Trinity Catholic School
Murrumburrah

Human Society in Its Environment Document
Acknowledgements

This document has been produced under the leadership of Katrina McGrath, Curriculum Reviewer.

All the teaching staff: Kylie Winsor, Kerrie Buckler, Rebecca Cooper, Jodie Houghton, Anne Glover, Margaret Edwards, Skye Regan, Damian Collins and Katrina McGrath have contributed their knowledge, ideas, thoughts, expertise, research and experiences to this document.

Jill Parker, Ann Burns and Katrina McGrath were responsible for the final editing, illustrations, diagrams, photos, copying and binding of the document.

This document will be in all classrooms and will be regularly referred to, along with the Board of Studies Syllabus when planning, programming, teaching and assessing Human Society in Its Environment at Trinity Catholic School.

AUGUST 2011
Trinity Catholic School
Human Society and Its Environment Document
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Trinity Catholic School
Human Society in Its Environment Policy
Part One - Introduction

Because I know where I have come from and where I am going..... John 8:14

L1 Vision
With Jesus at the core of our endeavours, we strive to educate the whole person, mind, body and spirit.
The Holy Trinity, Creator, Redeemer and Spirit help and inspire us in all that we do.

L2 Mission
At Trinity Catholic School, our mission is to have Jesus at the heart of all we do, as we live every day by the Gospel values and nurture the growth of the individual.

L3 Motto
Our motto is:
“Whatever you do, do well – to know, to love and to serve”
Through living our Vision, our Mission and our motto we;
• respect and uphold the dignity of the individual.
• provide a safe environment.
• promote active participation in the parish.
• provide quality education that prepares and challenges students for the future.
• regularly reflect and renew policies and practices.
1.4 Core Values

To know, to love and to serve gives rise to the three core values of our community.

**TO KNOW**
We value knowledge of our God, our faith and our tradition and knowledge of the world.

**TO LOVE**
We value love of God, Jesus and Holy Spirit and love of humanity.

**TO SERVE**
We value service to God and service to humanity.

These three values make a strong connection to our tradition and our founding order, the Sisters of Mercy.

1.5 Situational Analysis

Trinity Catholic School is situated in the rural community of Murrumburrah, in south-western New South Wales. It is a K-6 co-educational school with a strong Catholic tradition. Established by the Sisters of Mercy in 1882, Trinity currently has 101 students. Trinity Catholic School enjoys the support of a close knit community that is integral to its continued success.

The local rural community has been affected by a long standing drought, decline of local industry, business and unemployment. As such, the school population is subject to a variable enrolment.

Eighty-eight percent of our students are Catholic; the remaining are members of traditional Christian religions. As part of the Archdiocese of Canberra/Goulburn, a Catholic religious perspective underpins teaching and learning processes and all activities within the school.

The HSIE Document was last reviewed in 2003 and as part of School Registration in 2006, and is now being reviewed in accordance with the Trinity Catholic School Management Plan and KLA Review Cycle.

1.5.1 Process of Review and Renewal

In undertaking the review of the Trinity Catholic School H.S.I.E Document there were four main areas of consideration, as recommended during Registration in 2006. The panel recommends:

1. Teachers review current practices in programming for HSIE across all stages and to make decisions on the inclusion of various thinking tools in this key learning area. This would ensure consistency in practice and the enhancement of student outcomes.

2. Staff investigate and include the use of specific pedagogical practices such as embedding one thinking tool at a time (eg De Bono’s “Six Thinking Hats” or
Bloom’s Taxonomy) across K – 6 classes to encourage critical thinking and critical analysis of big ideas or concepts explored in this syllabus.

3. Staff explore and investigate the use of Information Research processes to further skill students to locate, access, manipulate, select and critically evaluate relevant sources of information. Information Research practices are critical to accessing the concepts contained in the HSIE syllabus; and

4. Staff explore and investigate the use of an Inquiry-based process (eg the Five Es model or the Kath Murdoch model) that supports better access to the integral components of HSIE and use these practices as a basis for programming across all class groupings.

Staff have followed up on these recommendations in the following ways;

1. In 2008 the staff agreed to use a programming proforma when planning course work in HSIE. This proforma included the following sections that were to be completed by staff when programming a unit of work in HSIE. In this way critical elements, essential for comprehensive programming, were considered and included.
   - Outcomes and Indicators
   - Teaching and Learning Strategies
   - Differentiated Curriculum / Thinking Tools
   - Assessment
   - Resources
   - Integrated Curriculum
   - Evaluation

   In 2009/10 the proforma was further refined to incorporate De Bono’s Six Thinking Hats, QTF, Technology Skills and the Development of Neural Pathways.

2. Professional development was undertaken on De Bono’s Six Thinking Hats and teachers now incorporate this into their programming and teaching.

3. The 5 Es inquiry based process is being used in the Science and Technology units from Primary Connections.

1.5.2 Professional Development

- 2008 Staff investigated De Bono’s Six Thinking Hats and how this could be used in the Teaching and Learning of H.S.I.E.
- 2009 Staff were introduced to the concept of Neural Pathways
- 2009 – 2010 Gradual introduction of QTF
- 2011 Phase One of cLc Schools

1.5.3 Future Directions

During the review of this document the staff recognised areas they would like to pursue in the future:

- Development of local units of work, ie Gold Trail, History of the Light Horse, local Indigenous history, The History of the Railway
- Compile a list of local resources ie Murrumburrah Museum
- Further incorporation of ICT within units in particular using the Connected Learning Communities Platform(cLc)
- Further Investigation and inclusion of De Bono’s Six Thinking Hats, Blooms Taxonomy and the Quality Teaching Framework
- Development of a Tourist Brochure about the history of Murrumburrah in particular St
Mary’s Church, School, Presbytery and Convent

- Continual updating of resources related to units of work ie posters, big books, dvd's, Clickview, U-tube etc.

1.6 Rationale

Trinity Catholic School strives to educate the whole person, mind, body and spirit with the awareness that all human values find their fulfillment and unity in Jesus Christ. HSIE is a key contributor to the school’s development of the whole person.

We believe that the future well being of Human Society and Its Environment depends upon the quality of people’s interactions with each other and their cultural, social and physical environments.

HSIE is one of the six key learning areas mandated by the Board of Studies for the primary curriculum. It “provides a knowledge base for students to gain understandings about change and continuity, cultures, environments, and social systems and structures. Students have the opportunity to learn about people and the environments with which they interact. This knowledge base provides the foundation for studies of Australian and world history and geography, for social, cultural and legal studies, for environmental and economic studies, and for citizenship education.

H.S.I.E. provides opportunities for students to ask challenging questions, to be curious and to develop a lifelong love of learning. It focuses on developing inquiry learning skills and providing experiences that are meaningful for students, engaging them with actual people, places and issues wherever possible. It is a vehicle for conveying the excitement and diversity of human society and the environment as well as origins, developments, consequences and possibilities for the future.

As a result of learning in Human Society and Its Environment, students should develop a sense of personal, community, national and global identity and the knowledge, skills, values and attitudes that will equip them to participate as responsible citizens in maintaining and improving the quality of their society and environment.” (Pg 7 BOS HSIE Syllabus)

1.7 Aim and Objectives

Aim

The aim of Human Society and Its Environment is to develop in students the values and attitudes, skills and knowledge and understandings that:

- enhance their sense of personal, community, national and global identity;
- enable them to participate effectively in maintaining and improving the quality of their society and environment.

Objectives

Knowledge and Understandings

By studying change and continuity, students should develop historical knowledge and understandings about their heritages and the past, and how these have influenced the present and may influence the future. By studying cultures, students should develop knowledge and understandings about cultures in Australia and other places, their diversity and similarities and how they influence people’s identities and behaviours.

By studying environments, students should develop knowledge and understandings about places, and about how people interact with their environments and make decisions that support ecological sustainability.

By studying social systems and structures, students should develop knowledge and understandings about social groups and economic, political and legal systems to understand roles, rights and responsibilities of participation within those social groups, systems and structures.
Skills
By developing skills in:
❂ acquiring information,
❂ using an inquiry process and
❂ social and civic participation,
students should be able to take active, responsible and informed roles as citizens in a rapidly changing and diverse global society.

Values and Attitudes
By identifying, clarifying, analysing and evaluating their values and attitudes as well as those of others about issues and events, students should develop informed and responsible attitudes towards people, cultures, religions, societies, environments and learning. This will enable them to contribute to intercultural understanding and the development of a democratic and socially just society in a sustainable environment.

1.8 Links with Treasures New And Old
“Every curriculum area...that is taught within a Catholic school has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills, and fostering attitudes that are life giving and that assist young people to search for meaning and truth.

Individual curriculum areas contribute to the religious aims of the Catholic School when they foster:
~ skills such as reflection, critical thinking, problem solving, analysis and discernment – all of which promote the search for truth and meaning
~ a moral sensitivity and a heightened capacity to distinguish between what is life giving and what is dehumanizing
~ the gospel values of love, compassion, reconciliation, transformation, justice and hope
~ a generosity of spirit that calls forth a commitment to the service of others and of creation generally
~ the capacity to shine the light of faith on the surrounding culture – to reflect, to judge and to choose.”

1.9 Across Curriculum Perspectives

1.9.1 Catholic Ethos
“Every curriculum area has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills, and fostering attitudes and values that are life giving and that assist young people to search for meaning and truth.”

(Treasures New and Old Core Document pg25)

At Trinity Catholic School Murrumburrah we seek truth through Gospel values and are faithful to the teachings of Christ in providing quality education. HSIE assists students to understand and appreciate their world. Students develop their spirituality, character, citizenship, global perspective, communication and critical thinking through a balanced formal and informal curriculum.

Teachers should:
• Reflect Gospel values through all facets of their classroom;
• Expect that children respect the work of others;
• Provide opportunities to develop skills such as reflection, critical thinking, problem solving, analysis and discernment;
- Foster in the students a moral sensitivity and a heightened capacity to understand their place in the world;
- Foster a generosity of spirit and an appreciation of the service of others;
- Encourage students to reflect, judge and choose;
- Encourage students to care for God-given resources;
- Develop awareness that the child is made in the image of God with basic needs to be cherished and nurtured;
- Recognise that parents, school and parish have a responsibility to mutually support each other in the education of our children;
- Acknowledge the social and cultural contributions of individuals and respect their freedom;
- Develop an appreciation of God given talents.

1.9.2 Information Technology
Technology shapes the world in which we live and the way we interact with it and each other. Accessing information has undergone a revolution in the past decade and has now become technologically advanced. All students require access to computers in a range of contexts and need to develop the skills to use them, to understand information technology concepts and to analyse the social and ethical implications using information technology.

At Trinity Catholic School the ability to use technology is seen as an integral part of HSIE. We believe students require access to technology in a range of contexts and need to develop skills to use it. Students are expected to use technology to seek information, construct ways of using new knowledge and present information in a variety of ways. The school is committed to the development of ICT and to this end is allocating an increasing amount of funding to the purchase of hardware and software for use within all curriculum areas.

1.9.3 Literacy
At Trinity Catholic School students will be required to develop their literacy skills to read, and use written information and to write appropriately through a wide variety of contexts, modes and mediums. While English has a particular role in developing literacy, all curriculum areas, including HSIE, have a responsibility for the general literacy requirements of students, as well as for the literacy demands of their particular discipline.

Specific literacy skills can be enhanced during the study of HSIE. These include visual literacy through analyzing maps, diagrams and pictures, labeling maps and diagrams. Reading skills through reading, understanding and explaining information; Writing skills in preparing reports, explanations, debates and Speaking and Listening skills through the presentation of oral tasks, guest speakers, sound and visual recordings.

The growth of technology and information, including visual information, demands that students be critically, visually and technologically literate and can compose, acquire, process, and evaluate text in a wide variety of contexts. They need to understand the full scope of a text’s meaning, including the wide contextual factors that take meaning beyond the decoding process.

1.10 Core Understandings
Quality teaching and learning is fostered by:
- Quality relationships between teachers and students, and amongst students themselves
- Flexible teaching approaches, designed to respond to individual differences in students' needs, abilities, interests and learning styles.
- The encouragement of students to engage in independent planning, thinking and learning.
- The active engagement of students in activities that are purposeful and relevant.
- Genuine interest in and enthusiasm about the topic on the part of the teacher.
- Critical reflection by the teacher on his or her teaching practice, and by the student on their progress in learning.
- A classroom atmosphere that is characterised by interest, challenge and high expectations that are developmentally appropriate.
- The assessing of student progress.
- Students being assisted to make connections between old and new experiences and knowledge, and between different areas of knowledge.
- Students being encouraged to try new approaches and to solve problems in different ways.
- Teachers undertaking regular professional development.

## Exit Outcomes

When students leave Trinity Catholic School they should have the knowledge, understandings, values and attitudes from H.S.I.E to become effective participants in their own lives, their communities and the world.

We believe our students after leaving Trinity Catholic School will continue to grow and develop in the following ways;

+ Spiritually – they will model themselves on the values and qualities of Jesus and seek to find those values and qualities in others.
+ Character - they will build trust and understanding through positive experiences and just actions;
+ Citizenship – they will accept responsibility for their actions and confidently exercise their rights.
+ Individually – they will continue to grow in their self confidence and understanding.
+ Lifelong Learning – they will enjoy and value learning throughout their lives.
+ Communication – they will continue to make sense of and communicate with the world.

We will assist the students to achieve these outcomes by:
- supporting parents in their role as carers and educators of their children;
- encouraging families and members of the wider parish community to participate in the children's learning and life of the school;
- explicitly teaching the skills and knowledge required to
  - understand, respect and value differences in our school, local and global community.
  - develop the capacity to communicate and a readiness to listen and respect the opinions of others in the community.
  - develop justifiable opinions and make considered decisions that reflect Gospel values.
“And this good news of the Kingdom will be proclaimed throughout the world” Matthew 24:14

2.1 Overview of HSIE

Knowledge and Understanding
- Change and Continuity
- Cultures
- Environments
- Social Systems and Structures

Value and Attitudes
Towards:
- People
- Cultures
- Religions
- Societies and Environments

Skills
- Acquiring Information
- Using an inquiry process
- Social and Civic Participation

The knowledge and understandings, skills, and values and attitudes that are embedded in the content of this syllabus are vital to learning about human society and the environment. Learning about their own society and environment will encourage students to accept and value cultural diversity and to value and care for environments. It will encourage students to develop and reflect on the concept of a shared history; it will also encourage an interest in, and an understanding of, the past.

Through the learning experiences in this syllabus, students will acquire a knowledge of civics, including the development of democracy and associated local, State and federal government structures and processes. They will learn about places, spaces, patterns and environments and the relationships and interactions that occur between them. They will learn about heritage — their own heritage and that of people they know, and about aspects of Australian and global heritage.” (Board of Studies K-6 HSIE Syllabus pg 9)

2.1.1 Strands and Sub-Strands

HSIE is made up of four strands and eight substrands for Early Stage One to Stage Three. There are four outcomes for early stage One and eight for each of the other three strands.

