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CONTEXT

This document is based on the NSW Department of Education Human Society and its Environment (HSIE) Syllabus. The staff examined each of the outcomes contained in each of the four stages.

With the introduction of key competencies in 2006 and following the curriculum review and staff feedback at the end of this year, this curriculum document will be modified.

Some of the topics in this curriculum area will be integrated across other KLA's.

RATIONALE

The future well-being of Human Society and its Environment depends upon the quality of people's interactions with each other and with their cultural, social and physical environments as they strive to meet each other's needs (HSIE K-6, p 7).

At St Thomas Aquinas we believe:

- HSIE provides an opportunity for the students to respond to the person and the message of Jesus.
- HSIE enhances the understanding of the role of religion and spirituality in communities and societies and in the lives of individuals.
- HSIE expands the student's knowledge and understanding of their own society, other societies, local and global environments and the relationships between environments and societies. It develops knowledge about the world, the diversity of its people, its heritage and its political, economic and legal system.
- HSIE challenges students to make creative responses to important issues, both as individuals and with others. Students are encouraged to understand and evaluate change and to develop confidence to manage the future. HSIE focuses on the need to live in peace and harmony in both the independent and interconnected world of natural and social systems.

- Learning in HSIE can assist students to empathise with others and understand and evaluate the nature of the society to which they belong. Studies include perspectives of females and males, Aboriginal and Torres Strait Islander Peoples, various cultural and socio-economic groups, people with different religions and belief systems, and people with disabilities (HSIE K-6, p 7).

- As a result of learning in HSIE, 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 (HSIE K-6, p 7).

ACROSS CURRICULUM PERSPECTIVES

CATHOLIC ETHOS

VISION STATEMENT

"To encourage the growth of each person through friendship with Jesus"

Our Vision Statement encourages the growth of each person through friendship with Jesus.

At St Thomas Aquinas we believe that 'Catholic Ethos' is an integral part of our school community and the curriculum.

HSIE contributes to the religious aims of St Thomas Aquinas because it fosters skills such as: reflection, critical thinking, problem solving, analysis and discernment - all of which promote the search for truth and meaning.

MISSION STATEMENT

At St Thomas Aquinas we live out our mission in four ways: through Faith, People, Education and Innovation.

Faith

- We live out our Gospel values in a Christ-centred community.
- We believe in an education in Catholic faith where all members of the Parish/School community lead by example.*People*
- Value the uniqueness of all members of our community and encourage them to share their gifts.
- We respond to the needs of others.
- We build compassionate and caring relationships.

Education

- We believe achievement has its own intrinsic rewards.
- We provide an exciting and challenging environment in which each individual is encouraged.
- We celebrate the joy of discovery and appreciate that mistakes and risk taking are steps to learning.
- We develop each person: intellectually, emotionally, spiritually and socially in an atmosphere of love and respect.

Innovation

- We believe that our community will continue to grow and change and we must meet and welcome these challenges.
- We renew our mission through reflection and education.
- We search for new ways to proclaim the Gospel.

" 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 in the search for meaning and truth." (Treasures New and Old Core Document, p 25)

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION AND HSIE

At St Thomas Aquinas we recognise and value the contributions made by the Aboriginal and Torres Strait Islander cultures to Australia's identity. We believe that all students must have the opportunity to experience their cultural and natural heritage. This will enhance our sense of identity and pride in our cultures and ensure a greater knowledge and understanding of our cultural heritage.

Through the HSIE curriculum children at St Thomas Aquinas will be provided with opportunities to gain accurate knowledge about Aboriginal and Torres Strait Islander societies. It is important that all Australian students develop an awareness of the effects of the European invasion and settlement on Aboriginal and Torres Strait Islander people. We value the expertise of our Aboriginal Liaison Officer who works at our school on a regular basis.

AUSTRALIAN EDUCATION AND HSIE

At St Thomas Aquinas we recognise and value Australia's rich heritage. In HSIE we explore Australian achievements in local, national and international arenas. We encourage an understanding of Australian history, society, economic and political structures. We recognise the importance of our students experiencing the diversity of Australian life as it has developed.

ENVIRONMENT EDUCATION AND HSIE

At St Thomas Aquinas we believe that each and every person has a role to play in protecting and sustaining the environment. HSIE is a key learning area in providing children with the knowledge, awareness, attitudes and values that will assist them in protecting and sustaining their environment. Through various units the children will come to understand the impact of people on environments and the inter-related nature of ecosystems.

