H.S.I.E. Policy

St. Francis Xavier's School

Belmont

Let Your Light Shine

RATIONALE

Human Society and Its Environment is a study of human progress, how people have organised themselves into societies over time, and how they have interacted with both themselves and their physical environments. It examines the nature and interdependence of environments and people.

AIMS

The study of Human Society and Its Environment at St Francis Xavier's aims to provide a knowledge base for students to gain understandings about Change and Continuity, Cultures, Environments and Social Systems and Structures.
We aim to develop the values and attitudes, skills and knowledge and understandings of students so that we:

1. enhance their sense of personal, national and global identity.
2. enable students to participate effective in maintaining and improving the quality of their society and its environment.
3. provide a knowledge base for students to gain understanding about Change and Continuity, Cultures, Environments and Social Systems and Structures.

By undertaking studies in HSIE children should develop knowledge and understanding about:

4. their heritage and how this influences both the present and the future.
5. cultures in Australia and overseas, their diversities and similarities and how they influence people's identities and behaviours.
6. how people interact with their environments and make decisions that support ecological sustainability.
7. social groups and economic, political and legal systems to understand roles, rights and responsibilities of participation within these groups, systems and structures.

These H.S.I.E. understandings also aim to develop in students the skills to:

8. identify, collect and process data from a range of sources, including electronic media.
9. use the inquiry process to plan an investigation, analyse data, and form conclusions supported by evidence
10. reason and solve problems to assist them in making meaning of their society and environment
11. clarify values and attitudes about issues affecting society and the environment, in particular tolerance of people from many cultures and commitment to the democratic process.
12. participate in activities that enhance community life, particularly in making decisions about civic projects and in ways of achieving ecologically sustainable development.
13. use information technology to support learning about society and environment and in investigating and communicating ideas.

IMPLEMENTATION
1. All teachers have access to a copy of the NSW H.S.I.E. Syllabus.
2. H.S.I.E. is allocated approximately 6%- 10% of teaching time.
3. A School Scope & Sequence of topics is followed (see Appendix).
4. Students' individual abilities are considered when planning units of work and learning opportunities are provided that cater for the identified needs of each student.
5. Students' individual progress is monitored using a variety of assessment forms. (See assessment policy).

6. Student progress in H.S.I.E. is reported at the end of Semester One and Semester Two using the Diocesan A – E Reporting Format (see reporting policy).

TEACHER RESPONSIBILITIES
1. Implementation of the H.S.I.E. syllabus appropriate to their stage/grade level.
2. The staff follow the school Scope and Sequence to ensure that the content of all the strands is covered across the grades.
3. Development of a differentiated teaching programme.
4. To use and utilise the resources of our school library and internet facilities to deliver this syllabus.
5. To discuss with the school's librarian and library assistant the units that are being taught each term to ensure that all available resources are utilised.
6. Allocate 6 - 10% of teaching time to the teaching of H.S.I.E.
7. To maintain ongoing assessment of both the teaching programme and the children's progress.
8. Modify their teaching programme if necessary.
9. Ensure that assessment data is kept and supports their teaching programme.
10. Incursions and excursions are arranged to reinforce topics or units treated. CSO personnel, parents and community members are utilised where possible, to reinforce topics or units treated.
11. To provide information to parents on the progress of their child/children.
12. To submit overviews which outline what they have done in HSIE.

EXECUTIVE RESPONSIBILITIES
1. To provide leadership in the teaching of H.S.I.E.
2. To ensure that the staff are kept up to date with CSO and Board of Studies requirements in relation to H.S.I.E.
3. To ensure that teachers are made aware of and provided with suitable professional development opportunities in H.S.I.E.
4. To ensure that all teachers are aware of their responsibilities in relation to the programming, teaching, assessment and reporting of H.S.I.E.
5. To monitor the programming, teaching, assessment and reporting of H.S.I.E. in the school.
6. To determine an appropriate amount within the yearly budget for training and the purchase of resources.
7. To lead the development, implementation and review of the school's H.S.I.E. Policy.

