

ST JOSEPH'S SCHOOL

ADELONG



HUMAN SOCIETY and ITS

ENVIRONMENT

POLICY

St Joseph's Adelong **H.S.I.E. POLICY**

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VISION STATEMENT:

St. Joseph's is a family school, with Christ as the centre, celebrating the uniqueness of each child, in a loving and enriching community, and empowering them with life skills.

MISSION STATEMENT:

At St. Joseph's Catholic school, we believe the purpose of education is to provide a learning environment which recognises.....

- our Catholic tradition.
- each child and their potential.
- the importance of community.
- social and cultural diversity.
- the need for learning for life.

The links of the Mission statement with Human Society and Its Environment are as follows:

In Human Society and Its Environment, the '*Catholic values and tradition*' will be recognised and developed through learning experiences. The children's involvement in research, project work and unit related excursions will enable them to appreciate their faith and knowledge. The learning outcomes and challenge of learning about ourselves, our society and our environment using multi-strategies based on Gardener's multiple intelligences will help to '*develop each child and their potential*'. The '*importance of community*' is valued highly within the implementation of the Human Society and Its Environment policy. This is demonstrated with our involvement in local excursions like the museum, the local shops, Daycare. Community services are also invited to be part of class lessons e.g. visit from the Fire Brigade officers, Police officers, Health Care workers, Shire workers. The wider Adelong community supports St. Joseph's. We work together to encourage the children's development in Human Society and Its Environment. The children are encouraged to appreciate '*social and cultural diversity*' through experiencing local and extended excursions and diverse guest speakers and visitors to the school. Involvement in Human Society and Its Environment aims to give students a love of and enjoyment of social and environment experiences that will develop each child's '*need for lifelong learning*'. It is by participating in outward reaching activities and appreciating the value of these experiences that the students of St. Joseph's will want to continue their journey of growth in these areas.

EXIT OUTCOMES:

When students leave St. Joseph's school we want them to.....

- have love, knowledge and understanding of God and this creation.
- be confident, responsible, caring and compassionate students with positive self-esteem.
- have the ability to work co-operatively, to respect others and to be responsible members of society.
- be numerate, literate, ICT literate and have a positive attitude towards study.
- be able to make positive health choices, be involved in physical fitness and be able to participate in a team or group.
- be able to express themselves creatively in a variety of ways.

RATIONALE: At St. Joseph's school, Human Society and Its Environment is seen not merely as a subject that is taught, but as a way of developing an awareness of the importance of a fulfilled life. As in all other Key Learning Areas taught at St. Joseph's, the Human Society and Its Environment has a religious dimension. 'The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered.' (The Catholic School, p.39) from Treasures New and Old p.25.

At St. Joseph's we aim to develop a positive attitude towards Human Society and Its Environment, to support and enhance a fulfilling lifestyle. Encouragement is also given to individuals to explore and develop their skills in challenging and interesting units. The aim of the Human Society and Its Environment curriculum is to develop good understanding of units studied, an increasing level of skills in research and an appreciation of the values of this curriculum area.

SITUATIONAL ANALYSIS:

This Human Society and Its Environment Policy was written initially in 2000. At that time there needed to be a number of amendments. St. Joseph's staff changed in 2002. Professional development of staff at a day in Wagga in Term 3, 2002 was the springboard for amendments which were included after several staff meeting discussions and trialling of H.S.I.E units. The ongoing monitoring of units across the two multi stage classes led to the establishment of the current scope and sequence.

In 2004 two staff members worked on the Online project which supported students' access to online learning. This included aspects of Asian Studies. Another ongoing aspect of staff professional learning, which has contributed to the development of the policy, is the continual learning by staff in an indirect way. Learning by observation on excursions, learning from other professionals, and learning from a diverse range of guest speakers.

Finally, resources were identified and documented with some culling needed and some areas identified as needing more resources. Early in Term 4 2004 the final draft was rediscussed, collated and published.

ACROSS CURRICULUM PERSPECTIVES:

CATHOLIC ETHOS: *Psalm 150:1-6*

At St. Joseph's school the aim is to provide a curriculum which is 'a total cultural experience within which students have opportunities to hear the 'Good News' and to respond to the person and message of Jesus.' ('Treasures New and Old' Core Document p.23.)

Every curriculum area that is taught has a religious dimension, whereby we help our students to learn in an integrated way, the Gospel values that Jesus has taught.