GENDER EQUITY AND HSIE

Gender equity is the right of all students to have equal access to all learning and resources. At St Thomas Aquinas we model skills and behaviours that will assist students in developing equal and respectful relationships with each other- regardless of gender.

In HSIE the children will study role models of boys and girls, men and women and learn about their achievements. They will also learn from how gender bias has prejudiced people's participation in various cultural activities.

INFORMATION COMMUNICATION AND TECHNOLOGY AND HSIE

At St Thomas Aquinas there is an opportunity for the integration of ICT into the HSIE curriculum. Internet access in each classroom as well as in the Library ensures all children have the opportunity to access up to date information.

Learning Technologies involves the education of not only how to access and use technology but also discernment of the information available. HSIE covers a diverse range of fields in which information technology is important. Using databases to manage and analyse data on social systems and resources is a powerful tool in the study of social structures and social change and ICT networks are invaluable in studying our physical environment.

LITERACY AND HSIE

At St Thomas Aquinas we believe Literacy in HSIE helps students to gain a better understanding of the world, to reflect on their learning and to develop their thinking. Students learn by using language to express ideas, questions, hypothesise, discuss, negotiate, analyse and evaluate. Students extend their language when they become familiar with and develop control over new language in context.

MULTICULTURAL EDUCATION AND HSIE

At St Thomas Aquinas we value the richness of cultural and ethnic diversity, which exists, within our community. In HSIE the staff and students are provided with opportunities to explore the traditions beliefs and practices of other cultures. Where possible we use student's own experiences as a starting point in our investigations of other cultures and we ensure that all content values the backgrounds of all students. We value the support of the community when they share their heritage on the occasions when we have Asian/ Multicultural and Enrichment activities.

SPECIAL NEEDS EDUCATION AND HSIE

St Thomas Aquinas is open to the enrolment and integration of children with special needs. We encourage an open communication process between the child's family and school to work together to best meet the needs of the child to be integrated. Support from the CEO is appreciated and fully utilised.

This perspective emphasises the ability of children with a wide range of individual differences to participate and succeed in many aspects of learning.

Children are supported in their learning by participating in activities that cater for their educational needs and styles of learning. Where research work is given the scope of questions will enable children of varying levels to experience

success in learning. Inclusive approaches which value student diversity and build upon self-esteem will be used wherever possible.

Support for these children will be given by a Special Needs Teacher employed to develop individual programs and work with the classroom teacher to best meet the individual needs of the child. This teacher may also develop programs where the children participate in individual or small group activities. A Special Needs Teacher Assistant will support this program.

Gifted and talented students are included in this area of Special Needs Education and their needs are considered as important as those children who find learning difficult.

WORK EDUCATION AND HSIE

At St Thomas Aquinas the children will explore the roles played by different people in different societies.

Through HSIE they will:

- Develop knowledge about a wide range of occupations
- Recognise the contributions made by workers to a society
- Value their own parent's work
- Be aware of some of the stereotypes which exist regarding different occupations
- Consider their own work goals

SYLLABUS AIM

The aims of the NSW Board of Studies K-6 Human Society and Its Environment Syllabus are to develop in students the values and attitudes, skills and knowledge and understandings that:

1) enhance their sense of personal, community, national and global identity; and

2) enable them to participate effectively in maintaining and improving the quality of their society and environment (HSIE K-6, p 8).