BUDGET
To set an appropriate amount from within the annual school budget that will ensure the effectiveness of this H.S.I.E. Policy.

EVALUATION
This policy will be reviewed in 3 years or as required by CSO or Board of Studies amendments. The Assistant Principal is responsible for the co-ordination of policy reviews.

Appendix 1

H.S.I.E. Units of Work K-6

*Some units may change to highlight significant events like the Olympics, Commonwealth Games etc

<table>
<tr><td colspan="4" align="center">Early Stage 1 – HSIE Scope and Sequence</td></tr>
<tr><th>Foundation Statement</th><th>Strand</th><th>Outcome</th><th>Unit Name</th></tr>
<tr>
<td>identify the needs of people
Explore roles responsibilities and rules (Home and school)

Identify and explore familiar natural and built environments
Care for these environments
Communicate orally, writing and drawing, constructing models</td>
<td>Social Systems & Structures

Environments</td>
<td>Identify ways in which their own needs and the needs of others are met, individually and cooperatively.

Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.</td>
<td>School Days</td>
</tr>
<tr>
<td>Compare personally significant events, places and people with peers
Language of time, change and place

Human characteristics similarities and differences (including Aboriginal people)
Acquiring information through observation, talking, texts</td>
<td>Change & Continuity

Cultures</td>
<td>Describes events or retells stories that demonstrate their own heritage and the heritage of others

Communicates some common characteristics that all people share, as well as some differences</td>
<td>This is Me</td>
</tr>
<tr>
<td>Identify and explore familiar natural and built environments
Care for these environments
Communicate orally, writing and drawing, constructing models

identify the needs of people
Explore roles responsibilities and rules (Home and school)</td>
<td>Environments

Social Systems & Structures</td>
<td>Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

Identify ways in which their own needs and the needs of others are met, individually and cooperatively.</td>
<td>Places We Know</td>
</tr>
<tr>
<td>Human characteristics similarities and differences (including Aboriginal people)
Acquiring information through observation, talking, texts</td>
<td>Social Systems & Structures

Cultures</td>
<td>Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

Communicates some common characteristics that all people share, as well as some differences.</td>
<td>Meeting Needs</td>
</tr>
</table>

Stage 1 – HSIE Scope and Sequence Year 1

Foundation Statement	Strand	Outcome	Unit Name
Compare local area-natural, heritage and built features *Examine* human interaction with the environment (incl aboriginal) *Investigate* relationship between people and environments (including Aboriginal) *Use location language, pictorial maps and models*	***Environments***	Compare & contrast natural built features in their local area and the ways in which people interact with these features Demonstrate an understanding of the relationship between environments & people	The Need for Shelter
Recount important family and community traditions & practices. *Sequence events in their lives* *Explain changes* in their lives& in their community and in other communities *Recognise* identifying features, customs, practices, symbols, religion, language & traditions.	***Change & Continuity*** ***Cultures***	Identifies customs, practices, symbols, languages and traditions of their family and of other families Identifies changes and continuities in the local community. Describes the cultural, linguistic and religious practices of their family, their community and other communities	Families Past and Present
Compare local area-natural, heritage and built features *Examine* human interaction with the environment (incl aboriginal) *Investigate* relationship between people and environments (including Aboriginal) *Use location language, pictorial maps and models*	***Environments***	Compare & contrast natural built features in their local area and the ways in which people interact with these features Demonstrate an understanding of the relationship between environments & people	Wet and Dry Environments
Explore composition of a number of groups, including Aboriginal in local community Recognise identifying features, customs, practices, symbols, religion, language & traditions Recount important family and community traditions and practices	***Cultures*** ***Change & Continuity***	Identify customs, practices, symbols, languages and traditions in their family & of other families Describes the cultural, linguistic and religious practices of their family, their community & other families Communicates the importance of past & present people, days & events in their life & the lives of family and community members & in other communities	Celebrations