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<tr>
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<th>Environments (EN)</th>
<th>Social Systems and Structures (SS)</th>
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<td>Patterns of Place and Location</td>
<td>Resource Systems</td>
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<td>Cultural Diversity</td>
<td>Relationships with Places</td>
<td>Roles, rights and Responsibilities</td>
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### 2.1.2 Foundation Statements

**FOUNDATION STATEMENTS**

Foundation Statements set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school.

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<th>Introduction</th>
<th>Early Stage One</th>
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<td><strong>The Statewide Common Curriculum Requirements</strong></td>
<td><strong>Change and Continuity ~ Cultures ~ Environments ~ Social Systems and Structures</strong></td>
</tr>
<tr>
<td>Foundation Statements set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. They encompass, at a level broader than syllabus outcomes, the nature (key concepts and content) and scope (breadth, depth and rigour) of learning in Kindergarten to Year 6. They do not add new content or concepts to the K–6 curriculum but provide an answer to the question ‘What must be taught?’ in all schools. Using them you can be confident that you are delivering the most important learning for students. They place an emphasis on the fundamental skills needed to succeed at and beyond school, particularly in the areas of literacy and numeracy. <strong>Foundation Statements</strong> give teachers the freedom to focus on the diverse learning needs of their students. Describing what must be taught in this way will ensure that important concepts and content such as Australian history and democracy, scientific investigation, cultural diversity, Aboriginal history and culture, and safe and healthy lifestyle are included in teaching and learning programs. By focusing on the statements teachers can be sure that they are meeting the common curriculum requirements in each key learning area. <strong>Foundation Statements</strong> guide teachers in planning to meet the needs of students with varying ability levels and learning needs. Teachers can select and use the syllabus outcomes and content that best suit the learning needs of their students and adjust teaching strategies and what it is that students are asked to produce. <strong>Foundation Statements</strong> provide a basis for assessing, reporting and discussing student progress. In planning and developing programs you can continue to draw on the rich detail provided in syllabuses by selecting and using the outcomes and content needed to enable students to develop the knowledge, skills and understanding encompassed in the Foundation Statements. Syllabuses also contain important statements regarding the development of positive values and attitudes. It is expected that you will promote values and attitudes as outlined in each Board syllabus through the teaching of content and skills within units of work.</td>
<td>Students identify personally significant events, places and people and compare these with those of their peers. They use language associated with time, change and place. Students examine characteristics common to people, including Aboriginal peoples, describing some of the similarities and differences. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts. Students identify and explore familiar natural and built environments, how to care for them and the activities that occur in them. They communicate knowledge and understanding orally, through writing and drawing, and by constructing models. Students identify people’s needs and explain how these are met individually and cooperatively. They explore roles, responsibilities and rules in the classroom and at home.</td>
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<tr>
<td>Stage One</td>
<td>Stage Two</td>
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<tr>
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<td><strong>Change and Continuity ~ Cultures ~ Environments ~ Social Systems and Structures</strong></td>
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<tr>
<td>Students recount important family and community traditions and practices.</td>
<td>Students explore change in communities from different perspectives and evaluate the effects of change on individuals and groups, including Aboriginal peoples, and the environment.</td>
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<tr>
<td>They sequence events in the past and explain changes in their lives, in their communities and in other communities.</td>
<td>They understand key events related to the British colonisation of Australia and identify the changes and consequences for Aboriginal and other peoples and the continent.</td>
</tr>
<tr>
<td>Students explore the composition of a number of groups, including Aboriginal peoples, in their community and recognise that groups have specific identifying features, customs, practices, symbols, religion, language and traditions.</td>
<td>Students explain how different cultures and traditions contribute to Australian and community identity.</td>
</tr>
<tr>
<td>They acquire information about their local community by direct and indirect experience and communicate with others using various forms of electronic media.</td>
<td>They examine a variety of local and other communities, investigating similarities and differences including ways of living, languages and belief systems.</td>
</tr>
<tr>
<td>Students make comparisons between natural, heritage and built features of the local area and examine the human interaction with these features.</td>
<td>Students identify, locate and describe natural, heritage and built features in the local area and in other parts of Australia and explain their significance and management.</td>
</tr>
<tr>
<td>They investigate the relationship between people and environments including the relationship between Aboriginal peoples and the land.</td>
<td>They locate the four compass points and other significant features on a map and develop skills to locate and evaluate information from a variety of sources.</td>
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<tr>
<td>Students use the language of location in relative terms and construct and use pictorial maps and models of familiar areas.</td>
<td>Students examine roles, responsibilities, rights and the decision-making processes in schools and local government.</td>
</tr>
<tr>
<td>Students identify roles, responsibilities and rules within the family, school and community and explore their interaction.</td>
<td>They participate in the planning, implementation and evaluation of school and community programs recognising how participation in these contributes to the quality of school and community life.</td>
</tr>
<tr>
<td>They describe how people and technologies link to produce goods and services to satisfy needs and wants.</td>
<td>They examine how technologies affect the provision of goods and services, lifestyles, the environment and monetary exchange.</td>
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<tr>
<td></td>
<td>Students use a variety of texts and media to communicate information and data.</td>
</tr>
<tr>
<td><strong>Stage Three</strong></td>
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<tr>
<td><strong>Change and Continuity – Cultures – Environments – Social Systems and Structures</strong></td>
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<tr>
<td>Students explore the principles of Australian democracy and explain its development over time. They investigate significant events in Australia’s past and explain the implications for the development of Australian identity, heritage and cultural diversity. They locate information from a variety of primary and secondary sources, presenting their findings in a range of ways. Students explain how shared culture, heritage and language, including those of Aboriginal peoples, contribute to Australian and community identity. They explore cultural diversity by examining how cultures change through interactions with other cultures and the environment. Students analyse Australian and global environments, identifying environmental issues and problems and they explore ways in which individuals and groups can contribute to solutions for these. They investigate human interactions with environments and recognise ecologically sustainable development. Students recognise various beliefs and practices and explain how these influence interactions with environments. They sketch, label and use maps, applying appropriate conventions and terminology. Students identify Australia’s social and economic connection to the world and the rights and responsibilities of Australian and global citizens. They examine decision-making processes at state and federal levels and explain the structures, roles and responsibilities of government. They examine changes in work practices and the rights and responsibilities of producers and users of goods and services. Students apply knowledge of participatory democracy to formulate plans and create possible solutions illustrating fairness and social justice for school, local, national and global problems.</td>
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## 2.1.3 Board of Studies H.S.I.E Outcomes

The following Outcomes, which are used within all programming in Human Society and Its Environment, have been directly taken from the NSW board of Studies – Human Society and Its Environment Syllabus Document

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<th>STAGE 1</th>
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<td><strong>Substrand</strong></td>
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<td><strong>CCS1.1</strong></td>
<td><strong>CCS1.2</strong></td>
<td><strong>CCS1.3</strong></td>
</tr>
<tr>
<td>Significant Events and People</td>
<td>Describes events or retells stories that demonstrate their own heritage and the heritage of others.</td>
<td>Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.</td>
<td>Identifies changes and continuities in the local community.</td>
<td>Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</td>
</tr>
<tr>
<td><strong>Time and Change</strong></td>
<td><strong>CCS1.2</strong></td>
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<td><strong>Strand: Cultures</strong></td>
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<tr>
<td>Identities</td>
<td><strong>CUES1</strong></td>
<td><strong>CUES1.3</strong></td>
<td><strong>CUES2.4</strong></td>
<td><strong>CUES3.3</strong></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>Communicates some common characteristics that all people share as well as some of the differences.</td>
<td>Identifies customs, practices, symbols, languages and traditions of their family and other families.</td>
<td>Describes different view points, ways of living, languages and belief systems in a variety of communities.</td>
<td>Describes different cultural influences and their contribution to Australian identities.</td>
</tr>
<tr>
<td><strong>Strand: Environments</strong></td>
<td><strong>ENES1</strong></td>
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</tr>
<tr>
<td>Patterns of Place and Location</td>
<td>Gathers Information about natural and built environment and communicates some of the ways in which they interact with, and can care for, these environments.</td>
<td>Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</td>
<td>Describes places in the local area and other parts of Australia and explains their significance.</td>
<td>Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecological responsible manner.</td>
</tr>
<tr>
<td>Relationships with Places</td>
<td><strong>ENES1.6</strong></td>
<td><strong>ENES2.6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates an understanding of the relationship between environments and people.</td>
<td>Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</td>
<td></td>
<td>Expects how various beliefs and practices influence the ways in which people interact with, change and value their environment.</td>
</tr>
</tbody>
</table>
## Strand: Social Systems and Structures

<table>
<thead>
<tr>
<th>Substrand</th>
<th>EARLY STAGE 1</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Systems</td>
<td><strong>SSS1.7</strong> Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.</td>
<td><strong>SSS2.7</strong> Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</td>
<td></td>
<td><strong>SSS3.7</strong> Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</td>
</tr>
<tr>
<td>Roles, Rights and Responsibilities</td>
<td><strong>SSS1.8</strong> Identifies roles and responsibilities within families, schools and the local community and determines ways in which they should interact with others</td>
<td></td>
<td><strong>SSS2.8</strong> Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life</td>
<td><strong>SSS3.8</strong> Explains the structures, roles, responsibilities and decision-making processes of State and Federal governments and explains why Australians value fairness and socially just principals</td>
</tr>
</tbody>
</table>

### 2.2 Scope and Sequences

The K–6 H.S.I.E Scope and Sequence is an overview of the strand, outcomes and subject matter focus from Early Stage 1 to Stage 3.

The essential content presented in any particular Stage represents the knowledge, skills and understanding that are to be achieved by a typical student by the end of that Stage. It needs to be acknowledged that students learn at different rates and in different ways, so that there will be students who have not achieved the outcomes for the Stage/s prior to that identified with their chronological age.

As class structures change from year to year, the Scope and Sequence has been designed to cater for straight classes in an odd or even year, multi-age classes within a stage for odd and even years and for a multi-age class across a stage ie. K/1, 2/3, 4/5 in an odd or even year.

A Country of Study unit has been included for each year from Year 3 to Year 6. This enables teachers to assist students to learn about other countries and to participate in the Country Women’s Association Country of Study competition. As all classes will be studying the same country, it provides a variety of opportunities to become immersed in the culture of that country and provide engaging learning experiences.

**Please Note:**
- Teachers are to ensure that they meet the individual needs of students. Students will not be prevented from working towards outcomes in the next stage if there is sufficient evidence that they have achieved the outcomes in the current stage. For teachers to make this judgment, students would have been given the opportunity through open ended assessment tasks to show their ability to achieve an A or B grade. Students would also show in their regular class tasks and activities an ability to apply their knowledge to new and varied situations.
## Early Stage One Kindergarten