STATEMENT OF PRACTICE

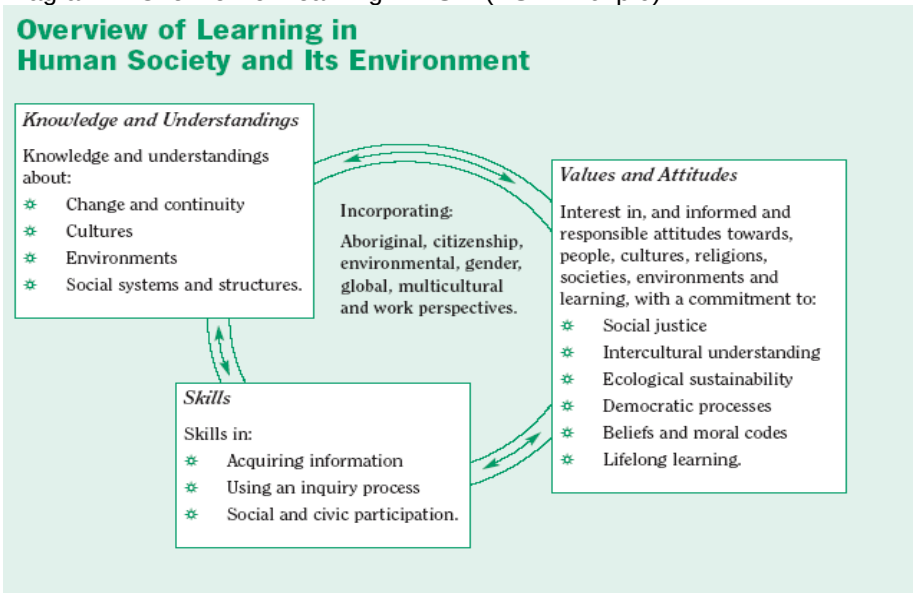
Human Society and Its Environment is a mandatory and integral part of the curriculum.

It is a key learning area where students develop:

- knowledge and understandings in the strands of change and continuity, cultures, environments and social systems and structures
- skills of acquiring information, using an inquiry process, and social/civic participation; and
- the ability to identify, clarify, analyse and evaluate their values and attitudes towards society and the environment.

Quality teaching and learning is achieved where meaningful opportunities are provided and the learners are engaged in purposeful activities.

Diagram 1: Overview of Learning in HSIE (HSIE K-6. p 9)



At St Thomas Aquinas we follow the NSW HSIE K-6 Syllabus and outcomes are arranged in stages:

- Early Stage 1 ~ Kindergarten
- Stage 1 ~ Years 1 and 2
- Stage 2 ~ Years 3 and 4
- Stage 3 ~ Years 5 and 6

As we have multi-age classes at St Thomas Aquinas a Scope and Sequence has been developed to ensure that all content strands are covered over a two-year cycle. Cycle A will be taught in even years and Cycle B will be taught in odd years with the exception of Kindergarten.

HSIE draws upon many disciplines including Aboriginal, Asian and Australian studies of citizenship and civic participation. These components are not taught in isolation but in harmony, integrating into the four HSIE strands and other key learning areas.

These components are identified in the Scope and Sequence chart by the following symbols:

AS = Asian Studies

AB = Aboriginal Studies, and

AU = Australian Studies.

TEACHING AND LEARNING STRATEGIES

SKILLS

Students will develop skills in acquiring information, using an inquiry process, and social and civic participation. The development of these interconnected skills is crucial so that students can take active, responsible and informed roles as citizens in a rapidly changing society.

Individual class or stage program units will make reference to ELA's & KLA's where integration is possible as part of their Class Curriculum document.

HSIE Units will be examined in Semester 2 2007 in relation to the ELA's and Essential Content as to whether further modifications need to be made to the Units covered in each class or stage.

ACQUIRING INFORMATION

Students will acquire information through:

- reading, viewing, writing, listening to, and talking about a range of subject matter;
- locating information using reference and information skills from school library/ information technology centre, maps, globes and community resources;
- selecting appropriate sources of information by observing, identifying, finding, arranging, tabulating, displaying, evaluating, and reflecting;
- considering the usefulness, accuracy, reliability and validity of information;

- identifying bias, differences between fact and opinion and omissions in information;
- considering information from a variety of perspectives;
- critically reflecting on the purpose and intended audience of texts related to the subject matter;
- reflecting on the existence of previous knowledge and experiences before selecting resources;
- reflecting upon and evaluating the skills that they have used to acquire information; and
- using a variety of resources, such as the Internet, email, reference texts, artefacts, original sources, archives, computer technology, telecommunications, people and the media.

INFORMATION AND COMMUNICATION TECHNOLOGY

Individual / partner computer skills – Classes are allocated approximately one hour in the ILC to work with their class teacher developing their Information and Communication Technology Skills.

WEEKLY LIBRARY LESSONS – 1 HOUR

- Early Stage 1 & Stage 1 – English ELA's with student weekly tasks
- Stage 2 & Stage 3 - Information Literacy Skills (ILC – Information Literacy Centre)
  - Defining
  - Locating
  - Selecting
  - Organising
  - Recording
  - Presenting / Communicating
  - Evaluation

USING THE INQUIRY PROCESS

The Inquiry Process involves students participating in meaningful research related to important social and environmental issues.