Stage 1 – HSIE Scope and Sequence Year2

Foundation Statement	Strand	Outcome	Unit Name
Describe how people & technologies link to produce goods & services-needs & wants *Investigate* relationship between people and environments (including Aboriginal) *Use location language, pictorial maps and models*	**Social Systems & Structures** **Environments**	Explains how people & technologies in systems link to provide goods and services to satisfy needs and wants Demonstrate an understanding of the relationship between environments & people	Transport
Identify roles responsibilities and rules (family, school and community*) explore interaction* *Describe* how people & technologies link to produce goods & services-needs & wants	**Social Systems & Structures**	Explain how people & technologies in systems link to provide goods & services to satisfy needs & wants Identify roles & responsibilities within families, schools and the local community, and determine ways in which they should interact with others	Workers in the Community
Identify roles responsibilities and rules (family, school and community*) explore interaction* *Describe* how people & technologies link to produce goods & services-needs & wants *Explain changes* in their lives& in their community and in other communities	**Social Systems & Structures** **Change & Continuity**	Explain how people & technologies in systems link to provide goods & services to satisfy needs & wants Identifies changes and continuities in the local community	The Way We Were
Investigate relationship between people and environments (including Aboriginal) *Explore* composition of a number of groups, including Aboriginal in local community *Recognise* identifying features, customs, practices, symbols, religion, language & traditions.	**Environments** **Cultures**	Demonstrate an understanding of the relationship between environments & people Identifies customs, practices, symbols, languages and traditions of their family and other families Describes the cultural, linguistic and religious practices of their family, their community and other communities Identifies roles and responsibilities within families, schools and the local community, and determine ways in which they should interact. With others.	Identifying Us

Stage 2 – HSIE Scope and Sequence Year 3

Foundation Statement	Strand	Outcome	Unit Name
Identify and describe and locate natural, heritage & built features in local area and Australia *Explain* significance and management *Map reading compass points* *Locating information from a variety of sources*	**Environments**	*Identify and describe and locate* natural, heritage & built features in local area and Australia *Explain* significance and management *Map reading compass points* *Locating information from a variety of sources*	Australia You're Standing in it.
Explain Cultures and traditions, Australian and Community identities *Investigate* similarities and differences: ways of living, languages and belief systems *Explore& evaluate change* in communities from different perspectives individuals & groups	**Cultures** **Social Systems and Structures**	Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities. Describes different viewpoints, ways of living, languages and belief systems in a variety of communities	Living in Communities
Explore& evaluate change in communities from different perspectives individuals & groups (aboriginal and environment.) *Identify* changes & consequences for Aboriginal, others & the continent *Investigate* similarities and differences; ways of living, languages and belief systems	**Change & Continuity** **Cultures**	*Explore& evaluate change* in communities from different perspectives individuals & groups (aboriginal and environment.) *Identify* changes & consequences for Aboriginal, others & the continent *Investigate* similarities and differences; ways of living, languages and belief systems	Places, Then, Now and Tomorrow
Explain Cultures and traditions Australian and Community identities *Investigate* similarities and differences; ways of living, languages and belief systems	**Cultures**	*Explain* Cultures and traditions Australian and Community identities *Investigate* similarities and differences; ways of living, languages and belief systems	People and Their Beliefs

Stage 2 – HSIE Scope and Sequence Year 4

Foundation Statement	Strand	Outcome	Unit Name
Understand key events related to British Colonisation *Identify* changes & consequences for Aboriginal, others & the continent *Explain* significance and management *Map reading compass points* *Locating information from a variety of sources*	**Change & Continuity** **Environments**	Describes events and actions related to the British colonisation of Australia and assesses changes and consequences Describes people's interactions with environment and identifies responsible ways of interacting with environments	British Colonisation
Identify and describe and locate natural, heritage & built features in local area and Australia *Explain* significance and management *Map reading compass points* *Locating information from a variety of sources*	**Environment**	Describes places in the local area and other parts of Australia and explains their significance. Describes people's interactions with environment and identifies responsible ways of interacting with environments	State and National Parks