<table>
<thead>
<tr>
<th>STRAND</th>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
<th>TERM FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change and Continuity Cultures</td>
<td>Environments Social Systems and Structures</td>
<td>Environments Social Systems and Structures Cultures</td>
<td>Cultures Social Systems and Structures</td>
<td></td>
</tr>
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<td>OUTCOMES</td>
<td>CCES1</td>
<td>ENES1</td>
<td>ENES1</td>
<td>CUES1</td>
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<td></td>
<td>CUES1</td>
<td>SSES1</td>
<td>SSES1</td>
<td>SSES1</td>
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<td></td>
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<tr>
<td>UNIT</td>
<td>This is Me</td>
<td>Places we Know</td>
<td>School Days</td>
<td>Meeting Needs</td>
</tr>
<tr>
<td>Subject Matter Focus</td>
<td>In this unit the students learn about;</td>
<td>In this unit the students learn about;</td>
<td>In this unit students learn about;</td>
<td>In this unit students learn about;</td>
</tr>
<tr>
<td></td>
<td>their own and others characteristics</td>
<td>features and places in the immediate environment</td>
<td>personal and class needs and how they are met</td>
<td>personal and class needs and how they are met</td>
</tr>
<tr>
<td></td>
<td>family languages</td>
<td>the natural and built features of their immediate environment and of areas they have visited</td>
<td>roles, rights and responsibilities in the classroom and at home</td>
<td>the use of money</td>
</tr>
<tr>
<td></td>
<td>their own and family group</td>
<td>places and environments that are clean and safe</td>
<td>classroom rules and routines</td>
<td>people who have met their needs in the past</td>
</tr>
<tr>
<td></td>
<td>special events that they celebrate</td>
<td>care of natural things in the immediate environment</td>
<td>natural and built features of their immediate environment and with areas they have visited</td>
<td>roles rights and responsibilities in the classroom and at home</td>
</tr>
<tr>
<td></td>
<td>family origins, including countries of origin</td>
<td>experiences and interactions with their immediate environment and with areas they have visited</td>
<td>characteristics, desires and abilities of students</td>
<td>the structure of students’ families</td>
</tr>
<tr>
<td></td>
<td>events shared with class members and with family</td>
<td></td>
<td>recognisable Australian and school symbols</td>
<td>groups that individuals belong to</td>
</tr>
<tr>
<td></td>
<td>past and present changes in their lives</td>
<td></td>
<td>use of body language for communication</td>
<td>products that they use and where they come from</td>
</tr>
<tr>
<td></td>
<td>changes to people and places in their neighbourhood</td>
<td></td>
<td>recognisable differences between languages spoken in their neighbourhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>family, school, local, national and global events</td>
<td></td>
<td>events shared with class members and with families</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>their own class group and family groups</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
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<tr>
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<td>Environments</td>
<td>Social Systems and Structures</td>
<td>Continuity and Change Social Systems and Structures</td>
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<td>Outcomes</td>
<td>CCS1.1 Substrand – Significant Events and People</td>
<td>ENSL5 Substrand – Patterns of Place and Location</td>
<td>ENSL6 Substrand – Relationships with Places</td>
<td>CCS12 Substrand – Time and Change</td>
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<tr>
<td></td>
<td>CUS1.3 Substrand - Identities</td>
<td>ENSL6 Substrands - Relationships with Places</td>
<td>SSS1.7 Substrand - Resource Systems</td>
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<tr>
<td></td>
<td>CUS1.4 Substrand – Cultural Identities</td>
<td></td>
<td></td>
<td>SSS1.7 Substrand - Resource Systems</td>
</tr>
<tr>
<td>Unit</td>
<td>Celebrations</td>
<td>Wet and Dry Environments</td>
<td>Transport</td>
<td>The Way we Were</td>
</tr>
</tbody>
</table>
| Subject Matter Focus | In this unit the students will learn about:  
- origins of significant days and holidays that the student celebrate  
- customs and practices important to students in the class, including celebrations  
- belief systems of groups and families that students know  
- school, local, national and global events | In this unit the students will learn about:  
- everyday words for location, position and direction  
- uses of places in their local area  
- natural, built and heritage features in the immediate area and in other places  
- adaptations to environments to meet needs  
- changes in the immediate environment as a result of meeting needs and wants  
- personal and shared values and responsibilities towards features, sites, places and environments  
- care of resources including waste disposal | In this unit the students will learn about:  
- systems for producing goods and services  
- interconnections between technologies, workers, users and environments  
- roles and responsibilities of people who work in services in the community, both paid and unpaid  
- personal and shared values and responsibilities towards features, sites, places and environments  
- care of resources including waste disposal | In this unit the students will learn about:  
- the function of families and family activities  
- interconnections between technologies, workers, users and the environment  
- roles, rights and responsibilities in the family and at school  
- roles and responsibilities of people who work in services in the community, both paid and unpaid  
- personal and shared values and responsibilities towards features, sites, places and environments  
- care of resources including waste disposal |
<table>
<thead>
<tr>
<th>Term</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
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<td><strong>Stage One – Year One and Two - Year B (Odd)</strong></td>
<td><strong>Cultures</strong></td>
<td><strong>Social Systems and Structures</strong></td>
<td><strong>Environments</strong></td>
<td><strong>Change and Continuity Cultures</strong></td>
</tr>
<tr>
<td><strong>Strand</strong></td>
<td><strong>Environment</strong></td>
<td><strong>Social Systems and Structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td><strong>CUS1.3</strong></td>
<td><strong>SSS1.7</strong></td>
<td><strong>ENS1.6</strong></td>
<td><strong>CCS1.1</strong></td>
</tr>
<tr>
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<td>Substrand - Identities</td>
<td>Substrand - Resource Systems</td>
<td>Substrand - Relationships with Places</td>
<td>Significant Events and People</td>
</tr>
<tr>
<td></td>
<td><strong>CUS1.4</strong></td>
<td></td>
<td>Substrand - Patterns of Place Location</td>
<td>Substrand - Time and Change</td>
</tr>
<tr>
<td></td>
<td>Substrand - Cultural Diversity</td>
<td></td>
<td></td>
<td><strong>CUS1.3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ENS1.5</strong></td>
<td></td>
<td></td>
<td>Substrand - Identities</td>
</tr>
<tr>
<td></td>
<td>Substrand – Relationships with Places</td>
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<tr>
<td></td>
<td><strong>SSS1.8</strong></td>
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<tr>
<td></td>
<td>Substrand – Roles, Rights and Responsibilities</td>
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<tr>
<td><strong>Unit</strong></td>
<td><strong>Identifying Us</strong></td>
<td><strong>Workers in the Community</strong></td>
<td><strong>The Need for Shelter</strong></td>
<td><strong>Families Past and Present</strong></td>
</tr>
<tr>
<td><strong>Subject Matter Focus</strong></td>
<td>In this unit, students learn about:</td>
<td>In this unit, students learn about:</td>
<td>In this unit, students learn about:</td>
<td>In this unit, students learn about:</td>
</tr>
<tr>
<td></td>
<td>· groups to which students belong including family</td>
<td>· personal needs and wants</td>
<td>· everyday words for location, position and direction</td>
<td>· original stories of the students, their families, their community and other communities</td>
</tr>
<tr>
<td></td>
<td>· significant people who belong to these groups</td>
<td>· the function of families and family activities</td>
<td>· uses of places in the local area</td>
<td>· people who are important in the lives of students in the class</td>
</tr>
<tr>
<td></td>
<td>· symbols used by groups that students belong to eg flags and badges</td>
<td>· roles, rights and responsibilities in the family and at school</td>
<td>· natural, built and heritage features in the immediate environment and in other areas</td>
<td>· days, holidays and events celebrated by the students and their school, families and community</td>
</tr>
<tr>
<td></td>
<td>· similarities between ways in which families express their culture e.g. celebrations</td>
<td>· the roles and responsibilities of people who work in services in the community, both paid and unpaid</td>
<td>· adaptations to the environment to meet needs</td>
<td>· changes, both past and present caused by changing needs</td>
</tr>
<tr>
<td></td>
<td>· uses of places in their local area</td>
<td>· interconnections between technologies, workers, users and the environment</td>
<td>· changes to the immediate environment as a result of meeting needs and wants</td>
<td>· cultural characteristics of families</td>
</tr>
<tr>
<td></td>
<td>· adaptations to environments to meet needs</td>
<td>· family, school and community rules and their purpose</td>
<td>· personal and shared values and responsibilities towards features, sites, places and environments</td>
<td>· groups to which students belong, including the family</td>
</tr>
<tr>
<td></td>
<td>· changes to the immediate environment as a result of meeting needs and wants</td>
<td></td>
<td></td>
<td>· similarities between ways in which families express their culture</td>
</tr>
<tr>
<td></td>
<td>· family, school and community rules and their purpose</td>
<td></td>
<td></td>
<td>· customs and practices important to students in the class, including celebrations</td>
</tr>
</tbody>
</table>
## Stage One and Two – Year 2 / 3 Composite

<table>
<thead>
<tr>
<th>Term</th>
<th>Term One</th>
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<tr>
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<td>Cultures</td>
<td>Social Systems and Structures</td>
<td>Cultures</td>
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<td>Outcomes</td>
<td>SSS1.7 SSS2.7</td>
<td>CUS1.4 CUS2.4</td>
<td>SSS1.7 SSS2.7</td>
<td>CUS1.3 CUS2.3</td>
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<tr>
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<td>CCS1.1 CCS2.1</td>
<td>ENS1.6 ENS2.6</td>
<td>CCS2.1</td>
<td>CUS1.4 CUS2.4</td>
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<td>Machines &amp; Cogs</td>
<td>Country of Study</td>
<td>Farming</td>
<td>Indigenous Study - Reconciliation</td>
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<td>In this unit, students learn about:</td>
<td>In this unit, students learn about:</td>
<td>In this unit, students learn about:</td>
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<tr>
<td></td>
<td><strong>Stage 1 - CU</strong></td>
<td><strong>Stage 1 - SS</strong></td>
<td><strong>Stage 1 - SS</strong></td>
<td><strong>Stage 1 - CU</strong></td>
</tr>
<tr>
<td></td>
<td>• interconnections between technologies, workers, users and the environment.</td>
<td>• Interconnections between technologies, workers, users and the environment.</td>
<td>• Knowledge about;</td>
<td>• Traditions and religious stories important to students, beginning with Dreaming stories</td>
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<tr>
<td></td>
<td>• Systems for producing goods and services</td>
<td>• Forms of monetary exchange</td>
<td><strong>Stage 1 – EN</strong></td>
<td>• Aboriginal people's relationship to the land</td>
</tr>
<tr>
<td></td>
<td>• Technology used for producing goods and services</td>
<td>• Systems for producing goods and services</td>
<td><strong>Stage 1 – EN</strong></td>
<td><strong>Stage 1 - CU</strong></td>
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<tr>
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<td><strong>Stage 2</strong></td>
<td><strong>Stage 1 – CC</strong></td>
<td><strong>Stage 1 – EN</strong></td>
<td><strong>Stage 1 – CU</strong></td>
</tr>
<tr>
<td></td>
<td>• Goods, services and facilities in communities</td>
<td>• Days, holidays and events celebrated by students, their school, families in their community and other communities</td>
<td>• Adoptions to environments to fulfil needs</td>
<td>• The original inhabitants of the local area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School, local, national and global events</td>
<td>• Changes to the immediate environment as a result of meeting needs and wants</td>
<td>• Languages spoken within communities, including the original Aboriginal languages spoken in the local area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Major customs and celebrations of religious and other community groups</td>
<td>• Personal and shared values and responsibilities towards features, sites, places and environments</td>
<td><strong>Stage 2 – EN</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Stage 2 - CC</strong></td>
<td>• The diversity of groups within and between communities</td>
<td><strong>Stage 2 – SS</strong></td>
<td><strong>Stage 2 – EN</strong></td>
</tr>
<tr>
<td></td>
<td>• The contribution of people and groups from other countries to Australian heritage</td>
<td>• Goods, services and facilities in communities</td>
<td>• Changes in technologies in community organisations and systems, and effects on lifestyles and environments</td>
<td>• Languages spoken within communities, including the original Aboriginal languages spoken in the local area</td>
</tr>
<tr>
<td></td>
<td><strong>Stage 2 – CC</strong></td>
<td>• Family, school, local, national and global events and issues</td>
<td><strong>Stage 2 – EN</strong></td>
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## Stage Two – Year 3 / 4 Year A (Even)

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<tr>
<td>Strand</td>
<td>Change and Continuity Cultures</td>
<td>Cultures</td>
<td>Environments</td>
<td>Social Systems and Structures</td>
</tr>
<tr>
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<tr>
<td>Outcomes</td>
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<td>CCS2.2</td>
<td>CUS2.3</td>
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<td>Significant Events and People</td>
<td>Identities</td>
<td>Patterns of Place and Location</td>
<td>Resources Systems</td>
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<td>Time and Change</td>
<td>Cultural Diversity</td>
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<td>CUS2.4</td>
<td>ENS2.5</td>
<td>ENS2.6</td>
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<td>Patrons of Place and Location</td>
<td>Relationships with Places</td>
<td>Roles, Rights and Responsibilities</td>
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<td>ENS2.6</td>
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<tr>
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<td>Patterns of Place and Location</td>
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<tr>
<td>Unit</td>
<td>Places: Then, Now and Tomorrow</td>
<td>Country of Study</td>
<td>State and National Parks</td>
<td>Why Will Buy</td>
</tr>
<tr>
<td>Subject Matter Focus</td>
<td>In this unit the students will learn about:</td>
<td>In this unit the students will learn about:</td>
<td>In this unit the students will learn about:</td>
<td>In this unit the students will learn about:</td>
</tr>
<tr>
<td></td>
<td>CC</td>
<td>CU</td>
<td>CU</td>
<td>CU</td>
</tr>
<tr>
<td></td>
<td>· Differing viewpoints on community heritage</td>
<td>· The diversity of groups within and between communities</td>
<td>· Significant natural, heritage and built features in the local area, NSW and Australia and their uses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Causes and effects of change in the local community and other communities</td>
<td>· Major customs and celebrations of religious and other community groups</td>
<td>· Goods, services and facilities in communities</td>
<td>- Goods, services and facilities in communities</td>
</tr>
<tr>
<td></td>
<td>· Changes to people and places in the Sydney region as a result of British colonisation</td>
<td>· Geographical features of a given country</td>
<td>· Contributions of paid and unpaid workers and voluntary organisations in the community</td>
<td>- Contributions of paid and unpaid workers and voluntary organisations in the community</td>
</tr>
<tr>
<td></td>
<td>· Continuing and changing roles, traditions, practices and customs in the local community</td>
<td>· Famous landmarks or people from a given country</td>
<td>· Services and contributions made by community organisations and groups</td>
<td>- Services and contributions made by community organisations and groups</td>
</tr>
<tr>
<td></td>
<td>· The contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries</td>
<td>· Historical, political and economic facts including manufacturing and natural products</td>
<td>· Consumer and producer rights and responsibilities</td>
<td>- Consumer and producer rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>CU</td>
<td>ENS2.7</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>· Origins and backgrounds of people in the local community</td>
<td>· Environmental issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· The diversity of groups within and between communities</td>
<td>· Symbols of importance such as the national flag, floral or fauna emblem.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>EN</td>
<td></td>
<td>· Native plants and animals</td>
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</tr>
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<td>· Environmental changes</td>
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<td>· Significant natural, heritage and built features in the local area, NSW and Australia, and their uses.</td>
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<tr>
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<td>Environments</td>
<td>Cultures</td>
<td>Change and Continuity Environments</td>
<td>Environments Social Systems and Structures</td>
</tr>
<tr>
<td>Outcomes</td>
<td>ENS2.5 Patterns of Place and Location ENS2.6 Relationships with Places</td>
<td>CUS2.3 Identities CUS2.4 Cultural Diversity</td>
<td>CCS2.1 Significant Events and People ENS2.6 Relationships with Places</td>
<td>ENS2.5 Patterns of Place and Location SSS2.7 Resources Systems SSS2.8 Roles, Rights and Responsibilities</td>
</tr>
<tr>
<td>Unit</td>
<td>Australia You’re Standing In It</td>
<td>Country of Study</td>
<td>British Colonisation of Australia</td>
<td>Cooperating Communities</td>
</tr>
</tbody>
</table>