The skills developed in this area will enable students to:

- initiate investigations by defining the purposes of the investigation, posing questions about the investigation and planning the investigation;
- identify and gather information by selecting relevant sources of information;
- analyse, organise and store information through a variety of methods;
- synthesise and communicate information gained using a range of texts and technologies;
- apply the information gained to new or different situations and issues by identifying the implications of their learning for future action;
- plan and implement action individually or in groups;
- reflect on their learning by describing, communicating, reviewing and modifying individually and in a group, and
- evaluate the learning process.

SOCIAL AND CIVIC PARTICIPATION

The skills developed in this area enable students to accept and fulfil their social responsibilities. (HSIE K-6, pp 11-12)

The skills developed will allow students to:

- listen to others, respond to each other's ideas and advance their ideas;
- participate in activities and discussions;
- work productively individually, with partners and in groups;
- cooperate and negotiate;
- participate in delegating duties, organising, planning and decision making;

- keep informed about current and relevant social and environmental issues;
- behave as responsible and informed citizens in family, school, and community contexts;
- participate in appropriate forms of individual and group action that inform, encourage or initiate operations and solve problems;
- participate in activities associated with family, school and community events;
- participate in environmental management and improvement activities;
- reflect on the impact of particular decisions and actions;
- accept specific roles and responsibilities
- consider their own rights and the rights of others; and
- acknowledge different kinds of citizenship.

VALUES AND ATTITUDES

By identifying, clarifying and evaluating their values and attitudes as well as those of others about issues and events, the children at St Thomas Aquinas should develop informed and responsible attitudes towards people, cultures, religions, societies environments and learning.

This will enable the children to contribute to intercultural understanding and the development of a democratic and socially sustainable environment.

The values and attitudes promoted at St Thomas Aquinas are Social Justice, Intercultural Understanding, Ecological Sustainability, Democratic Process, Beliefs and Moral Codes and Lifelong Learning (HSIE K-6, p 13).

SOCIAL JUSTICE

- taking responsibility for one's own actions;
- showing concern for the welfare, rights and dignity of all people;

- following rules and laws that have been developed to protect the rights, and property of others;
- recognising past inequalities and injustices;
- rejecting racism, sexism and other forms of prejudice; and
- showing commitment to redressing disadvantage and changing discriminatory and violent practices.

INTERCULTURAL UNDERSTANDING

- identifying and appreciating the cultural, linguistic and spiritual heritages of oneself and others;
- respecting different viewpoints, ways of living, belief systems and languages;
- empathising with people of different cultures and societies;
- recognising that cultural and religious groups may differ in their views on moral issues; and
- supporting cultural diversity within a cohesive society.

ECOLOGICAL SUSTAINABILITY

- appreciating the environment, one's personal relationship with it and one's responsibility for the future;
- recognising the interdependence of people and the environment;
- showing commitment to ecologically sustainable development and lifestyles; and
- being environmentally responsible.

DEMOCRATIC PROCESS

- showing commitment to individual freedom and to the rights and responsibilities of participating in a democracy
- respecting the law and legitimate, just authority

- respecting different viewpoints and choices, showing commitment to peaceful ways of resolving conflict
- showing commitment to ethical behaviour and to equitable participation in decision making
- using democratic means to become agents of change for the improvement of society
- participating actively and responsibly in society as individuals and members of groups.

BELIEFS AND MORAL CODES

- appreciating and valuing human spirituality and the diversity of its expression
- appreciating and valuing the place of religions, beliefs and moral codes in the lives of individuals and groups
- appreciating and valuing the different spiritual and religious traditions that have provided the foundations of our society and resulted in its diverse nature
- recognising that some behaviours are considered morally wrong and that society has developed laws and sanctions in relation to these
- continuing to develop a personal value system and acting accordingly and responsibly.

LIFELONG LEARNING

- being curious and ready to participate in learning about people, society and environments
- making connections between what one knows and what one is learning
- appreciating the importance of lifelong learning in a constantly changing world.

At St Thomas Aquinas learning processes and teaching strategies are directed by the Knowledge and Understandings, Skills and Values and Attitudes that are embedded in the content of the HSIE.