In the Human Society and Its Environment curriculum opportunities are provided to....

- develop skills such as reflection, critical thinking and problem solving. Students will be able to understand their place in the world, and appreciate the gifts and talents of others.
- encourage students to reflect and choose and 'to care for God given resources' (Treasures New and Old core document p.24)
- develop an 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 the child.
- acknowledge and respect the social and cultural contributions of individuals.
- achieve and maintain mental, physical, social and spiritual wellbeing

ABORIGINAL and TORRES STRAIT ISLANDER EDUCATION:

The Aboriginal and Torres Strait Islander perspective at St. Joseph's school recognises the essential relationship between the emotional wellbeing and the strong spiritual links to the land, of indigenous peoples. In Human Society and Its Environment opportunities for Aboriginal and Torres Strait Education are provided to ...

- incorporate Aboriginal and Torres Strait Islander perspectives into learning activities.
- develop understandings of the culture and skills of Aboriginal and Torres Strait Islander people.

AUSTRALIAN EDUCATION:

At St. Joseph's school an Australian perspective promotes the understanding and valuing of the heritage of all Australians. Students need to acquire an appreciation of the diversity of the culture of Australian life. The Human Society and Its Environment curriculum ensures that local, regional and national activities and issues are treated.

Students' learning experiences should.....

- ensure that H.S.I.E. uses Australian activities and learning materials.
- provide students with opportunities to be involved in meaningful activities which provide real life issues such as skill development, appreciation of others talents and understanding of the cultural practices to be explored in the Australian society and its environment.

ENVIRONMENT EDUCATION: *Psalm 148:7-9*

At St. Joseph's school an Environment Education perspective is included within the Human Society and Its Environment curriculum to help appreciate, and learn about aspects of the local environment.

This perspective assists students to....

- actively appreciate the environment and to use the arts to raise environmental issues.
- respect the environment whilst enjoying it and to nurture an appreciation of beauty.

GENDER EQUITY: Psalms 98: 4-9

Gender Equity at St. Joseph's school is about providing teaching and learning experiences that promote optimum learning for all students. Teachers of Human Society and Its Environment will use strategies to promote gender equity by...

- modelling behaviour and language that is respectful towards each gender and actively encourage students to do the same.
- ensuring that teaching and learning experiences include a variety of methods and resources that appeal to both genders.
- broadening their experiences and understanding of appropriate activities for both girls and boys.

INFORMATION COMMUNICATION and TECHNOLOGY: Lk.24:15-18

Technology is a vital tool in finding and managing information across all Key Learning Areas. At St. Joseph's school, students have access to a wide range of communication and technological tools. These include digital camera, computers and printers, computer software, videos, media clippings and internet access to sites offering learning opportunities in Human Society and Its Environment.

LITERACY:

Students at St. Joseph's will be required to develop literacy skills that will enable them to read, view, write listen to and talk about a range of subject matter in a variety of contexts.

Students are recognised as individuals with personal histories derived from gender, socio-economic background, geographic location and ethnicity.

MULTICULTURAL EDUCATION:

It is important to acknowledge the primacy of culture in any social interaction. At St. Joseph's opportunities are provided for students to

- develop an understanding of cultural values and ethical issues.
- understand customs, values and traditions in other cultures.

SPECIAL NEEDS EDUCATION: Exodus 31: 3-6

At St. Joseph's the perspective of Special Needs recognises the range and diversity of students' abilities. Some of the perspectives particularly relevant to H.S.I.E. and provided for are.....

- the catering for difference in learning styles and different developmental stages, both physical and academic, within each composite class.
- the ensuring of a wide range of learning activities within the H.S.I.E. programme to nurture each student's self esteem.
- the provision of lesson content that is meaningful, well sequenced, challenging yet achievable for all students.
- the acknowledgement, respect and value of diverse abilities in H.S.I.E.

BROAD SUBJECT OUTCOMES:

At St. Joseph's school the core document for H.S.I.E., is the NSW Board of Studies, Human Society and Its Environment K-6 Syllabus.

Outcomes from this syllabus address Knowledge and Understandings, Values and Attitudes and Skill development.

Knowledge and Understandings outcomes across all stages address change and continuity, cultures, environments and social systems and structures.

Values and Attitudes outcomes apply to all stages and include responsibility and a commitment to social justice, intercultural understanding, ecological sustainability, democratic processes, beliefs and moral codes and lifelong learning.