### Subject Matter Focus

<table>
<thead>
<tr>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this unit the students will learn about:</strong></td>
<td><strong>In this unit the students will learn about:</strong></td>
<td><strong>In this unit the students will learn about:</strong></td>
<td><strong>In this unit the students will learn about:</strong></td>
</tr>
<tr>
<td>· Geographic terminology eg north, south, east, west, Equator, Tropic of Cancer and Capricorn, North/South Pole.</td>
<td>· The diversity of groups within and between communities</td>
<td>· The voyage of James Cook in relation to the colonisation and world exploration at the time.</td>
<td><strong>EN</strong> · Locations of major cities, rivers and mountains in NSW and the capital cities in Australia · Significant natural, heritage and built features in the local area, NSW and Australia and their uses. · Local and other Australian communities <strong>SS</strong> · Consumer and producer rights and responsibilities</td>
</tr>
<tr>
<td>Term</td>
<td>Term One</td>
<td>Term Two</td>
<td>Term Three</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Strand</td>
<td>Change and Continuity</td>
<td>Cultures</td>
<td>Change &amp; Continuity</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td>CCS2.3</td>
<td>CCS3.1</td>
</tr>
<tr>
<td>CCS3.2</td>
<td>Time and Change</td>
<td>Substrand - Identities</td>
<td>Significant events and people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCS2.4</td>
<td>CCS2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CCS3.4</td>
<td>Significant events and people</td>
</tr>
<tr>
<td>Unit</td>
<td>Australian Democracy</td>
<td>Country of Study</td>
<td>Heritage Heroes (PPP)</td>
</tr>
<tr>
<td>Subject Matter Focus</td>
<td>In this unit the students will: Stage 2 – CC</td>
<td>In this unit the students will learn about: Stage 2 - CU</td>
<td>In this unit the students will: Stage 2 &amp; 3 - CC</td>
</tr>
<tr>
<td></td>
<td>• demonstrate an understanding that different groups, including families, may have different points of view about changes in the community</td>
<td>• the diversity of groups within and between communities</td>
<td>• develop an understanding of how the significant events and achievements of past and present Australians, have helped to shape our Australian identity.</td>
</tr>
<tr>
<td></td>
<td>• identify continuing and changing roles, practices, traditions and customs of men and women in the community and in families</td>
<td>• major customs and celebrations of religious and other community groups</td>
<td>• identify significant events and people who have helped shape our identity,</td>
</tr>
<tr>
<td></td>
<td>• distinguish between primary and secondary source material when acquiring information</td>
<td>• the cultural diversity of Australia and other nations</td>
<td>• place these people and events on a timeline, showing their place in Australian history.</td>
</tr>
<tr>
<td></td>
<td>• use historical language when referring to source material, eg primary source, secondary source, oral history, life story</td>
<td>• the influence of current events</td>
<td>• choose one of these as the basis for their research.</td>
</tr>
<tr>
<td></td>
<td>• identify the contributions of some significant people and events to community heritage.</td>
<td></td>
<td>• research information about their chosen topic and in doing so will further develop their research skills.</td>
</tr>
<tr>
<td></td>
<td>Stage 3 - CC</td>
<td>Addition content</td>
<td>• on the completion of their research will be divided into groups to present their work to other students in the class.</td>
</tr>
<tr>
<td></td>
<td>• identify key figures, events and issues in the development of Australian democracy including Henry Parkes, the 1891 referendum and the republican movement</td>
<td>• Geographical features of a given country</td>
<td>• investigate the causes of desertification and will create a poster to educate others about these causes, the consequences of desertification and practical ways of addressing the problem.</td>
</tr>
<tr>
<td></td>
<td>• investigate Aboriginal democratic practices before British invasion</td>
<td>• Famous landmarks or people from a given country</td>
<td></td>
</tr>
<tr>
<td>Stage Three – Year 5 / 6 Year A (Even)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Term</strong></td>
<td><strong>Term One</strong></td>
<td><strong>Term Two</strong></td>
<td><strong>Term Three</strong></td>
</tr>
<tr>
<td>Strand</td>
<td>Change and Continuity Environments</td>
<td>Cultures Environments</td>
<td>Environments</td>
</tr>
<tr>
<td>Outcomes</td>
<td>CCS3.1</td>
<td>CUS3.4</td>
<td>ENS3.5</td>
</tr>
<tr>
<td></td>
<td>CCS3.2</td>
<td>Substrand – Cultural Diversity</td>
<td>Substrand - Patterns of Place and Location</td>
</tr>
<tr>
<td></td>
<td>Substrand – Significant events and people</td>
<td>Substrand - Relationships with Places</td>
<td>Environments</td>
</tr>
<tr>
<td></td>
<td>Term One</td>
<td>Term Two</td>
<td>Term Three</td>
</tr>
<tr>
<td>Unit</td>
<td>Gold</td>
<td>Country of Study</td>
<td>Global Environments</td>
</tr>
<tr>
<td></td>
<td>In this unit the students will learn about CC</td>
<td>Included in Country of Study</td>
<td>Included in Global Environments</td>
</tr>
<tr>
<td></td>
<td>• Key figures, events and issues in the development of Australian democracy</td>
<td>• Physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities</td>
<td>• Physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities</td>
</tr>
<tr>
<td></td>
<td>• Significant events that have shaped Australia’s identity</td>
<td>• Geographical terminology eg latitude and longitude</td>
<td>• Processes by which laws are made and changed in State and Federal governments</td>
</tr>
<tr>
<td></td>
<td>• World achievements by Australians, past and present</td>
<td>• Communities, regions and environments in Australia and the world</td>
<td>• Electoral processes</td>
</tr>
<tr>
<td></td>
<td>• Origins of dedicated days, weeks, events and places</td>
<td>• Patterns of human involvement and the use of environments</td>
<td>• Community, school and class decision-making and democratic processes</td>
</tr>
<tr>
<td></td>
<td>• National symbols, national culture represented by ballads, songs and colours and significant sites</td>
<td>• Effects of human and natural changes on the environment</td>
<td>• Selected natural or built heritage sites in the world, through case studies</td>
</tr>
<tr>
<td></td>
<td>• Patterns of human involvement and use of environments</td>
<td>• Ecologically sustainable development of environments</td>
<td>• Different perspectives about the maintenance and improvement of environments</td>
</tr>
<tr>
<td></td>
<td>• Effects of human and natural changes on environments</td>
<td>• Different perspectives about the maintenance and improvement of environments</td>
<td>• Selected natural or built heritage sites in the world, through case studies</td>
</tr>
</tbody>
</table>
## Stage 3 – Year 5 / 6 Year B (Odd)

<table>
<thead>
<tr>
<th>Term</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand</strong></td>
<td><strong>Change and Continuity Cultures</strong></td>
<td><strong>Cultures Environments</strong></td>
<td><strong>Change and Continuity Environments</strong></td>
<td><strong>Social Systems and Structures Environments</strong></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>CUS3.1 Significant Events and People</td>
<td>CUS3.4 Cultural Diversity</td>
<td>CCSS3.1 Significant Events and People</td>
<td>SSS3.7 Resource Systems</td>
</tr>
<tr>
<td></td>
<td>CUS3.3 Identity</td>
<td>ENS3.6 Relationships with Places</td>
<td>CUS3.3 Identity</td>
<td>ENS2.5 Patterns of Place and Location</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td><strong>Identity and Values</strong></td>
<td><strong>Country of Study</strong></td>
<td><strong>Indigenous Studies</strong></td>
<td><strong>Global Connections</strong></td>
</tr>
<tr>
<td><strong>Subject Matter Focus</strong></td>
<td>In this unit the students will learn about: CC</td>
<td>In this unit the students will learn about: CU</td>
<td>In this unit the students will learn about: CC</td>
<td>In this unit the students will learn about: SS</td>
</tr>
<tr>
<td></td>
<td>Origins of dedicated days, weeks, events and places, including Anzac Day, Australia Day and Remembrance Day</td>
<td>The diversity of groups within and between communities</td>
<td>Australian human rights issues, past and present, including the impact of the stolen generation.</td>
<td>Global interconnections and interdependences eg communication, trade, international human rights agreements</td>
</tr>
<tr>
<td></td>
<td>Significant events that have shaped Australia’s identity, including the discovery of gold, and colonial exploration and expansion</td>
<td>Major customs and celebrations of religious and other community groups</td>
<td>Aboriginal democratic practices before British colonisation</td>
<td>Organisations involved in monetary exchange</td>
</tr>
<tr>
<td></td>
<td>World achievements by Australians, past and present</td>
<td>Geographical features of a given country</td>
<td>The cultural diversity of Australia</td>
<td>Major Australian exports and imports</td>
</tr>
<tr>
<td></td>
<td>CUS Traditions, belief systems and practices of Australians, including celebrations</td>
<td>Famous landmarks or people from a given country</td>
<td>Origins of place name and other words and expressions</td>
<td>Rights and responsibilities of Australian citizenship</td>
</tr>
<tr>
<td></td>
<td>Traditions, belief systems and practices of Australia as compared with those of at least one other nation in the Asia-Pacific region</td>
<td>Historical, political and economic facts including manufacturing and natural products</td>
<td>Traditions, belief systems and practices of Australians, including celebrations</td>
<td>and global citizenship</td>
</tr>
<tr>
<td></td>
<td>Nationally remembered days, eg Wattle Day, NAIDOC Day</td>
<td>Environmental issues</td>
<td>Nationally remembered days such as NAIDOC Day, Sorry Day</td>
<td>Rights and responsibilities of users and producers of goods and services globally</td>
</tr>
<tr>
<td></td>
<td>Origins of place names and other words and expressions</td>
<td>Symbols of importance such as the national flag, floral or fauna emblem.</td>
<td>Patterns of human involvement and use of environments eg Aboriginal land management practices</td>
<td>EN Effects of human and natural changes on environments</td>
</tr>
<tr>
<td></td>
<td>Colloquial words associated with cultural influences</td>
<td>Native plants and animals</td>
<td>Explanation of natural phenomena and the environment in Aboriginal Dreaming Stories</td>
<td>Physical, political and cultural regions and main reference points in Australia and the world, including continents and some capital cities</td>
</tr>
</tbody>
</table>
2.3 Agreed Practices

2.3.1 Teaching and Learning

Rationale
Trinity Catholic School is committed to provide a high standard of teaching and learning across all areas of the Curriculum. It requires teachers to maintain a consistent and thorough approach which: “...respect(s) the integrity of the material to be studied while being appropriate to the developmental stage, background, experience and other personal qualities of the learners.” (Treasures New and Old, Core Document, p 55)

Aim
To maintain quality teaching and learning in H.S.I.E.

Implementation
The Staff has agreed to:
- ensure the presence of Catholic Ethos in their lessons.
- use the NSW Board of Studies H.S.I.E. Syllabus and Units of Work documents.
- use the agreed programming proforma.
- Use inquiry methods of learning such as De Bono’s Six Thinking Hats and Blooms Taxonomy
- plan effectively and know the contents of their H.S.I.E. program.
- offer a variety of learning and assessment tasks, thereby catering to a variety of learning styles
- cater for the different learning needs of students
- explicitly teach skills and knowledge
- follow the scope and sequence
- use a variety of resources, including people, interactive and online resources.
- liaise with other teachers and executive when planning
- seek professional development to maintain current and best practice.

2.3.2 Time Allocation

Rationale
For students to learn and consolidate skills and knowledge, adequate time needs to be allocated to the Key Learning Area of Human Society and Its Environment.

Aim
To provide teachers with time allocation guidelines for the teaching and learning of Human Society and Its Environment.

Implementation
- The following table contains the recommended time allocation as stated by the Board of Studies.
- Teachers adhere to this guideline when planning Human Society and Its Environment. lessons.
- At times HSIE may be integrated with other KLA’s, this would be taken into consideration when allocating time in the timetable.

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per week</td>
<td>1- 1.5 hours</td>
<td>1 – 1.5 hours</td>
<td>1 - 2 hours</td>
<td>1 - 2 hours</td>
</tr>
</tbody>
</table>
2.3.3 Teaching and Learning Strategies

The following section provides some useful strategies for teaching Human Society and Its Environment at Trinity. These strategies support learning in this key learning area. It is vital that teachers model and demonstrate the use of these strategies and provide adequate opportunities for students to practice them before expecting their students to independently demonstrate them or use them to assist their learning.

### ACTIVITIES/STRATEGIES

Discussion, debates, analyzing, researching
Communicating: orally, in written form and diagrammatically
Reasoning to explore relationships and situations
Open ended questions
Reflecting on experiences and critical understanding
Working backwards
Decision making
Projects, photographs, mind maps, matrix, retrieval charts, oral and visual presentations, graphic organisers
Storytelling, role play
Brain Gym
Problem solving
Peer tutoring
Cultural and environmental activities
Trial and error
Comparing
Cooperative Learning
School Parliament
**Multiple Intelligences:** Evaluating, Classifying, Interpreting/Explaining, Justifying, Questioning, Verifying, Building, Investigating
Using Metalanguage
De Bono’s Six Hat Thinking
Higher Order Thinking/Lateral Thinking
ICT
Visiting shows
Excursions & Incursions
Guest speakers
Film making

2.3.4. Programming

Rationale
It is the responsibility of all teachers to provide a teaching program that originates from the appropriate syllabus. This program provides a planning tool, in which teachers ensure that stage appropriate outcomes, teaching and learning activities and valid assessments are provided for their students.

Aim
To provide a scaffold to assist teachers to produce quality teaching programs, that will assist students in the achievement of H.S.I.E. outcomes.

Implementation
The staff of Trinity Catholic School agree that programming within H.S.I.E. should reflect the following elements;
- H.S.I.E Programs are planned according to the NSW Board of Studies Syllabus and the Trinity Catholic School Scope and Sequence.
- H.S.I.E programs should include De Bono’s Six Thinking Hats and elements of the Quality Teaching Framework.
- Consideration of the individual learning needs and styles of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus. Staff at Trinity, incorporate I.T. to engage students, to assist understanding of concepts and promote research.
- Teachers will prepare their H.S.I.E. Program for the term and submit their programs for review in Week 4 for Terms 2 – 4 and in Week 6, Term 1.
- The sequence of all learning experiences that teachers provide should build on what students already know and should be designed to ensure that they progress through the stages identified in the scope and sequence.

Individual Plan
Students with disability are required to have an Individual Plan that explains the Stage of development and expected outcomes. Teachers would be required to show in the teaching program how teaching and learning has been differentiated to accommodate the needs of a student with disability.

See Appendix One for the HSIE Programming Proforma
See Appendix Four for the Program Feedback Proforma
See Appendix Six for the Term Overview Proforma

2.3.5 Use of Thinking Tools

Each teacher has a folder of Thinking Skills that can be used during the teaching and learning across all KLA’s. Teachers are encouraged to use model Thinking Tools and provide scaffolds for students to learn to use the tools.

Thinking Tools include: Alphabet Lists, Camper Thinking, Character Map, Circle Map, Clock, Cluster Map, Cumulative Map, De Bono’s Thinking Hats, Decision Making Matrix, Describing Wheel, E Chart, Facts Chart, Fact or Opinion, Fishbone Diagram, Five W’s Chart, Flow Chart, Four Column Chart, Garden Gate, Goal – Reasons Web, Ice Cream Cone, Ideas Rake, Idea Wheel, Independent Investigation, Inverted Triangle, Investigate a Book, ISP, KWL Chart, KWS Chart, Ladder, List Map, Observation Chart, PCQ Chart, Persuasion Chart, Planning Chart, Plot Map, POOCH, Problem-Solution Chart, Q-Chart, The Question Matrix Grid, Question Dice, Question-Prediction Chart, Response Journal, Sandwich Chart, Sense Chart, Sequence Chart, Spider Map, Step by Step Chart, Story Map, Target, T-Chart, Tick-Tack-Toe, Time Order Chart, Timeline, Tree Chart, The Tuckman Model, Venn Diagram, Y-Chart, PCQ.

2.3.6 – Teaching Strategies and Practices

Please refer to Section 3.3 for a description of various teaching strategies that may be used to enhance teaching and learning

2.3.7. Assessment

Rationale
The provision of accurate and regular assessment is the responsibility of every teacher at Trinity Catholic School. Assessment is used to identify the level of students’ knowledge and skills both before and after the teaching.

Implementation
The Staff at Trinity Catholic School agree that assessment in Human Society in Its Environment:
At Trinity Catholic School Murrumburrah assessment in HSIE can be undertaken and recorded in the following ways:

Anecdotal records
Checklists, Graphic Organisers, Observation, Photographs, Reflection journals, Semester reports.

Annotated work samples
Conferences, I.C.T. tasks, Pen & paper tests, Presentations, Rubrics

Audio and visual clips, Demonstrations, Listening & Questioning, Peer assessment, Pretests, Self-assessment

2.3.8. Reporting

Rationale
Reporting procedures reflect teachers’ understanding and assessment of learning and development. It provides information to students and parents about the students’ progress, possible areas of concern and ways in which the students can be assisted to overcome difficulties or to extend their learning.

Aim
To provide guidelines and assistance to teachers when undertaking assessment of student progress

Implementation
The Staff at Trinity Catholic School agree that reporting:

- should foster a positive school and home understanding and interaction.
- should be honest, constructive and provide a way forward for the student
- should be in ‘lay person’ language that parents and students can understand.
- takes preparation and thought. It may be essential to provide examples of the
student's work to explain an assessment grade.

- includes academic progress, work habits and social skills.
- occurs in the form of semester reports (written) and three way conversations (verbal).
- provides information regarding student progress according to assessment and teacher judgment.
- takes the form of Outcomes-Based Reports and Three Way Interviews that include parents, student and teacher.
- informal reporting can occur when parents request an interview during the course of the year or outside of the formal reporting period.