As well, as appropriate to the content, emphasis will be given to Aboriginal, citizenship, environmental, gender, global, multicultural and work perspectives (HSIE K-6, pp 9-11).

KNOWLEDGE AND UNDERSTANDINGS

At St Thomas Aquinas, 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 their culture 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 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 (HSIE K-6, pp 10-11).

SCOPE & SEQUENCE – EARLY STAGE 1

STRAND	SUB STRAND	SYLLABUS OUTCOME	SYLLABUS INDICATORS REFERENCE	EVEN YEAR	ODD YEAR
Change and Continuity	Significant events and people	CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others	Page 22	This is Me AS & AU	This is Me AS & AU
	Times and Change				
Cultures	Identities	CUES1 Communicates some common characteristics that all people share, as well as some of the differences	Page 26	School Days AU This is Me AS,AU Meeting Needs AU,AS, AB	School Days AU, This is Me AS,AU Meeting Needs AU,AS, AB
	Cultural Diversity		Page 28		
Environment	Patterns of Place and Location	ENS1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for these environments.	Page 30	Places We Know AB, AS & AU School Days AU	Places We Know AB, AS & AU School Days AU
	Relationships with Places		Page 32		
Social Systems and Structures	Resource Systems	SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.	Page 34	Meeting Needs AB, AS & AU School Days AU Places We Know AB,AS,AU	Meeting Needs AB, AS & AU School Days AU Places We Know AB,AS,AU
	Roles, Rights and Responsibilities		Page 36		

SCOPE & SEQUENCE – STAGE 1

STRAND	SUB STRAND	SYLLABUS OUTCOME	SYLLABUS INDICATORS REFERENCE	EVEN YEAR	ODD YEAR
Change and Continuity	Times and Change	CCS1.2 Identifies changes and continuities in their own life and the local community	Page 24	The Way We Were AB, AS & AU	
	Significant Events and People	CCS1.1 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	Page 22	Families Past and Present AB	
Cultures	Identities	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families	Page 26		Identifying Us AB & AU
	Cultural Diversity	CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities	Page 28	Celebrat-ions AB, AS & AU	
Environment	Patterns of Place and Location	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features	Page 30	Wet and Dry Environments AB, AS & AU	
	Relationships with Places	ENS 1.6 Demonstrates an understanding of the relationships between environments and people	Page 32		The Need for Shelter AB, AS & AU
Social Systems and Structures	Resource Systems	SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants	Page 34		Transport AS & AU
	Roles Rights and Responsibilities	SSS1.8 Identifies roles and responsibilities within families, schools and local community, and determines ways in which they should interact with others	Page 36		Workers In the Commun-ity AU

SCOPE & SEQUENCE – STAGE 2

STRAND	SUB STRAND	SYLLABUS OUTCOME	SYLLABUS INDICATORS REFERENCE	EVEN YEAR	ODD YEAR
Cultures	Identities	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.	Page 29		People and their Beliefs AB, AS & AU
	Cultural Diversity	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.			
Cultures & Social Systems and Structures	Resources Systems	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.	Page 27	Living in Communities AB & AU	
	Identities	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.			
	Cultural Diversity	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.			

Scope and Sequence – Stage 2 *continued* …

SCOPE & SEQUENCE – STAGE 2 *continued…*

STRAND	SUB STRAND	SYLLABUS OUTCOME	SYLLABUS INDICATORS REFERENCE	EVEN YEAR	ODD YEAR
Social Systems and Structures Environments	Patterns of Place and Location	EN2.5 Describes places in the local area and other parts of Australia and explains their significance.	Page 37		Cooperating Communities AU
	Resource Systems	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.			
	Roles Rights and Responsibilities	SSS2.8 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.			
	Resource Systems	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.	Page 35	Whole Will Buy? AU	
	Roles Rights and Responsibilities	SSS2.8 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.			