Identify and describe and locate natural, heritage & built features in local area and Australia
Map reading compass points
Locating information from a variety of sources
 	
Examine roles responsibilities rules (schools local government)
Plan implement & evaluate school and community programs
Examine effect of technology
   o Goods and services
   o Lifestyles
   o Environment
   o Monetary exchange
Communicate through a variety of texts and media
	Environments
	
	Social Systems & Structures
		Describes places in the local area and other parts of Australia and explains their significance.
		
		Describes how and why different people and technologies interact to meet needs and explains the effects of these interactions on the people and the environment
		
		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.
			Cooperating Communities

Examine roles responsibilities rules (schools local government) *Plan, implement & evaluate* school and community programs *Examine* effects of technology *-Goods and services* *-Lifestyles* *-Environment* *-Monetary exchange* *Communicate through a variety of texts and media*	**Social Systems & Structures**	Describes how and why different people and technologies interact to meet needs and explains the effects of these interactions on the people and the environment 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.	WhoWill Buy

Stage 3 – HSIE Scope and Sequence Year 5

Foundation Statement	Strand	Outcome	Unit Name
Analyse Australian and global environments I*dentify* environmental issues and problems and *explore* possible solutions Investigate human interactions with environments *Recognise* ecological sustainability *Recognise* beliefs and practices & explain influence on environments *Map reading ,drawing, labelling*	Environments	Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner. Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment	Rainforests
Analyse Australian and global environments *Identify environmental issues and problems and explore possible solutions* *Recognise ecological sustainability*	Environments	Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment	Antarctica
Identify Australia's social & economic connection to the world *Understand* Rights & responsibilities of global citizens	Social Systems & Structures	Describes how Australian people, systems and communities are globally interconnected and recognise global responsibilities	Global Connections
Explain how shared culture, heritage and language contribute to community/Australian identity *Explore cultural diversity*	Change & Continuity	Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage Explains the development of the principles of Australian democracy	Australian Democracy

Stage 3 – HSIE Scope and Sequence Year 6

Foundation Statement	Strand	Outcome	Unit Name
Investigate significant events in Australian identity, history and cultural diversity & implications for identity *Explore* development of principles of Australian Democracy & explain development over time *Investigate* human interactions with environments	Change & Continuity Environments	Explains the significance of particular people, groups, places, actions & events in the past in developing Australian identities & values Explains the development of the principles of Australian democracy Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment	Gold
Examine decision making process (state and federal) *Explain* structures roles and responsibilities of Government *Examine* changes in work practices, rights and responsibilities (goods and services) *Apply knowledge* of democracy to form plans illustrating fairness and social justice to school, local, national & global environments.	Social Systems & Structures	Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.	State and Federal Government
Explore cultural diversity *Explain* how shared culture, heritage and language contribute to community/Australian identity *Recognise* beliefs and practices & explain influence on environments *Map reading ,drawing, labelling*	Environments Cultures	Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment Examines how cultures change through interactions with other cultures and the environment	Study of a Cultural Group
Investigate significant events in Australian identity, history and cultural diversity & implications for identity Use of primary and secondary sources. *Vary presentations* *Apply knowledge* of democracy to form plans illustrating fairness and social justice to school, local, national & global environments. *Explain* how shared culture, heritage and language contribute to community/Australian identity *Explore* cultural diversity	Change & Continuity Social Systems & Structures Cultures	Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage Explain the structures, roles, responsibilities and decision-making processes of state & federal parliament & explains why Australians value fairness & socially just principles. Describes different cultural influences and their contribution to Australian Identities Examines how cultures change through interactions with other cultures & the environment	Australian Identity and Values