Outcomes-Based Reports
These reports are provided to parents twice a year. Semester One reports are finalised by the end of Term Two and Semester Two Reports are completed at the end of Term Four. These reports require teachers to allocate each student a grade from A – E according to the criteria, based upon their assessment results in units taught within the semester. The language descriptors for each of the grades reflect the level of knowledge and skills attained.

<table>
<thead>
<tr>
<th>Early Stage One</th>
<th>Stage One to Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiencing Difficulty</td>
<td>A=Extensive</td>
</tr>
<tr>
<td>Developing</td>
<td>B=High</td>
</tr>
<tr>
<td>Competent</td>
<td>C=Sound</td>
</tr>
<tr>
<td></td>
<td>D=Basic</td>
</tr>
<tr>
<td></td>
<td>E=Elementary</td>
</tr>
</tbody>
</table>

Teachers are required to write a comment that further explains the students’ grades. These comments need to be clear, meaningful, relate to the skills and knowledge of the unit and sensitive to student needs.

As a result of ongoing assessment and discussion with students, parents will be informed of their children’s progress in the following ways:

- Interim Progress Report – Term One
- Three Way Conversation - Term Three
- Informal Interviews– when required
- Half yearly and yearly reports - Terms Two and Four

Parents are also able to request an interview in the week following the written reports or at any other time of the school year.

2.3.9. Evaluation

Rationale
Evaluation is essential in the teaching and learning cycle to enable teachers to reflect on classroom practice, units and policies which in turn informs future planning.

At Trinity Catholic School the staff regard reflection and evaluation as an integral part of the teaching cycle in HSIE.

Aim
To assist staff in developing efficient and information evaluation skills that will aid futher development of competent teaching skills.
**Implementation**

The Staff at Trinity Catholic School agree that evaluation:

- is an ongoing process that takes place on a daily and weekly basis, at the end of a unit of work or the end of the term.
- enables teachers to comment on their teaching, the relevance or age appropriateness of the learning activities and strategies, the usefulness of the assessment, whether a concept needs revision, the further learning needs of the students and the completion of the planned work.
- and reflection are ways of setting future directions that will be taken in each Key Learning Area.
- comments will be recorded in the designated section of the programming proforma provided for each Key Learning Area. Teachers may also write anecdotal comments throughout their program. Teachers tick and date lessons or activities as they are completed.
- can be a set of generic questions or an evaluation proforma that is available for teachers. These may help to guide their reflections. The following questions may assist in ensuring that the information sought is relevant to the programming and assessment.

See Appendix Two for the Standardised Evaluation Questions

See Appendix Three for the Teaching Evaluation Proforma

See Appendix Five for the QTF Evaluation Proforma
“Well then, every scribe who becomes a disciple of the kingdom of heaven is like a householder who brings out from his storeroom things both new and old.”

Matt 13:52

3.1 Resources

3.1.1 Library

A wide variety of teacher and student reference books, Blackline Masters, Units of Work, Commercial Programs
Maps
Atlases
Pictures / Photos / Drawings / Charts / Posters

3.1.2 Internet

Contacts and Organisations

The Art Gallery of NSW  Australian Bureau of Statistics
Australian Electoral Commission Division of the Returning Officer
Australia Institute of Aboriginal and Torres Strait Task Studies
Australian Picture Library  The Curriculum Corporation
C B Alexander Agricultural College  NSW Department of Urban Affairs and Planning
The Discovering Democracy Schools Materials Project
Ethnic Communities’ Council of NSW  Fairfax Education Unit
Film Australia  Gould League of NSW
Heritage Council of NSW  Historic Houses Trust of New South Wales
Human Rights and Equal Opportunity Commission (HREOC)
Human society and its Environment Council Inc
Independent Commission Against Corruption (ICAC)
Local Government and Shires Association  Museum of Sydney Shop
National Film and Sound Archives
National Parks and Wildlife Service Information Centre
Parliamentary Education Office
Parliamentary Education and Community Relations
The Royal Australian Institute of Architects (RAIA)
The Source  The State Library of NSW
State Forests  Sydney Observatory
Taronga Park Zoo  Western Plains Zoo
Exhibitions and Attractions

**Parramatta Heritage Centre** is a museum, gallery, local research library and visitor information centre run by Parramatta City Council. Teachers and students can discover the rich cultural mix and fascinating histories of the region through the collections, exhibitions, education and public programs. Our Permanent exhibition 'Parramatta: People & Place' invites teachers and students to participate in the living heritage of Parramatta through shared stories, objects and multi-media presentations. The themes offer interesting and creative ways of learning about heritage, change, and social systems.

**Australian Museums and Galleries Online** is an excellent source of information about museums and galleries across NSW and other states. It includes contact addresses, phone numbers and information about the features of each museum and gallery. It also provides links to museum websites which generally include information about current and up and coming exhibitions. The sections of the 'on line' site include Museum craft, Guide to Museums (the most useful section for teachers), Open Collections, New Content, and information about the organisation AMOL.

The **Australian War Memorial** has six travelling exhibitions on tour throughout Australian including Too Dark for a Light Horse, which focuses on Aboriginal service personnel.

The **Historic Houses Trust** of NSW School Visits offers interactive, inquiry based programs for HSIE students at all of its museums and properties. Programs include guided museum visits, interactive educational activities and materials and suggestions for use in the classroom before and after the visit. Bookings and further program information can be gained by contacting any of the museums or properties listed.

### 3.1.3 Board of Studies on Line


- Human Society and Its Environment (HSIE)
- HSIE Syllabus
- **K – 6 Units of Work**
- Teaching Strategies and Practices
- Resources
  - ~ Texts
  - ~ Publishers and Distributors
  - ~ Background Sheets
  - ~ Profiles of Significant People
  - ~ Various other background reading and visual resources.

### 3.1.4 Teaching Strategies and Practices

**A. Analysing Values**

Values analysis involves the gathering, analysing, organisation and appraisal of facts in order to understand value positions held by individuals, groups or organisations. The process of values analysing can assist students to:

- identify values involved in an issue, situation or problem
- distinguish facts from interpretations of facts or opinions
- identify different kinds of bias in statements
- identify values implicit in laws or rules and their manner of enforcement
- give reasons based on evidence, for either accepting or rejecting particular values
- predict outcomes from given value positions.

**Planning**

1. Select an issue or situation for values analysis from a suitable context.
2. Prepare a suitable recording device for listing relevant facts, eg a table, plus and minus columns, alternatives list, consequence chart, graph of survey data.
3. Provide materials to assist values analysis, eg research questions, incomplete sentences, cartoons.
4. Determine one or two activities to test a value principle which has been found when examining facts of an issue.

**Managing**
1. Select the issue to be analysed from an ongoing unit, everyday context or current affairs topic.
2. Question students to ensure they understand the values question to be examined, as well as its context.
3. Collect positive and negative evidence for the viewpoints held on the issue.
4. Test where possible, all the facts which can be put forward to support each side of the issue.
5. Discard irrelevant facts and rank the rest in order of importance.
6. Make a decision, as far as the facts allow, concerning the issue.
7. Deduce the main values principle on which the decision rests.
8. Test the value principle with specific case examples.

**B. Artefacts**
An artefact is any object made by humans. By examining artefacts, students are able to gain an insight into the technology and lifestyles of people from particular cultural groups or times.

**Planning**
1. Identify the information needed, related to the unit.
2. Identify school and community resources.
3. Either acquire resources, eg through loans from a museum/gallery, ensuring safe and secure storage or plan for an excursion to view the artefact(s), eg a visit to local caves, museums.

**Managing**
1. Emphasise the need for the respect of artefacts valued by others.
2. Establish and reinforce rules for the handling or viewing of artefacts.
3. Guide observations with student or teacher directed questioning.
4. Set tasks for gathering and recording information, eg sort, classify, label.
5. Display artefacts

**C. Brainstorming**
This is a technique in which a class or group meets in order to record all the information already known on a topic, to develop new ideas or to stimulate creative thinking. Participants ‘let the ideas come into their heads’, write them down, sort them and decide which require further research. Brainstorming is a useful way of determining and activating prior knowledge of a topic.

**Planning**
1. Decide what subject, topic (or aspect of a topic) the students need to investigate.
2. Consider the group’s size — a whole class brainstorm will produce more information and focus all students on the topic chosen, but individual and group brainstorming may also be appropriate.
3. Determine the method of recording the students’ responses. If a retrieval chart, matrix or mind map is to be completed, decide on the headings used to organise the information.

**Management**
1. Define the purpose of the activity.
2. Encourage all students to participate, letting ideas ‘come into their heads’.
3. Write down the students’ contributions. It is important to emphasise that all contributions are recorded.
4. Discuss and decide suitable categories to be used for organising the information.
5. Teacher/class/groups/individuals select a method of recording the information from the brainstorming session using the categories discussed.
6. Discuss the information recorded then decide on areas requiring further research — what do we want to find out more about? write down the questions we need to answer.

**D. Clarifying Values**
Clarifying values is a reflective and sharing process in which the teacher raises values-related issues with students, or where values-related issues arise out of activities or situations in the classroom or the school. Questions are presented to assist students to become aware of their personal value positions regarding these issues and to explore the validity of these positions within a non-threatening environment. The process of values clarifying can assist students to: i) understand their own and others’ values ii) work through what may be confused values iii) change or maintain their values in the light of new experience or iv) enhance communication and personal relationships.

**Planning**
1. Choose an issue from ongoing units or everyday activities in which any combination of individuals or groups are involved in decisions which must take into account important values.
2. Design activities to assist students to understand the decisions or actions taken by the major participants, the reasons why these were taken and the values revealed. Provide opportunities for students to make their own decisions based on the same situation.
3. Use one or more of the following devices could be used to assist the clarification process: questions, discussion cards, rankings, scales, continuums, written or spoken texts.
4. Encourage sharing values in a supportive and accepting environment. Establish ground rules for the activity, eg i) be positive ii) respect others’ feelings. Be prepared to reinforce appropriate values when the opportunity arises and to provide students with a framework for the development of personal values. Care should be taken to ensure that the values which students bring to school are not seen to be under attack.

5. Ensure that moral issues, such as values relating to social justice, compassion and integrity, are included in values clarification activities.

Managing

1. Introduce an incident or issue from real life, literature or in media texts which are relevant. Provide opportunities for discussion of and reflection on the values which are exposed. Allow students to make decisions about the validity of these values.

2. Discuss possible reasons for the actions or decisions which occurred as a result of the issues.

3. Assist students to identify those values which appeared to have generated the action or decisions.

4. Allow opportunities to discuss and consider what might have been the students’ decisions or actions in similar circumstances.

5. Assist students to identify the values which they regard as important in generating the actions or decisions that they might have taken.

6. Encourage students to listen sympathetically and reflectively to others as well as to reflect upon their own values.

E. Class and Student Council Meetings

Class/student councils and meetings provide an organised forum for students to contribute to decisions about class and school activities.

Planning

1. Consider possible ways of organising the council.

2. Establish the ground rules and structures that will create a workable council and effective council meetings.

3. Determine the roles within the council and during council meetings, eg chairperson, recorder.

4. Agree on time limits for speakers.

5. Encourage students to determine issues to be discussed within the established ground rules.

Managing

1. Elect students to take on the roles of the council as determined.

2. Explain what an agenda is and the need for one. Encourage students to list points for discussion on the agenda by displaying on a classroom wall:

   - Introduction
   - Purpose of meeting
   - Possible topics...
   - Update from...

3. Focus on the main purpose of the council/meeting as a way of bringing about change and not as a forum for complaints.

4. Implement decisions that are reached. It is important that students know they have the power to bring about change.

5. Include time for evaluation to see if decisions reached have solved problems or resolved issues.

6. Encourage everyone to speak clearly and listen attentively. The use of prompt cards may be helpful here.

F. Classroom Displays

A classroom display provides a way of focusing on the current unit. It stimulates learning, provides a record of learning as well as encouraging students to interact and to respond to learning.

Planning

1. Plan the display around the focus of the unit.

2. Involve students in planning the display.

3. Decide on the format for the display. Some suggestions include: models, diagrams, maps, matrices, timelines, posters, students’ written texts, graphs, photographs, floor and ceiling displays.

4. Include ways of recording students’ learning as a key feature of the display.

Managing

1. Ensure that the display reflects and maintains the focus of the unit.

2. Ensure that the display is clearly set out and that texts are easily read or viewed.

3. Use questioning techniques to encourage students’ reference to the display.

G. Consequence Charts

A consequence chart is used to record what students believe to be the likely consequences of a decision or action. Charts can take different forms and enable students to explore cause and effect relationships, alternative consequences or the likely consequences of alternative actions or decisions.

Planning

1. Select a form of consequence appropriate to the students’ level of skill development.

2. Decide whether class, group or individual charts are more appropriate.

3. Determine the field knowledge and skills students need to complete the task.

Managing

1. Identify the issue or problem.

2. Provide any necessary background information.

3. Identify and communicate the nature and purpose of the activity to students.
4. Explore the consequences individually, in groups or jointly as a whole class.
5. Ask students to give reasons for the consequences they chose.
6. Ask the students to select and justify a particular consequence.
7. Share and reflect upon students' responses.

H. Cultural Activities
Through participation in cultural activities, students are exposed to a variety of activities that give them insight into their own culture or that of others.

Planning
1. Survey the human resources of the school and consult with and involve the community.
2. Ensure that the activity is within a meaningful context, eg a cultural study, or a school initiative involving the community.
3. Provide opportunities for students to acquire information about the culture, eg using guest speakers, using the Internet, through reading or listening to traditional and contemporary texts.
4. Avoid highlighting the 'exotic' aspects of the culture by planning learning experiences that occur in a meaningful context.

Managing
1. Prepare the location where the activity will take place.
2. Introduce the activity, its purpose, the participants, the roles and tasks of those involved.
3. Allow the participants to carry out their tasks, recording the activity on audio cassette, videotape or by photographing.
4. Thank the various participants for the roles they played and comment on the value of the activity. Where possible allow students to carry out this role.
5. Ensure that appropriate follow-up activities are organised, eg jointly construct a recount; undertake further research.

I. Current Affairs
Events that are part of the news/current affairs service provide a valuable source for discussion and inquiry. The growing supply of information provided through the media, as well as increasing access to technology in the home, means that students from a very young age can be aware of events that may be quite removed from their local community. Discussion within the family and information in the public domain can emphasise the significance of an event or situation. Silence on the matter in the classroom could suggest that school was a place somewhat removed from the 'real world'.

Planning
1. Identify the purpose for including the current affairs in the learning situation, eg to initiate research, include a current perspective on a topic.
2. Organise access to different sources that report on or include current affairs, eg daily and weekly newspapers, local newspapers, newspapers and magazines in different languages, news clips, current affairs programs, the Internet, CD-ROMs such as the Sydney Morning Herald databases.
3. Current affairs referred to by students in the classroom can also be used as the basis for incidental and informal discussion.
4. Opportunities are also provided to explore different viewpoints and perspectives.