Scope and Sequence – Stage 2 *continued* …

SCOPE & SEQUENCE – STAGE 2 *continued…*

STRAND	SUB STRAND	SYLLABUS OUTCOME	SYLLABUS INDICATORS REFERENCE	EVEN YEAR	ODD YEAR
Change and Continuity	Significant Events and People	CCS2.1 Describes events and actions related to the British colonisation of Australia and accesses changes and consequences.	Page 22	British Colinis-ation of Aust.	
	Relationship with places	EN2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.			
	Significant Events and People	CCS2.1 Describes events and actions related to the British colonisation of Australia and accesses changes and consequences.	Page 25		Places Then, Now and Tomorrow AB, AS & AU
	Time and Change	CCS2.2 Explains changes in community and family life and evaluates the effect.			
	Identities	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.			
Environments	Patterns of Place and Location	EN2.5 Describes places in the local area and other parts of Australia and explains their significance	Page 31		Australia You're Standing In It AB & AU
	Relationship with Places	EN2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.			
	Patterns of Place and Location	EN2.5 Describes places in the local area and other parts of Australia and explains their significance	Page 33	State and Nat. Parks AB & AU	
	Relationship with Places	EN2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.			

SCOPE & SEQUENCE – STAGE 3

STRAND	SUB STRAND	SYLLABUS OUTCOME	SYLLABUS INDICATORS REFERENCE	EVEN YEAR	ODD YEAR
Change and Continuity	Significant Events and People	CCS 3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.	Page 23	Gold AB & AS	
	Time and Change	CCS 3.2 Explains the development of the principles of the Australian Democracy.			
	Relationship with places	EN3.6 Explains how various beliefs and practices influence the way in which people interact with, change and value their environment.			
	Significant Events and People	CCS 3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage	Page 25		Aust. Democ-racy AU
	Time and change	CCS3.2 Explains the development of the principles of the Australian Democracy			
Environments	Patterns of Place and Location	ENS 3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups an act in an ecological responsible manner	Page 31	Global Environments: Rainforests AS	
	Relationship with Places	EN3.6 Explains how various beliefs and practices influence the way in which people interact with, change and value their environment.			
	Relationship with Places	EN3.6 Explains how various beliefs and practices influence the way in which people interact with, change and value their environment.	Page 33		Current issues: Antarctica.

Scope and Sequence – Stage 3 *continued* …

SCOPE & SEQUENCE – STAGE 3 *continued…*

STRAND	SUB STRAND	SYLLABUS OUTCOME	SYLLABUS INDICATORS REFERENCE	EVEN YEAR	ODD YEAR
Social Systems and Structures	Resources systems	SSS 3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.	Page 35	Global connections	
	Roles, Rights and Responsibilities	SSS 3.8 Explains structures. Roles and responsibilities and decision making processes of State and Federal Governments and explains why Australians value fairness and socially just principles	Page 37		State and Federal Govn AB & AU
Cultures	Cultural Diversity	CU 3.4 Examines how cultures change through interactions with other cultures and the environment.	Page 29	Study of a Cultural Group – Bali AS	
	Relationship with Places	ENS 3.6 Explains how various beliefs and practices influence the way in which people interact with, change and value their environment.			
	Significant Events and People.	CCS 3.1 explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.	Page 27		Identity and Values AB & AU
	Identities	CCS 3.3 Describes different cultural influences and their contribution to Australian identities.			
	Cultural diversities	CUS 3.4 Examines how cultures change through interactions with other cultures and the environment.			
	Rights, roles and responsibilities	SSS 3.8 Explains structures. Roles and responsibilities and decision making processes of State and Federal Governments and explains why Australians value fairness and socially just principles.			

At St Thomas Aquinas we believe that we should pursue assessment that is meaningful and child centred. We believe that assessment is a vital part of the curriculum process.

Within the stage-outcomes structure adopted in Treasures New and Old and NSW HSIE K-6 KLA Curriculum Documents, planning, teaching and learning, assessing and reporting are closely linked.

Assessment itself is the process of gathering and interpreting information about students progress, therefore it needs to be both formative and summative to:

- encourage more effective learning;
- foster students' reflection on their learning;
- indicate the degree to which students are progressing towards the achievement of program aims and stage outcomes;
- highlight the needs of individual student;
- assist teachers to improve their teaching methods
- provide information that will assist in the evaluation of K.L.A. programs; and
- provide a basis for reporting on student progress to parents and to the students themselves.

ASSESSMENT

- enables diagnosis and informs teaching practice;
- should incorporate a variety of strategies, honouring different learning styles;
- should be aligned with learning outcomes from the program;
- should be well documented and supported by data eg. work samples;
- should be an open process so that students have prior knowledge of expectations;

- must cover a wide range of outcomes in the areas of attitudes and values, skills and knowledge and understandings;
- should involve students and teachers;
- should be non-competitive and non-comparative; and
- should be positive.

