students develop their ability to use language to talk about and to reflect on and critique its use.

Intercultural Investigations (Icls)

Intercultural Investigations (Icls) is an alternative to KLA LOTE. Icls aims to lead students into an exploration of the interrelationship of language and culture. The language-culture nexus is central to Icls, the emphasis being on the use of language (both English and LOTE) for inquiry into culture. Icls aims to move beyond fostering awareness and understanding. It seeks to help students become interculturally competent players as well as sensitive observers. Icls is an alternative to, or an antecedent to, KLA LOTE. The intercultural investigations that students undertake in Icls are underpinned by, and intended to bring students to a deeper understanding of the following concepts:

Every individual has a culture and views the world through that culture.

Culture involves the visible practices as well as the less visible ways of making meaning, such as values, attitudes and beliefs.

Language and culture work together to shape how we see and understand the physical and social world.

Individuals differ in how they express their own culture and how they respond to another culture.

Culture is multifaceted, variable and dynamic.

These understandings and skills align with the cross-curricular priorities of literacy, numeracy, and the use of information and communication technologies (ICTs). By developing these understandings and skills, students are well prepared for second language learning in the future.

The language and culture of the LOTE in Icls is set by the LOTE of the teacher. At this time the LOTE at Jindalee State School is German. Continuity in the same LOTE is not critical in the event of a change of LOTE teacher.

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The Arts

The Years 1 to 10 The Arts key learning area encompasses those artistic pursuits that express and communicate what it is to be human through Dance, Drama, Media, Music and Visual Arts. Through these diverse distinct and separate disciplines, we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations. The arts, separately and collectively, can balance and enrich student experience by fostering unique and significant skills and understandings. These are transferable to other areas of learning.

Health and Physical Education

The Years 1–10 Health and Physical Education key learning area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society.

The key learning area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

The key learning area offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- promoting the health of individuals and communities;
- developing concepts and skills for physical activity;
- enhancing personal development.

Mathematics

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics assists individuals to make meaning of their world. The use of mathematics empowers individuals to distil the essence of life experiences into universally true abstractions and, at the same time, to apply these abstract ideas to interpret new situations in the real world.

Mathematical concepts and the processes of mathematical analysis and justification provide a unique and coherent framework for explaining a myriad of physical and social phenomena.

The concise language of mathematics, verbal and symbolic, enables communication of shared mathematical understandings within and among communities. An understanding of mathematical knowledge, procedures and strategies empowers individuals to be active participants in an interdependent world.

Mathematics has evolved within and across cultures, developing in response to cultural needs and ways of viewing and interpreting a range of life situations and providing a sense of order in the world. The diversity of thinking, reasoning and working mathematically in response to life situations has characterised, and will continue to characterise, the evolution of mathematics.

Science

The key learning area outcomes highlight the uniqueness of the Science key learning area and its particular contribution to lifelong learning. During the compulsory years of schooling in the Science key learning area, students:

- understand and appreciate the evolutionary nature of scientific knowledge;
- understand the nature of science as a human endeavour, its history, its relationship with other human endeavours and its contribution to society;
- understand that scientific knowledge has been organised by the scientific community into disciplines based on recognisable patterns in the phenomena studied;
- apply scientific knowledge to explain and predict events and to reconstruct
- their understandings of the physical and biological worlds;
- use the practices and dispositions of scientific investigation, reflection and analysis to refine knowledge and pose new questions;
- develop dispositions such as intellectual honesty and commitment to scientific reasoning;
- use scientific language to communicate effectively;
- use decision-making processes that include ethical considerations of the impact of science on people and the environment;
- use the practices and dispositions of 'working scientifically' in all the disciplines of the scientific enterprise.

SOSE

The Years 1 to 10 Studies of Society and Environment key learning area centres in human fascination with the way people interact with each other and with environments. Studies of Society and Environment involves investigations of controversial and challenging issues and promotes critical thinking in the development of optimistic future visions. This key learning area encourages young people to be active participants in their world. Students bring to Studies of Society and Environment their understandings about what it means to be young at this time. They appreciate and apply different perspectives to deepen their understandings. Students develop abilities to reflect on the values of democratic process, social justice, economic and ecological sustainability and peace to make decisions about issues related to societies and environments.

A range of interrelated concepts associated with particular key values and processes underpins the Studies of Society and Environment key learning area. These are drawn from disciplines including history, geography, economics, politics, sociology, anthropology, law, psychology and ethics; and studies, such as Aboriginal, Torres Strait Islander, Asian, Australian, civics and citizenship, enterprise, environmental, futures, gender, global, media, rural, peace, and others.

Technology

Technology arises from a desire to extend individual and collective human capabilities. People everywhere have always used their ingenuity to create new or improved technology that meets their needs and wants and enhances their physical, emotional and social wellbeing.

There is a relationship between people's values and beliefs and the technology they create and use. Their values and beliefs influence, and are influenced by, technology and its impacts on individuals, societies and environments.

The term 'technology' has come to describe such things as:

- the creative processes used to develop products
- the products created through these processes
- the 'know-how' related to these processes and products
- the tools and equipment used.

Sometimes the term 'technology' is used to mean 'computers' or 'information technology'. In this syllabus, however, it is used in a broader sense, as described here:

Technology involves envisioning and developing products to meet human needs and wants, capitalise on opportunities and extend human capabilities.

Products of technology include artefacts, processes, systems, services and environments. These products make up the designed world. Products of technology have impacts and consequences on individuals, local and global communities, and environments.

Extracts taken from Queensland Studies Authority Syllabus. Retrieved 8 December 2007 from <http://www.qsa.qld.edu.au/yrs1to10/index.html>