Managing
1. Allow students time to discuss current affairs formally and informally, taking advantage of students' interests and backgrounds.
2. Draw attention to events and incidents that connect with the learning experiences that have been planned.
3. Use questioning to guide students' exploration of issues presented through the media coverage of current affairs.
4. Organise different ways for students to respond to issues, eg through group discussions, as written responses, in debates and oral presentations, through artworks.
5. Provide opportunities to report on and present current affairs using different forms of media, eg developing a class newspaper, role-playing a television or radio report.
6. Assist students to identify, critically analyse and clarify their own values and attitudes and evaluate their own and others' values and attitudes about particular issues.
7. Provide opportunities for students to examine how particular issues are reported differently in various media, eg compare the way two television networks treat a particular issue.

J. Databases
A database or databank is a collection of information or reference material, usually organised into categories to facilitate retrieval, eg some directories, a class roll, a computer database. The information in databases is organised in a particular way. It is related to such things as people, ideas and objects. Information contained in the database is divided into fields. The content of each field is data.

Planning
1. Students need to learn about databases and gain access to information from ready-made databases.
2. Ensure that students are familiar with and have practice in using existing databases before being asked to develop their own.
3. Consider which form of database recording is most appropriate and accessible for the individual students, groups or whole class, eg cards on a noticeboard, chart, OHP transparency, book, computer.
4. Develop students’ skills of categorising, sorting, manipulating and searching for information by providing classification activities, sorting games and wordsearches.
5. Consider possible categories/fields for sorting information so that it will be relevant for the task and elicit clear data.
6. Ensure that computer database software is appropriate to the needs of the students.

Managing
1. Define the purpose of the investigation.
2. Locate sources of necessary information.
3. Select the relevant information.
4. Devise and select appropriate categories and ways of recording the information.
5. Organise the information by combining information from various sources into the required categories and formats.
6. Evaluate the suitability of the database and seek further information if necessary.

K. Debates
A debate is a formalised discussion in which opposing points of view are advanced. It allows students to take a position on an issue and justify that position, perceive other points of view and to analyse relative strengths of arguments.

Planning
1. Ensure that the issue to be debated is relevant to the inquiry.
2. Select a debating format that is appropriate for the class/individuals.

Example A
A Round Robin provides opportunity for each student to state a point of view and a supporting argument.

Example B
Divide class members into two groups according to their chosen point of view. Each side alternately puts forward a persuading statement. Students are given the opportunity to change sides after each contribution. This form of debate is known as a polarised debate.

Example C
Students adopt a point of view and develop supporting arguments. They present their arguments in a persuasive manner and counteract arguments in response to opposition.

Example D
Parliamentary debate. In parliamentary debates there are two teams (the affirmative team and the negative team) of three speakers who take turns to debate a topic. The debate proceeds with alternate speakers from each team developing their arguments and rebutting the opposing team’s arguments.

1. Ensure students are adequately prepared before the presentation.
2. Develop a non-threatening and supportive atmosphere so that students will be willing to take risks.

Managing
1. Question students to help formulate their arguments.
2. Encourage listening to others’ arguments.
3. Encourage anticipation of opposing points of view.
4. Ensure the conclusion reflects the preceding arguments.
5. Allow opportunity for students to reflect on the debate.

L. Decision-Making
Decision-making is the process of choosing from two or more alternatives.

Planning
1. Be aware of problems/situations in the class/community which require decisions to be made.
2. Prepare role-plays or simulations when decision-making is involved.
3. Use opportunities which arise to plan a decision-making activity.
4. Be familiar with the decision-making process. (See below.)
5. Be prepared to allow students to make decisions with unexpected outcomes.
6. Use texts in media, literature, films, computer programs etc that involve making decisions.

Managing
1. Guide students to recognise/acknowledge the need or desire to:
   – gather information about the situation/event
   – consider the formation of possible alternatives
   – choose between alternatives
act within the chosen alternative/decision
- analyse and evaluate the outcomes of the decision.

M. Diagrams
A diagram is a visual text that provides a symbolic representation of the interrelationship of concepts or elements of a social or physical structure.

Planning
2. Decide whether students will work individually, in pairs, in groups or as a whole class.
3. Ensure that students have relevant field knowledge before attempting the construction of diagrams.
4. Ensure data needed to complete a diagram is readily available.
5. Encourage the students to consider the audience and the layout.

Managing
1. Model how to create and interpret a variety of diagrams.
2. Discuss the wide variety and use of symbols.
3. Ensure students clarify the elements of the diagram.
4. Identify ways of showing relationships between elements.
5. Encourage students to draft their diagrams.
6. Ensure students modify and refine diagrams if necessary.
7. Use questioning techniques to assist students in analysing their own and others’ diagrams.

N. Discussions
Discussions provide opportunities for students to express ideas and feelings and listen to others. They allow students to look at issues from other perspectives and to modify their ideas, values and attitudes to take new insights into account.

Planning
1. Identify an issue or topic to be discussed.
2. Ensure students have sufficient field knowledge to be able to discuss the issue. Draw students’ attention to the structure and features of discussion.
3. Plan the type of discussion to enable the desired outcomes to be achieved.
   - Free discussion requires minimal teacher direction once the discussion focus has been established.
   - Round robins allow each student to contribute one idea towards the discussion.
   - Buzz sessions are suitable for making inferences, finding similarities and differences, stating ideas, solving problems and brainstorming.
   - Semi-controlled discussion involves the exchange of ideas after an initial experience.

   - Controlled discussion involves the teacher eliciting students’ ideas through questions.
4. Prepare any materials that may be needed, eg discussion cards.
5. Set a time limit in order to focus discussion.
6. Consider the size of the groups to cater for individual needs and the purpose of the task.

Managing
1. Ensure all students are involved in discussions.
2. Identify and list arguments for and against. Draw students’ attention to the structure and features of discussions.
3. Encourage active listening by students.
4. Allow for spontaneity while ensuring the discussion maintains its focus.
5. Steer the discussion by using a variety of questioning techniques.
6. Tape the discussion for follow-up and assessment purposes.

O. Evaluating Values
Values evaluation involves students in weighing options, consequences and evidence in decision-making contexts in order to make decisions and take action in just, caring and effective ways. The evaluation process will often require students to make decisions between values which are in apparent or real conflict.

Planning
1. Select issues for value evaluation and decision-making from units or everyday situations.
2. Include samples which involve varied criteria for evaluation, eg some personal preference, some moral issues.
3. Ensure a balance of issues from individual, interpersonal, social and environmental areas.
4. Help students to evaluate others’ values and their own by using assistance such as discussion cards, role-plays, cartoons, simulations, providing choices and value surveys.
5. Use an appropriate means of recording to list consequences and to assist in the weighing of alternatives, eg using a consequence chart or graph of survey data.
Managing
1. Select a problem, issue or situation for evaluation from an appropriate unit or everyday context.
2. Present the problem in its context.
3. Ensure that the main elements of the problem — its context, field knowledge and concepts — are understood by the students.
4. Invite and record students’ brainstormed alternative solutions.
5. Gather data concerning the consequences of alternative solutions and record these in some form to assist in subsequent decision-making.
6. Have group(s) weigh the evidence for solutions and indicate what the person, group or organisation should do.
7. Discuss a personal or corporate action plan to implement the values decision if the issue lends itself to such a course of action.
8. Where the problem, issue or situation permits, have students recount and evaluate past actions in similar situations.
9. Explore whether actions and reasons would be the same then as they are now.

P. Excursions
An excursion is a journey or short trip to a place for a special purpose. An excursion may provide opportunities for students to observe, respond to or interact with new environments or experience different activities. During excursions, students interact with each other in new and varied settings.

Planning
1. Identify the purpose(s) of the excursion.
2. Gather detailed information about the site, visiting beforehand if possible.
3. Brief the guides or attendants on the purpose of the excursion and any special considerations for the students.
4. Attend to administrative details required by the school and/or system, eg consent notes, class rolls, first aid kit.
5. Develop an excursion checklist.
6. Consider the activities, information and/or experiences that students will require before participating in the excursion.
7. Provide opportunities for joint teacher and student planning and preparation for the excursion, eg What information needs to be collected? How will it be collected?
8. Ensure that group leaders or community members attending the excursion are briefed on the arrangements.
9. Consider students with special needs and for whom particular arrangements may have to be made.
10. Consider the equipment or resources needed by students, eg clipboards, hats, cameras.
11. Plan the activities in which the students will be involved during and after the excursion, eg methods of gathering, recording and presenting data.
12. Consider contingency planning, eg what will happen in the event of inclement weather, injury, sickness, late bus.

Managing
1. Ensure that the purpose of the excursion is made clear to the students and that their tasks are clearly defined.
2. Monitor student interaction. Ensure that they are on-task.
3. Be flexible in order to capitalise on learning opportunities as they arise.
4. Be receptive to students’ discoveries and direct students’ attention to observations where necessary.
5. Consider the wellbeing of students and be perceptive to possible adverse reactions, offering support where necessary.
6. Maintain good relationships with all personnel involved in the excursion. Ensure students are briefed on matters of sensitivity and safety, eg when visiting a cemetery for an historical search, inform students of care needed near headstones and masonry.
7. Remind students of courtesies.

Q. Family Trees
A family tree is a pictorial or diagrammatic representation of family relationships. It can also depict change and the passage of time as applied to the family.

Planning
1. Inform parents of the proposed activity, requesting assistance as required.
2. Use examples of family trees as models.
3. Organise groups to work together where possible, eg students with family structures which are similar; across classes so that children may work with a sibling or cousin.

Managing
1. Read texts that involve family relationships.
2. Ensure that the students understand the terms used to describe relationships within families and that the meanings of these terms may differ within families and across cultures.
3. Ask the students to compile their own family tree beginning with themselves.
4. Display and discuss the family trees.
5. Use the family trees to develop the concepts of generations, change, roles and relationships.
R. Flow Charts
A flow chart is visual text that provides a symbolic method of explaining and recording a chain of events in a sequence. They examine processes and stages within a structure.

Planning
1. Ensure that students have sufficient field knowledge before attempting to construct or analyse a flow chart.
2. Ensure data needed to complete a flow chart is readily available or accessible.
3. Encourage the students to consider the audience and layout.

Managing
1. Model a variety of flow charts.
2. Ensure students determine the purpose of their flow charts.
3. Model for students how to reduce their data to the essential elements without distortion.
4. Organise data into an appropriate sequence.
5. Encourage students to consider more than one flow operating simultaneously.
6. Use questioning techniques to assist students to interpret and design flow charts.

S. Graphs
Graphs are a diagrammatic method of displaying the relationship between facts. They can be used to record and represent information in a pictorial form that is easy to compare and interpret. Students can develop graphs which are paper-based or generated using computer software.

Planning
1. Decide on the purposes for using a graph, eg to transform and organise data relevant to solving a problem; to develop reading and analytical skills; to formulate generalisations and test hypotheses; to show relationships between certain phenomena.
2. Base the graphing activity on the inquiry currently being undertaken in class then gather resources relevant to the inquiry.
3. Decide on the initial method of recording gathered information, eg tally marks, blocks.
4. Gather the necessary materials to construct the graph.

Managing
1. Collate information to be recorded on the graph.
2. Ensure that the scale used is consistent and appropriate.
3. Label vertical and horizontal axes before plotting the information.
4. Ensure that the data is plotted accurately and systematically on the axes.
5. Use questioning techniques to help the students interpret the graph accurately.

T. Group Work
Group work is a teaching and learning strategy that encourages students to participate in achieving a shared goal. A range of grouping strategies is possible, the appropriateness of each will depend on the nature of the shared goal and the needs of the students. Successful group work increases the opportunities for students to interact with each other and to value each member’s contribution.

Planning
1. Identify the task or purpose of the activity.
2. Determine the structure of the group to suit the task or purpose, eg mixed ability, gender, ability, friendship, interests or talents, needs.
3. Decide on the size of the group to suit the task or purpose, eg individuals, pairs, threes.
4. Consider students who should be grouped to meet their particular needs and to foster positive group dynamics, eg students who are quiet, dominant, disruptive, students with special talents or specific support needs.
5. Ensure that adequate resources are accessible to all groups.
6. Consider using additional spaces available inside or outside the classroom.

Managing
1. Ensure that the students are comfortable by initially working in pairs, then small groups.
2. Ensure that students have experienced a variety of roles within various groups, eg leader, recorder, observer, researcher, illustrator, before being expected to negotiate their own roles.
3. Communicate the overall goal, and the necessary tasks to be performed.
4. Clarify the parameters of the task, eg time available, conventions of group work, resources to be used.
5. Monitor group dynamics and progress. Be flexible and prepared to intervene and restructure if necessary.
6. Provide feedback to groups as they are working and at the completion of the activity.

U. Guest Speaker or Visitor
A guest speaker or visitor is a person who is invited to share his/her knowledge and skills with the students. This may be a teacher from another class, a parent, a member of the local community or a representative from a group, organisation or institution.
V. Internet

The Internet encompasses a number of facilities including the world wide web, electronic mail (e-mail), newsgroups and mailing lists. It is both a useful source of information on many topics and a means of interacting with the wider community. It provides schools with opportunities to communicate with people in other places and to work co-operatively with students in other schools.

- Specific skills are required to access information on the Internet and more importantly to critically evaluate and validate such information.
- The Internet may provide students with access to a wide array of information, either directly through the world wide web, or indirectly by leading them to other information that may be available in hard copy, eg books, journals, videos and brochures. Equally, the Internet may allow students to communicate directly with ‘experts’ and to seek feedback about their own activities.
- As a source of different media, the Internet allows users to access written texts, sound, graphic and video resources. Equally, it is possible for students to send a message, document, picture, movie or sound file to other people in various places.
- The Internet can provide a means of communication that is culturally, physically and gender anonymous.
- The Internet provides an excellent source of information about all types of developments across the globe.

Planning

1. Ensure that software and hardware (computer, modem) are maintained in good working order.
2. Ensure that all students are given equal opportunities to use the computer.
3. Where appropriate, incorporate computer sessions as part of planned learning experiences. Be aware that computers can be time-consuming and may require additional teacher support at unexpected times.
4. Consider methods of troubleshooting, eg having students with computer expertise designated as computer assistants.
5. The world wide web is one source of information. Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
6. Check protocols, procedures and policies of your school and system regarding the use of the Internet.

Managing

1. Consider the purpose of the visit and the most appropriate person to be invited.
2. Seek approval from the principal.
3. Be aware that there are heavy demands on representatives from some organisations, groups and institutions, so contact the visitor well in advance and offer several dates and times.
4. Brief the visitor on the exact purpose of the visit, the age and abilities of the students involved and the facilities available, eg OHP, display boards, outdoor/indoor activity areas.
5. Consider the field knowledge or prerequisite skills that the students may need.
6. Jointly develop a bank of suitable questions to be asked to obtain needed information.
7. Consider the ways in which the students will record information obtained from the visitor.
8. Develop post-visit learning experiences.
9. Prepare student representatives to greet, introduce and thank the guest speaker or visitor.