Assessment data can be gathered using any one or more of the following strategies –

- teacher observation
- checklists
- work samples
- conference / interview
- peer assessment
- oral presentations
- anecdotal records
- written tests
- projects
- response to open-ended challenges
- problem solving tasks
- student explanation & demonstration
- practical investigations
- questioning
- use of technology.

Children learn best when they see purpose in their learning and know the outcomes they are working to achieve. This requires that:

- the learning experiences in which they are engaged are perceived by them as having purpose and meaning;

- the outcomes towards which they are working reflect their individual needs and the structure of the learning situation;
- they investigate ideas, relationships and issues;
- they reflect upon the outcomes they have achieved and how they have learned and can apply their learning;
- they are encouraged to participate in planning their learning and thus move towards increasing control over, and responsibility for, their own learning;
- their learning enables them to participate in and contribute more effectively in their world. (NSW Board of Studies pamphlet for parents).

We need to be aware of the validity, practicability and reliability of our assessment practices by considering the following questions:

- Does the assessment tool measure what it says it will?
- Is the information gathered from a variety of contexts?
- Does the assessment tool measure more than just knowledge? (eg self-esteem & social development?)
- Is the assessment tool practicable?
- Does it require too much time and/or too many resources?
- Are we comparing a comparable student's work in a similar manner?

CHOOSING ASSESSMENT TASKS

KNOWLEDGE:

Quizzes, multiple choice, true/ false tests, matching questions and answers, labelling diagrams, written and spoken texts, completing statements, illustrating concepts.

SKILLS:

Acquiring information

Data collection, graphing, concept maps, timelines, interpreting text types and assignments.

Using an inquiry process

Research projects, problem-solving, dialogue (student-teacher, student-student), role plays.

Social and civic participation

Debating, creating posters, letter-writing, interviewing.

VALUES AND ATTITUDES:

Actions, spoken and visual texts.

Rubric for Assessment – Early Stage 1 (Kindergarten)

Score	Summary/Description	Language Descriptors
Experiencing Difficulty- Is yet to display knowledge, understanding and application of the content, processes and skills in this area.	Understanding not yet evident	Unable to communicate ideas and knowledge
Developing - Is beginning to display knowledge, understanding and application of the content, processes and skills in this area.	Developing some understanding of central ideas, concepts and skills	Communicates ideas and knowledge in limited situations
Competent Displays a thorough knowledge, understanding and application of the content, processes and skills in this area.	Understands central ideas, concepts and skills	Communicates effectively in a variety of situations

Rubric for Assessment – Stages 1 – 3 (Year 1 – 6)

Score	Summary/Description	Language Descriptors
E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Little progress or understanding evident No task attempted Limited Achievement	Ineffective strategies, communication and/or reasoning
D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	Attempts the task Makes some progress Partial but limited grasp of the central ideas reveals gaps in knowledge, conceptual understanding and/or relevant skills Basic Achievement	Little evidence of effective strategies, communication and/or reasoning
C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Task accomplished Central ideas demonstrated and understood Good understanding of relevant knowledge, concepts and skills Sound Achievement	Evidence of planning and communication strategies used
B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.	Task accomplished with high level of competence Comprehension and understanding displayed at a high level High Achievement	High level planning, clear communication of strategies used
A The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	Fully accomplishes the task, but uses methods and/or makes interpretations significantly beyond those specified for this level Outstanding Achievement	Strategies, communication and/or reasoning significantly beyond those specified for this level

REPORTING

Reporting is conducted at the end of semester 1 and 2. It is our formal communication to parents regarding student's progress. Reports will:

- focus on student's strengths
- use family-friendly language
- be constructive
- be outcomes-based and specifically linked to our programming.

Formal written reports and personal interviews with families are held towards the end of each semester. Interviews to address areas of concern are arranged as the need arises.

EVALUATION

Evaluation is an important part of curriculum development and is essential as it enables us to be accountable in the achievement of outcomes and to organise effective teaching and learning using sequential and integrated learning experiences.

Evaluation of teaching programs takes place on a regular basis using professional dialogue between staff members at staff meetings.

It is planned that the evaluation of this curriculum will also be ongoing.

TEACHING AND LEARNING STRATEGIES.