Skills outcomes which apply to all stages include social and civic participation, acquiring information and using an inquiry process.

The H.S.I.E. syllabus has its own Stage Statements, Stage Outcomes and Indicators and Content. Overview.

Class teachers programme units of work from this document, noting outcomes and indicators.

SCOPE and SEQUENCE:

The St. Joseph's Scope and Sequence for H.S.I.E. has been developed with the understanding that it reflects the *explicit* teaching of the outcomes of that unit. Class teachers programme units of work from this document, noting outcomes and indicators.

Units are cycled in a three year cycle in Early Stage 1 and Stage 1. In Stage 2 and Stage 3 units are on a four year cycle.

The Scope and Sequence shows outcomes and indicators for each stage level. This scope and sequence is a guide to help teachers focus on the outcomes and indicators, skills and strategies, to be taught by the end of each cycle. This ensures there are no gaps, overlapping or repetition.

There will be other elements experienced throughout the learning programme as each strand is *integrated* across other Key Learning Areas. The H.S.I.E. lends itself very well to integration, and units taught endeavour to achieve this.

For the effective teaching and learning of H.S.I.E. each class group has a specific H.S.I.E. lesson once a week. In Early Stage 1 and Stage 1 this lesson is approximately 40 minutes. In Stage 2 and Stage 3 this lesson is approximately 60 minutes. English, Religious Education, Creative Arts, Maths and Science are all areas in which H.S.I.E. can integrate effectively.

*Overview of H.S.I.E. outcomes taught at St. Joseph's from Early Stage One to Stage Three...Appendix 1
Scope and Sequence for H.S.I.E. is attached as Appendix 2*

Photos show students in Aboriginal plays with accompanying musical rhythm sticks



AGREED PRACTICE for TEACHING and LEARNING STRATEGIES:

At St. Joseph's school quality teaching and learning strategies are fostered by, firstly establishing quality relationships based on respect for each student.

At St. Joseph's a number of different teaching styles are used to allow for students' different stages of development and different learning styles and different levels of achievement.

Students at St. Joseph's experience a variety of strategies within a positive, stage developmental environment. Some of the strategies used include:

- modelling
- direct and explicit teaching
- discussion
- open-ended questioning
- activity based tasks
- whole class, group, partner and individual tasks
- investigation and research
- integration of H.S.I.E. across Key Learning Areas.

Appendix 2 describes how H.S.I.E. is implemented across stages and cyclical years.

SPECIAL PROGRAMS at ST. JOSEPH'S

A number of special programs run at St. Joseph's in the area of Human Society and Its Environment.

In all Stages St. Joseph's has ...

Assemblies and Guest Speakers

Fortnightly assemblies are the opportunities for student display of H.S.I.E. projects.

This is also an opportunity for a diverse range of guest speakers, correlated where possible to focus on the H.S.I.E. unit being studied, e.g. Aboriginal guest speakers came to speak as part of the Aboriginal Studies unit.

Excursions

The students from Early Stage 1 to Stage 3 have made a number of excursions.

Local day excursions support and enhance units of work, these are made around Adelong and Tumut and include Museum visits and local shops.

Stage 2 and Stage 3 visit Canberra in alternate years for a two day excursion and part of this excursion includes the study of government. There are also visits to Asian Embassies as part of Asian Studies unit.

Visits to school at Brungle (special displays of Aboriginal artefacts) and visit to the local Aboriginal Art Exhibition are part of the unit on Aboriginal Studies.

ASSESSMENT :

Assessment at St. Joseph's is a continuous monitoring of knowledge, skills, values and attitudes.

The H.S.I.E. outcomes and indicators, which are written for each Stage level, are assessed through each unit of work.

The ongoing monitoring of student work is achieved by the use of assessment tasks aligned to the stage outcomes and indicators of each unit

Assessment tasks form part of each student's portfolio. Portfolios are compiled each term. At the end of each semester portfolios are sent home for parents' perusal.

Assessment tasks show outcomes to be taught and how each student is working towards these outcomes. A variety of assessment strategies is given to students. These may take the form of observation, skill development checklists, student self evaluation sheets, project work, work sheets and anecdotal comments.

Student portfolios show each student's progress and are a means by which each student can be tracked across each stage.

Rich Assessment Tasks are a way to integrate the H.S.I.E. units across all Key Learning Areas. St. Joseph's staff and students are progressing with assessment in this way.