Managing

1. Ensure that students listen and watch attentively during the visit.
2. Encourage students to ask questions while maintaining the flow of information.
3. Allow time at the conclusion of the visit for the guest to be thanked for sharing his/her knowledge and skills with the students.

Planning

1. Consider the purpose of the visit and the most appropriate person to be invited.
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8. Develop post-visit learning experiences.
9. Prepare student representatives to greet, introduce and thank the guest speaker or visitor.

Managing

1. Ensure that students listen and watch attentively during the visit.
2. Encourage students to ask questions while maintaining the flow of information.
3. Allow time at the conclusion of the visit for the guest to be thanked for sharing his/her knowledge and skills with the students.
9. Students can download large quantities of information from the world wide web. By itself this information provides very little evidence of student effort or student achievement.
10. When assessing student work that includes material drawn from the Internet, it is important to recognize how students have accessed the particular information, what value they place on it and how they have used it. It is useful to look for evidence of critical evaluation, and the development of students’ capacities to access, manipulate, create, restore and retrieve information.

W. Interviews

Interviews are a method of gaining information about people, their attitudes and lifestyles. They can be part of a survey but generally the approach is more open-ended.

Planning
1. Consider the nature and purpose of the interview. Ensure necessary protocols and policies regarding student contact with adults are followed.
2. Consider whether the interview will involve:
   – the whole class interviewing a visitor
   – selected class members interviewing the visitor on behalf of the class, or
   – individuals or pairs of students interviewing people on their own.
1. Invite the person to be interviewed, explaining the purpose and other relevant information.
2. Formulate the interview questions with the students.
3. Familiarise students with interview techniques.
4. Model an interview situation.
5. Determine how students will record the information, eg audio or video recording, written notes.
6. Gather relevant resources, eg tape recorder, video equipment, note paper.

Managing
1. Ensure students maintain the focus of the interview.
2. Intercede only if necessary.
3. Analyse the interview techniques in light of the findings from the interview.

X. Jigsaw Groups

Jigsaw groups are a method of organising students so that the whole class can conduct an in-depth study of a topic or issue within a relatively short period of time. Topics are analysed and broken down into discrete research tasks or activities. These tasks form the pieces of an information ‘jigsaw’. A group of students is allocated one of the jigsaw tasks to investigate. Each expert jigsaw group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete ‘picture’ of the topic.

Planning
1. Identify the topic to be investigated.
2. Divide the topic into jigsaw segments to be researched.
3. Divide the students into small groups, with as close to equal numbers in each group as possible, eg a class of 30 students would have five groups of six students if the topic divided into five research segments.
4. Identify and locate resources for each segment of the topic (ie each jigsaw group).
5. Prepare task cards, set a time frame for the exercise and arrange a suitable setting for the final presentations.
6. Decide the sequence of the final presentations.
7. Devise/select appropriate ways of researching and presenting information.

Managing
1. Explain the process to students.
2. Assign each student to a jigsaw group and explain that the purpose of each group is to learn as much as possible about the topic on the task card.
3. Students discuss what they already know about the topic, noting questions they have or areas to be researched.
4. Explain to students that each expert jigsaw group will need to access and read source materials, make a summary of key points, work cooperatively and decide how their information will be presented.
5. Students could then simply work as a collaborative group, assigning roles, eg scribe, illustrator and sharing research tasks. As an alternative, students in each group may choose to work initially as individuals, dividing the assigned task into individual segments for research. The individual students then report their findings to their jigsaw groups. The groups then discuss key points/features and reach a consensus about the contents of their final group report and how it will be presented.
6. Monitor each group’s progress and assist as necessary.
7. Each jigsaw group presents its findings in the order pre-determined by the teacher; perhaps displaying their work in the classroom. Members of other jigsaw groups can take notes during presentations, ask questions of the presenter(s) etc.
8. Share and reflect on the students’ contributions. Summarise and question to form a complete coverage of the topic.
9. Evaluate such aspects as group dynamics; the contribution of individuals to the group; the balance of information acquired on the topic.

Y. Learning Games
Learning games are devices that involve students in simulated experiences to develop concepts and understandings, record information or demonstrate knowledge and understandings. Learning games can be made by teachers or students.

Planning
1. Identify the objectives of the game and the knowledge/concepts required to play or construct it.
2. Construct a model game incorporating objectives as negative and positive consequences.
3. Identify the roles of individual players or teams.
4. Establish the rules and procedures.
5. Provide the necessary resources, eg boards for games, markers, dice.

Managing
1. Explain the model, focusing on how the game operates and its purpose.
2. Demonstrate procedures.
3. Stipulate the rules.
4. Allocate space for groups to play the game and time to play.
5. Lead the students through a practice run.
6. Clarify the rules and procedures before students commence the game.
7. Students could be encouraged to devise their own learning games based on the model used.

Z. Mapping
A map is a visual text that provides a symbolic representation of the Earth’s surface. Mapping involves processes of constructing, reading and interpreting maps. Map constructing is an effective way of organising, recording and communicating information. Map reading uses maps as a means for acquiring information. Map interpreting develops skills in locating information and applying this information to real situations.

Planning
1. Ensure the mapping exercise suits the purpose of the inquiry.
2. Develop mapping skills that focus on position, coordinates and symbolic representation.
3. Gather the necessary resources and provide access to a variety of maps such as models, globes, atlases, wall maps.
4. Ensure that students engage in activities using a wide variety of maps.
5. Consider using resources about Aboriginal art styles that have the function of providing a resource map, spiritual journey, song-cycle.

Managing
1. Provide a variety of models and maps and discuss their features.
2. Define the purpose of the mapping exercise.
3. Encourage students to discuss and ask questions about the mapping exercise.
4. Use questioning techniques to assist students to analyse and explain the information that needs to be conveyed.
5. Allow students to explore a variety of ways of presenting information on maps.
6. Question the students to assist them to interpret their maps and solve problems of design.
7. Allow students to present and display their maps.
8. Discuss the features of the maps and their effectiveness in conveying information.
9. Compare the rationale and symbolic representation found on a variety of maps.

AA. Matrix
A matrix (or table) is a concise classification of numbers, words, or symbols assembled in a grid layout in order to facilitate analysis and predictions.

Planning
1. Consider the purpose of the task, the key ideas to be recorded and the information needed from the matrix.
2. Provide appropriate resources or allocate sufficient time for the students to locate the resources they will need.
3. Provide models of matrices.

Managing
1. Define the purpose of the activity.
2. Assist the students to locate the necessary sources of information.
3. Discuss ways of selecting and recording the information based on the purpose and audience.
4. Discuss suitable categories to organise the information.
5. Let the students complete their matrices.
6. Have students present and display their work.
7. Ask questions to assist the students to restate, infer, clarify, compare and contrast, generalise and hypothesise using the information on the matrix.

BB. Mind Maps/Concept Maps
A mind or concept map is a way of recording information. It allows students to organise their ideas either as a class, small group or individually. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts, assisting in the further research of a topic.

Planning
1. Select a form of mind map which is appropriate to the topic.
2. Determine whether a class, group or individual mind map is most appropriate.
3. Decide, or have students decide on the most useful concepts around which the mind map is to be developed.

Managing
1. A mind map can take different forms, making very simple connections to a main idea in Stage 1, or containing a range of ideas and ‘sub’ ideas linked in various ways in Stages 2 and 3. Mind maps can include pictures and representations as well as words.
2. Identify and communicate to students the purpose and use of a mind map.
3. Model how to create and interpret mind maps.
4. Give students time to develop their own mind maps and make connections in their own way(s).
5. Display mind maps for students to refer to and use.
6. Explain that mind maps can be used in a variety of ways — as the basis for information reports, to provide the basis for organising information, as topics for further investigation.

CC. Models
Models are a way of demonstrating a concept in concrete form. They could include items made from play dough, relief maps, mobiles, friezes, murals and dioramas.

Planning
1. Ensure if a model will contribute to the focus of the inquiry.
2. Decide on the type of model best suited to the purpose.
3. Consider issues concerning the display of models both inside and outside of the classroom.
4. Gather the resources necessary to suit the needs and capabilities of the students.

Managing
1. Use ‘work in progress’ signs to communicate the status of models in development as well as the process involved.
2. Direct students’ attention by using questioning techniques as the model develops.
3. Provide time for reflection throughout the process.
4. Display and discuss the finished models.

DD. Moral Dilemmas
A moral dilemma depicts an apparent conflict between two or more courses of right action. The dilemma situation may be real or imaginary and should always be discussed in a supportive atmosphere. Moral dilemmas may be drawn from a range of student experiences, current social issues, literature or important events. The dilemma may be set in a past, present or future context — or a combination of these.

Planning
1. Prepare a dilemma based on an issue arising from class or playground interactions, or from current issues in the media.
2. Prepare activities to assist the students in resolving the dilemma, eg constructing consequence charts.
3. Provide opportunities for students to practise role-playing procedures.

Managing
1. Present the moral dilemma, eg by telling, reading, viewing a video.
2. Pose the key question to be resolved.
3. Allow students to discuss the dilemma in pairs or small groups.
4. Ensure that the key elements of the dilemma are clear, eg situation; issue/conflict; dilemma: ‘What should ______ do?’.
5. Discuss and list alternative solutions.
6. Use group work to consider possible consequences of each solution under consideration.
7. Coordinate a plenary session so that students can present the results of their group work.
8. Assist the students to form opinions based on critical analysis of the group presentations.
EE. Open-Ended Stories
Open-ended stories are usually employed as a moral dilemma strategy depicting an apparent conflict between two or more courses of commonly accepted right action. They may be used effectively with problems which may not necessarily involve moral dilemmas, eg to tell someone about an aspect of their behaviour that is worrying; to investigate something puzzling; to research historical events/situations.

Planning
1. Identify the purpose of the open-ended story in relation to the inquiry.
2. Prepare an open-ended story.
3. Devise activities which will reinforce the desired outcomes, eg role-play, consequence charts.

Managing
1. Present the open-ended story, eg by telling, reading, viewing a video.
2. Use questioning techniques to guide students' discussions and understandings of the particular situations posed.
3. Allow students to discuss solutions in pairs or small groups.
4. Discuss and list alternative solutions/ending.
5. Use strategies such as role-play and consequence charts to examine alternative solutions.
6. Arrange a plenary for groups to present their findings to the class.
7. Assist the students to form opinions based on critical analysis of the group presentations.
8. Allow students to make their own generalisations and/or arrive at a resolution that they consider to be suitable.

FF. Oral History
An oral history provides a method of gathering data on a topic during a presentation by a speaker. The students listen, gathering information as an individual recounts life experiences, describing the events and/or traditions of the group(s) to which they belong. An oral history differs from an interview in that the person giving the oral history generally decides on the information that they wish to share with others. Their presentation may be more directed by the topic or an idea rather than student questions.

Planning
1. Identify the reason for using an oral history.
2. Select an appropriate source of oral history, eg an invited speaker.
3. Brief the students as to:
   - the purpose of the oral history
   - the subjectivity of an oral history
   - respect for the person presenting the oral history.
4. Arrange a suitable setting for the presentation.
5. Prepare for audio or visual recording of the oral history (this will include obtaining approval from the presenter).
6. Model techniques for recording key facts or main ideas in note form.

Managing
1. Ensure that students listen attentively during the oral history.
2. Encourage students to ask questions.
3. Allow time for students to recall and review information presented.
4. Use questioning to assist the students to interpret information and/or clarify meanings.

GG. Photographs
Photographs are visual texts. They can be used to develop numerous skills, eg observing, classifying, grouping, comparing and contrasting. Photographs allow for reinvestigation of first-hand experiences at a later date. They also clarify and stimulate further inquiry. Students can take/use photographs as a means of gathering and recording information. Computer technology enables photographs to be stored and reproduced in various ways.

Planning
1. Determine the purpose for taking/using photographs, eg to record information on a field trip, to analyse information, to present information, to acquire information.
2. Arrange for photographic equipment or gather relevant photographs for observation.
3. Establish rules of equipment use.
4. Discuss/decide possible sources for photographs — brainstorm possibilities.

Managing
1. Ensure safety and appropriate handling of equipment.
2. Guide students’ attention during the gathering of data, eg stating the purpose for taking photographs; stating the purpose of the task when selecting photographs as source material.
3. Use questions as a technique for analyzing photographs, focusing on the image — the people, places and objects within the image, camera angles and that which is omitted from the image.
HH. Pictures
Pictures are visual texts. They can be used to acquire information, encourage observation and the development of inferences, and they enhance understanding of written and spoken texts.

Planning
1. Consider the purpose of the task observing or drawing pictures.
2. Gather suitable pictures or materials for drawing pictures.
3. Prepare questions that will direct observations and encourage inquiry.

Managing
1. Allow sufficient time for observation.
2. Use oral or written questions to:
   - direct observation;
   - encourage students to draw inferences;
   - encourage students to analyse information;
   - ensure students evaluate data.
3. Allow time for individuals/groups to present their work to the class.
4. Encourage discussion about the pictures.
5. Encourage the students to evaluate the suitability of the pictures to the inquiry.

II. Presentations
Presentations in Human Society and Its Environment are used to share information obtained through individual and group research and study. Presentations can be spoken, written or multimedia. They give students experience in organising, planning and presenting information and material to a particular audience and are therefore valuable experiences for both the presenter and the audience.

Planning
1. Ensure students have a focus for the presentation, considering both purpose and audience.
2. Model presentations, drawing attention to the purpose and structural features.
3. Assist in the selection of a suitable format if necessary.
4. Encourage the use of a variety of texts and resources, and styles of presentation, eg pictures, charts, diagrams, slide shows, maps, music, graphs, overheads, video, audio, role-plays, mini museums, expos, to enhance the presentation.
5. Establish if and how presentations will be assessed prior to the presentation.

Managing
1. Ensure only a few presentations are given at any one time.
2. Check that students are maintaining their focus and are aware of the purpose and audience.
3. Encourage students to speak clearly.
4. Monitor audience participation and encourage active listening.
5. To encourage students to reflect on their own performance and that of their peers, presentations could be recorded on video.
6. Provide students with criteria to evaluate the presentations.

JJ. Problem-Solving
Problem-solving involves finding answers to questions and difficulties which arise in the many and varied contexts of social relationships. Problem-solving can span personal, social, cultural and environmental contexts. The social perspectives and purposes for problem-solving can be product or process-oriented and single or multi-dimensional. Problem-solving may include:
- decision-making and action about a social need or conflict
- exploring and understanding the feelings, values and attitudes of others
- analysing values and behaviour
- developing group skills and interpersonal relations
- improving the lifestyles of the participants
- planning futures.

Planning
1. Select or respond to situations that are recognised by students as requiring a solution.
2. Prepare and model suitable recording devices for students to obtain, list and organise data, eg interview questions, tables, consequence charts, diagrams, prediction maps, graphs, graphs of survey data.
3. Vary the selection of problems to ensure a balance of individual, interpersonal, social and environmental contexts.