The following teaching and learning strategies are implemented at the discretion of teachers to ensure maximisation of learning opportunities.

EARLY STAGE 1	STAGE 1	STAGE2	STAGE3
Artefacts Brainstorming Clarifying values Classroom displays Consequence charts Cultural activities Decision-making Diagrams Discussions Evaluating values Excursions Family Trees Graphs Group Work Guest speaker/visitor Learning games Literary texts Moral dilemmas Open-ended stories Oral history Photographs Pictures Problem-solving Power point presentations. Questioning Resolving conflict Role-play Simulation Timelines Value reinforcement	Analysing values Artefacts Brainstorming Clarifying values Classroom displays Cultural activities Databases Debates Decision-making Diagrams Discussions Evaluating Values Excursions Family tree Flow charts Graphs Group work Guest speaker/visitor internet Interviews Learning games Literary texts Mapping Matrix Mind/concept games Models Moral dilemmas Open-ended stories oral history Photographs Pictures Presentations Problem-solving Questioning Retrieval charts Resolving conflict Role-play Simulation Surveys Task cards Timelines Value reinforcement	Analysing values Artefacts Brainstorming Clarifying values Classroom displays Cultural activities Current affairs Databases Debates Decision-making Diagrams Discussions Evaluating Values Excursions Family tree Flow charts Graphs Group work Guest speaker/visitor Interviews Internet Learning games Literary texts Mapping Matrix Mind/concept maps Models Moral dilemmas Open-ended stories oral history Photographs Pictures Presentations Problem-solving Questioning Retrieval charts Resolving conflict Role-play Simulation Surveys Timelines Value reinforcement	Analysing values Artefacts Brainstorming Clarifying values Class and student council meetings Classroom displays Consequence charts Cultural activities Databases Debates Decision-making Diagrams Discussions Evaluating Values Excursions Family tree Flow charts Graphs Group work Guest speaker/visitor internet Interviews Learning games Literary texts Mapping Matrix Mind/concept maps Models Moral dilemmas Open-ended stories oral history Photographs Pictures Presentations Problem-solving Questioning Retrieval charts Resolving conflict Role-play Surveys Timelines Value reinforcement

RESOURCES

GENERAL TEACHER RESOURCES	AUTHOR
Animal Homes	Theodore Rowland
Human Society and It's Environment K-6 Syllabus	Board of Studies NSW, 1998
Human Society and It's Environment K-6 Units of Work	Board of Studies NSW, 1998
NSW Society and Environment Teachers Guide, Books A – E	R.I.C Publications, 2001
NSW Society and Environment Students Workbook, Books A – E	R.I.C Publications, 2000
Targeting Society & the Environment	M Whitefield Blake Education
Australians Living Together	Australia Post
Australian Families	Rosemary Senior
Australian Mammals in colour	Irene & Michael Morcome
Australian Mining and Minerals	
Sets of Pictures– topics – Ambulance Services and Community Workers	De Saxe Prints
Australian Wildlife Worksheets	Peter Leyden
You and Me Stimulus Pictures	Jacaranda Press
Study Prints – Australian Landmarks	Childerset Pty. Ltd.
Australian History Pictures – Bushrangers and Cultures in Conflict	Jann and Ron Johnson – Jacaranda Press
Learn About Seasons	Jacaranda Press
Australian Fauna and Flora – Science Pictures	Jacaranda Press
Australian History Pictures-Cultures in Conflict	J & R Johnston
The Encyclopaedia Library Resources- Aboriginal Studies of Aboriginal Australia	Horton(Gen Ed) Aboriginal Studies Press
Aboriginal Australia Aa-Zz	Steve and Dellene Strong
A language and cultural kit	Peter Leyland Publishing
Aboriginal Australia Map	David R Horton Commonwealth of Australia
The Aboriginal Studies Kit	Kalianna Productions
Library Resources	Under Aboriginal Studies on Library Shelf
Our Culture – Sikh, Muslim, Jewish, Buddhist, Hindu	
World Religions	
DK Illustrated Dictionary of Religions	
Let's Visit the Pacific Islands	Lyle Garry
Access Asia – Snapshots of Asia	Richard and Sue Ledger Curriculum Co-operation
A Look at Indonesia	Curriculum Corporation
Library Resources	Under Asian Studies on Library shelf
Understanding and Using Maps	
Kingfisher Book of Religions	