St. Joseph's Assessment policy is attached see Appendix 3

REPORTING:

Reporting at St. Joseph's is ongoing. Communication to students and parents takes three forms. Firstly oral reporting to students is by incidental discussion and evaluation at the end of units of work. Secondly written reporting occurs at the end of each term by assessment tasks at the end of the unit of work. Student portfolios also provide written reports to parents. The student portfolios allow for the naming of both areas of strength and areas needing to be developed, or areas of concern which need to be reported.

Finally, oral reporting is communicated to parents at three way interviews at the end of Semester 2. The school keeps written reports of work units on student files.

RESOURCES:

At St. Joseph's there are a number of teacher resources. These are constantly being upgraded to enhance 'best practice' teaching and learning.

These are the main resources.....

Board of Studies Human Society and Its Environment K-6 Syllabus

Board of Studies Human Society and Its Environment K-6 Units of Work

Appendix 4 shows additional resources.....

LEARNING TECHNOLOGIES:

Staff have developed online learning projects to assist with using technologies within the H.S.I.E. curriculum. Bloom's Taxonomy and Multiple Intelligences are used and these take in the Visual, Kinaesthetic, Musical and Verbal skills used within the H.S.I.E. curriculum.

Students use technology skills to research H.S.I.E. Increasingly educational software and the internet is being used.

Presentation skills are taught across all years but more specifically in Year 4/5/6, as part of the use of computer technology within H.S.I.E.

EVALUATION:

The H.S.I.E. programmes at St. Joseph's are evaluated by the classroom teacher. At the end of each unit of work there is an evaluation of that unit. Student self evaluation is also used as input to note the level of learning achieved and the interest for the unit.

At the end of each term these evaluations are collated for the stage overview. At three way interviews at the end of Semester 2, parents, teachers and students summarise their discussion and these points are incorporated into the following term's work.

This policy will be reviewed in 2006.

APPENDIX 2

SCOPE and SEQUENCE for H.S.I.E. for all Stages

Early Stage 1 / Stage 2

Stage 2 / Stage 3

YEAR A

Term 1 This Is Me!
Term 2 The Need for Shelter
Term 3
Term 4 Identifying Us

YEAR A

Living in Communities
State and National Parks
Study of a Cultural Group – Bali (Asian Studies)
Identify and Values

YEAR B

Term 1 Meeting Needs
Term 2 Transport
Term 3
Term 4 Celebrations

YEAR B

Australian Democracy
Global Connections
Current Issues: Antarctica
People and Their Beliefs

YEAR C

Term 1 School Days
Term 2 Places we Know
Term 3 Families Past and Present
Way we Were
Term 4 Wet and Dry Environments

YEAR C

Cooperating Communities
Australia: You're Standing in It
British Colonisation of Australia
Stories and Histories
Global Environments: Rainforests

Term 1
Term 2
Term 3
Term 4

YEAR D

Adelong Past and Present
Aboriginal Studies
Olympics
State and Federal Government

**Adapted for St Joseph's Scope and Sequence from Board of Studies New South Wales
Human Society and Its Environment K-6.**

APPENDIX 4

HUMAN SOCIETY and Its ENVIRONMENT RESOURCES

Websites:

cap.nsw.edu.au (this has links to Bloom's taxonomies, H.S.I.E. units of work, research modules and related websites)

sja.cg.catholic.edu.au/bali

Software:

'Developing Democracy Kit' includes software, teacher resources, video and books.

Books:

People, Places, Past, Present.....set of 4 books for Stage 2 and Stage 3.

Other books see over

St. Joseph's also borrows resources from local schools and the C.E.O. library.

APPENDIX 1:

H.S.I.E. Stage 1 Outcomes in Units of Work

CCS1.1 CCS1.2 CUS1.3 CUS1.4 ENS1.5 ENS1.6 SSS1.7 SSS1.8

Workers in the Community SSS1.7 SSS1.8

Transport ENS1.6 SSS1.7

Celebrations CCS1.1 CUS1.3 CUS1.4

Families Past and Present CCS1.1 CCS1.2 CUS1.4

Identifying Us CUS1.3 CUS1.4 ENS1.6 SSS1.8

The Need for Shelter ENS1.5 ENS1.6

The Way We Were CCS1.2 SSS1.7

Wet and Dry Environments ENS1.5 ENS1.6

H.S.I.E. Stage 2 Outcomes in Units of Work

CCS2.1 CCS2.2 CUS2.3 CUS2.4 ENS2.5 ENS2.6 SSS2.7 SSS2.8

Cooperating Communities ENS2.5 SSS2.7 SSS2.8

Australia: You're Standing in It ENS2.5 ENS2.6

British Colonisation of Australia CCS2.1 ENS2.6

Places: Then, Now and Tomorrow CCS2.1 CCS2.2 CUS2.3

People and Their Beliefs CUS2.3 CUS2.4

State and National Parks ENS2.5 ENS2.6

Living in Communities CUS2.3 CUS2.4 SSS2.7

Who Will Buy? SSS2.7 SSS2.8

H.S.I.E. Stage 3 Outcomes in Units of Work

CCS3.1 CCS3.2 CUS3.3 CUS3.4 ENS3.5 ENS3.6 SSS3.7 SSS3.8

Gold! CCS3.1 CCS3.2 ENS3.6

Global Environments: ENS3.5 ENS3.6

Rainforests CCS3.1 CCS3.2 CUS3.3 CUS3.4 ENS3.5 ENS3.6 SSS3.7 SSS3.8

State and Federal Government SSS3.8

Current Issues: Antarctica ENS3.6

Australian Democracy CCS3.1 CCS3.2

Study of a Cultural Group: Bali CUS3.4 ENS3.6

Identity and Values CCS3.1 CUS3.3 CUS3.4 SSS3.8

Global Connections SSS3.7

Appendix 1:

Creative Arts - Early Stage 1 and Stage 1

CYCLE A even years

Term 1		Term 2		Term 3		Term 4	
<u>Music</u> Vocal		<u>Music</u> Composition		<u>Music</u> Instrumental		<u>Music</u> Movement	
<u>Visual Arts</u> Painting		<u>Visual Arts</u> Printmaking		<u>Visual Arts</u> Sculpture and 3D Forms		<u>Visual Arts</u> Fibre	
<u>Drama</u> Improvisation		<u>Drama</u> Mime		<u>Drama</u> Storytelling		<u>Drama</u> Movement	
<u>Dance</u> Action		<u>Dance</u> Dynamics		<u>Dance</u> Time		<u>Dance</u> Space	

Creative Arts - Early Stage 1 and Stage 1

CYCLE B odd years

Term 1		Term 2		Term 3		Term 4	
<u>Music</u> Vocal		<u>Music</u> Movement		<u>Music</u> Instrumental		<u>Music</u> Compositions	
<u>Visual Arts</u> Painting		<u>Visual Arts</u> Drawing		<u>Visual Arts</u> Digital Forms		<u>Visual Arts</u> Printing/3D	
<u>Drama</u> Improvisation		<u>Drama</u> Movement		<u>Drama</u> Puppetry		<u>Drama</u> Mask	
<u>Dance</u> Action		<u>Dance</u> Dynamics		<u>Dance</u> Relationships		<u>Dance</u> Structure	

Creative Arts - Stage 2 and Stage 3

CYCLE A even years

Term 1		Term 2		Term 3		Term 4	
<u>Music</u> Vocal		<u>Music</u> Composition		<u>Music</u> Instrumental		<u>Music</u> Movement	
<u>Visual Arts</u> Painting		<u>Visual Arts</u> Printmaking		<u>Visual Arts</u> Sculpture and 3D Forms		<u>Visual Arts</u> Fibre	
<u>Drama</u> Improvisation		<u>Drama</u> Mime/Mask		<u>Drama</u> Storytelling		<u>Drama</u> Movement	
<u>Dance</u> Action		<u>Dance</u> Dynamics		<u>Dance</u> Time		<u>Dance</u> Space	

Creative Arts - Stage 2 and Stage 3

CYCLE B odd years

Term 1		Term 2		Term 3		Term 4	
<u>Music</u> Vocal		<u>Music</u> Movement		<u>Music</u> Instrumental		<u>Music</u> Movement	
<u>Visual Arts</u> Photography		<u>Visual Arts</u> Drawing		<u>Visual Arts</u> Digital Forms		<u>Visual Arts</u> Ceramics	
<u>Drama</u> Readers' Theatre		<u>Drama</u> Video Drama		<u>Drama</u> Puppetry		<u>Drama</u> Playbuilding	
<u>Dance</u> Action		<u>Dance</u> Dynamics		<u>Dance</u> Relationships		<u>Dance</u> Structure	

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