Managing
1. Explain the task and establish group goals for problem-solving tasks and cooperative working relationships.
2. Establish some criteria for intergroup cooperation within the class as a whole.
3. Reward and praise contributions towards the achievement of group goals.
4. Monitor the group progress for the three main aspects: task progress, interpersonal cooperation, self-evaluation.
5. Help groups to become self-evaluative of their progress in terms of task-related and cooperative criteria.
6. Organise a structure for group reporting or plenary sessions.

**KK. Questioning**

Questioning involves students in asking questions and responding to them. It can be used to develop thinking and learning, stimulate and direct inquiry and to assess student learning.

**Planning**
1. Identify the desired responses and formulate the appropriate types of questions, e.g., recall questions which seek factual knowledge, comparison questions which seek an analytical response.
2. Establish a sequence of questions which will lead to specific responses. Move from closed questions to open-ended questions.
3. Consider the format for recording questions and answers.
4. Ensure that students are aware of appropriate behaviour for asking and answering questions.

**Managing**
1. Model different types of questions.
2. Check that students can readily identify the purposes of different types of questions and the kinds of responses required.
3. Allow adequate response time for students to consider the implications of questions.
4. Provide positive reinforcement for students’ questions and answers.
5. Ask other students to respond appropriately to students’ questions or answers to questions.
6. Allow time after answers are given for other students to fully consider the implications of the answers.
7. Ask students to rephrase questions where appropriate.

**LL. Retrieval Charts**

A retrieval chart is a simple database which usually takes the form of a matrix or grid. Information can be recorded, organised and displayed on a chart for the purpose of retrieving the information and using it in some other way. While retrieving information gives the chart its purpose and its name, students are often involved in the steps of constructing and developing the charts as a tool to organise, analyse and synthesise their gathered information.

**Planning**
1. Determine how the information will be recorded: independently, jointly, or in groups.
2. Determine how much teacher support is needed in both constructing and drawing up the chart.
3. Encourage clarity in entering the information to facilitate the retrieval of information.
4. Ensure students become increasingly familiar with the steps involved in constructing a retrieval chart, recording and organising information, and retrieving information to use for another purpose, e.g., graphing information, writing an information report.
5. Ensure that opportunities are available to retrieve information from the chart and for students to use it for a variety of purposes.

**Managing**
1. Explain the steps of constructing a retrieval chart to the students.
2. Have the students describe the field and scope of information they will be using.
3. Assist students in selecting appropriate categories to record information.
4. When jointly constructing the chart, make explicit why the particular categories have been chosen.
5. As students become more competent in researching information they should become more involved in constructing the retrieval chart as well as recording information on it.
6. After brainstorming sessions, retrieval charts may be developed to organise the information.
7. Model different ways in which the information on a retrieval chart may be used, e.g., informally comparing information, as the basis for a class debate or discussion, information to include in an information report or data to be transferred onto a graph.
8. At its simplest level, a retrieval chart may include one or two headings under which information is organised.
9. A more advanced retrieval chart may be devised by students and will involve the selection of categories, modification of these as the research takes place, and group or individual decisions about how the retrieval chart is to be used both to organise and communicate information.
10. Class or group retrieval charts are also useful ways of recording information that is collected in an ongoing way. The charts also provide attractive displays where information can be readily accessed during the course of a unit of work.

**MM. Resolving Conflict**

Resolving conflict involves analysing conflict situations in an objective and systematic way and being able to suggest a range of non-violent solutions.

**Planning**
1. Recognise the need to resolve conflict.
2. Determine the issue to be resolved.
3. Be aware of the value stances of the people involved.
4. Prepare activities which will help students develop skills in resolving conflict.
Managing
1. Encourage students to express their feelings about the problem or issue.
2. Use questioning techniques to encourage students to analyze their own position and the positions of others in the conflict.
3. Encourage students to listen attentively to opposing opinions or points of view.
4. Monitor activities and restructure them if they do not appear to be contributing to the successful resolution of the conflict.
5. Work towards achieving a joint solution to the conflict.
6. Develop and display individual/class charts of strategies for resolving conflict.

NN. Role-Play
Role-play involves taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people.

Planning
1. Identify the purpose of the role-play.
2. Consider the casting of students.
3. Arrange for any necessary props.
4. Select a suitable location for performing the role-play.

Managing
1. Explain the role-play to the whole class so that all begin from a common understanding of the situation.
2. Cast students, beginning with learners who are competent and relaxed. Acceptance of the role-play by some will give others more confidence. Avoid placing children in their usual life role as this can be self-defeating and will limit possible experiences for the child.
3. Brief the students: i) Discuss the roles and how they might be played as a class. ii) Explain the audience role — effective observers of human behaviour.
4. Be prepared to intervene where necessary.
5. Redirect if an actor steps out of role.
6. Stop the drama after main behaviours and points have been observed.
7. Re-enact parts of the role-play. A role-play may be stopped at any point and one or more new players, who have other ideas about the way certain roles might be played, can be introduced.
8. Question players (in character) immediately after role-play, eg class may question players: How were you feeling? Why did you respond as you did? This leads to debriefing.
9. Debrief role-play participants. This is an essential step as it helps players out of their roles. They must be disassociated from the role, both in their own eyes and the eyes of other children.
10. Encourage students to reach conclusions leading to the formation of a class generalisation.

OO. Simulation
Simulation is a situation where students can assume the roles of others in a simulated environment acting according to specified rules and procedures which give the illusion of reality, without the consequences of actions that are inherent in real life situations. Simulations may be learning games or role-plays.

Planning
1. Research the roles and environment to be simulated.
2. Identify the purpose of the simulation.
3. Construct a simplified model or script of the real process system or situation.
4. Identify the various roles or teams needed to demonstrate the model or situation effectively.
5. Organise any necessary equipment/props.

Managing
1. Establish the rules or limits of permissible behaviour during the game.
2. Identify the objectives for the players/actors.
3. Develop a sense of setting or environment.
4. Allow students to participate in formulating the established rules and procedures.
5. Allocate roles.
6. Have the students research the background, experiences and environment of their roles.
7. Discuss the rules and situations.
8. Allow the students to carry out the simulation, assisting by reminding them of roles where necessary.
9. Discuss experiences, motives and feelings in role.
10. Debrief the students.
11. Discuss the situation.
12. Identify values positions, perspectives and issues in past, present or future events similar to the simulation.
PP. Surveys
A survey is a method of gathering information for a specific purpose. It may take various forms, eg traffic survey, values questionnaire, interview.

Planning
1. Determine the purpose of the survey — what information do we need to obtain?
2. Consider the form of survey most appropriate to gather the information needed on a topic/issue/problem.
3. Be aware that if questions are used, they should be carefully formed to elicit the required information. Younger children can pose and find answers to simple questions. Older children will learn to frame more precise questions, perhaps discovering that responses to broad questions often confuse rather than clarify the purpose of the investigation. The need to trial a questionnaire could be explored, as well as bias in sampling methods etc.
4. Supervision, safety and child protection issues, need to be considered and discussed with students, eg when conducting a traffic survey, surveying adults. Students should not survey adults other than their immediate family without teacher or parental supervision.

Managing
1. Decide with students: i) The purpose of the survey. ii) Who/what will be surveyed. iii) How the information will be gathered, eg by questioning, observing, individually by students, in jigsaw groups etc. iv) When and where the information will be obtained, eg at home from parents, on an excursion, at recess in the playground, or in the classroom. v) The collation and final format and presentation of the data.
2. Model the above. Ensure the necessary safety rules, courtesies, protocols and policies are explained and followed.
3. Assist students with the formulation of questions, techniques such as using tally strokes for counting and design of questionnaires as required.
4. Collate and record the results, eg as a table, graph, spreadsheet.
5. Students present their findings and draw conclusions from the survey.
6. Evaluate the effectiveness of the survey and chosen survey method(s) in relation to the purpose.

QQ. Task Cards
Task cards are teacher-defined activities or pieces of research work, presented in a written form and assigned to individual students or groups. They are a method of directing student learning. Teachers can devise task cards to direct activities on an aspect of a topic, eg in the Stage 3 unit 'Study of a Cultural Group: Bali', Learning Sequence 2 has students examine Balinese culture using task cards. These can also be used to direct jigsaw groups, thus providing an in-depth coverage of a broader topic or issue.

Planning
1. Identify the topic or issue to be investigated.
2. Analyse this, breaking it down into discrete research tasks or activities.
3. Consider how the students will be grouped, with an individual or a group allocated to each task card.
4. Identify and locate resources for each task and set a time frame for completion.
5. Decide the sequence of the students' presentations.
6. Select appropriate methods of recording and presenting information.

Managing
1. Explain the process to the students.
2. Assign students to a task, explaining that their purpose is to learn as much as possible about their allocated task.
3. Students discuss what they already know about the task/topic, noting questions they have or areas to be researched.
4. Explain what is required for each task, eg accessing information, summarising, working cooperatively, presentation methods etc.
5. Students work individually or in groups (decide roles of scribe, illustrator etc) with teacher monitoring progress.
6. Have students present their task work in the order predetermined by the teacher.
7. Share and reflect on the students' contributions. Question and summarise.
8. Evaluate the learning experience.

RR. Timelines
Timelines are lists of events set out diagrammatically in chronological order.

Planning
1. To understand the concept represented by a timeline students should be introduced to it with examples that have real meaning, eg a timeline of what has happened: to you; in your town; over the last five days, or use an event in the school and explicitly sequence the steps.
2. Gather the necessary resources, eg articles, computer databases.
3. Ensure that relevant information is included, eg dates, time sequences.
4. Determine ways of recording the timeline and gathering necessary materials.

Managing
1. Locate possible events to be included on the timeline.
2. Identify main events relevant to the study.
3. Sequence the events.
4. Find dates for each event.
5. Check findings by cross referencing.
6. Mark events on the timeline representing them with suitable intervals of time, eg Students in Stage I might sequence a set of photographs of themselves in particular roles. Stage 3 students would need to consider the use of scale on timeline charts.

7. Question the students to determine how they interpret the information on the timeline.

**SS. Values Reinforcement**

Values reinforcement involves the class teacher in emphasising specific values within the class and school context. Such values should be consistently reinforced within the total school community. The process of values reinforcement can assist students to:

- acquire a set of standards for developing personal values
- understand and live by desirable community standards
- become more effective learners
- become more effective citizens.

**Planning**

1. Many strategies can be used to reinforce values, but both static and dynamic models are extremely important.
2. Static models include such things as the school motto, personal conduct codes, democratic elections, rules for fair play in games, characters from history, literature and current affairs.
3. Dynamic models include people with whom children may interact, eg parents, relatives, friends, teachers, special visitors, community service workers, club leaders and sporting personalities.
4. Choose an incident from which it is planned to reinforce a particular value, eg an incident in a narrative, the presentation by a special guest, an event observed on an excursion.

**Managing**

1. Positively reinforce the desired values by highlighting words and actions of role models. Avoid artificiality, exaggeration or excessive moralisation.
2. Discuss beneficial consequences of values as practised by role models and possible consequences of other value-based actions.
3. Have students reflect generally on class or school examples where a particular value, or set of values, could be usefully demonstrated. This could be conducted as a brainstorming session and recorded on a chart for classroom display.
4. Develop appropriate plans of action for demonstrating values in the community, eg some form of community service such as undertaking responsibility to maintain a park; adopting an organisation such as a retirement village.
5. At times it will be appropriate for children to reflect personally on some goals, eg for putting values into practice.
## Appendix One - HSIE Program Proforma

### HUMAN SOCIETY and ITS ENVIRONMENT

<table>
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<th>Calendar Year</th>
<th>2011</th>
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<td>Student direction (SD)</td>
<td>Narrative (N)</td>
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### WHITE HAT INFORMATION
- What are the facts?

### RED HAT FEELINGS
- What do I feel about this?

### BLACK HAT JUDGEMENT
- What is wrong with this?

### YELLOW HAT BENEFITS
- What are the good points?

### BLUE HAT THINKING
- What thinking is needed?

### GREEN HAT CREATIVITY
- What new ideas are possible?
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Integrated Curriculum
Appendix Two Standardised Evaluation Questions

1. How did planning and programming contribute to student achievement of outcomes?

2. Were the special needs of individual students catered for?

3. Was adequate time allocated for the program?

4. How did students respond to the resources selected?

5. Does any of the completed work need further revision or explanation?

6. Were the assessment tasks suited to different learning styles?

6. Were the assessment tasks geared to show a range of achievement from A – E

7. What would you do differently if you were to do this unit again?
# Appendix Three Teaching Evaluation Proforma

Unit/KLA ___________________________ Year/Class: ____________

<table>
<thead>
<tr>
<th>Sample Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>Were all students actively engaged in the learning experiences?</td>
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<tr>
<td>Did students achieve the stated outcomes?</td>
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<tr>
<td>Were the learning activities appropriate to the stage of the learner?</td>
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<tr>
<td>Was the unit long enough?</td>
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<tr>
<td>Did the home-school activity meaningfully involve parents in the learning?</td>
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<tr>
<td>Were you comfortable teaching the unit?</td>
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<tr>
<td>Were the resources adequate and accessible?</td>
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<tr>
<td>Did students enjoy the unit?</td>
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<tr>
<td>Did the learning experiences cater for all students needs and abilities?</td>
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<tr>
<td>Were the assessment tasks fair and challenging?</td>
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</table>

Do you have any further ideas as to changes that may need to be made to this unit?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Teacher ___________________________ Date ____________
## Appendix Four Program Review Feedback Proforma for KLA’s other than Religion

<table>
<thead>
<tr>
<th>Administration Section</th>
<th>Outcomes &amp; Indicators</th>
<th>Activities</th>
<th>Differentiated Curriculum</th>
<th>Resources</th>
<th>Registration</th>
<th>Assessment</th>
<th>Provision for Evaluation / Evaluation Completed</th>
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### Religious Education

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<td>Writing</td>
</tr>
<tr>
<td>Talking and Listening</td>
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<td>Spelling</td>
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<td>Grammar</td>
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### Mathematics

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### H.S.I.E.

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<th>P.D./H.P.E.</th>
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### KLA RECOMMENDATIONS

- ENGLISH
- MATHEMATICS
- HSIE
- SCIENCE AND TECHNOLOGY
- PDHPE
- CREATIVE ART

### KLA COMMENDATIONS

- ENGLISH
- MATHEMATICS
- HSIE
- SCIENCE AND TECHNOLOGY
- PDHPE
- CREATIVE ARTS

### GENERAL COMMENTS

---

### SIGNED

**TEACHER**

**DATE**

**SUPERVISOR**
### QTF Evaluation of HSIE Activities

Teachers after they have completed a lesson will highlight the elements they were attempting to incorporate and then rate themselves on the following scale on how effectively they were attained: 1 being the element was hardly evident and 5 being the element was strongly evident. Comments might include the success or otherwise of a particular activity, or how the activity, tasks or questions could be altered to have QTF elements more evident.

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<th>QTF Element</th>
<th>Rating</th>
<th>Comments</th>
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Appendix Six Overview Proforma for all KLA's

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<th>Year / Class: 5</th>
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<th>Creative Arts</th>
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