

BOARD OF STUDIES
NEW SOUTH WALES

Human Society & Its Environment K-6

**Support Document
for Students
with Special
Education Needs**

Every effort has been made to contact all copyright owners. The Board of Studies NSW apologises if it has inadvertently used material in which copyright resides. For acknowledgement in future editions please contact the Copyright Officer at the Board of Studies NSW

The Board of Studies owns the copyright on all support documents. Schools may reproduce this document in part or in full for bona fide study or classroom purposes only. Acknowledgement of the Board of Studies copyright must be included on any reproductions. Students may copy reasonable portions of this support document for the purpose of research or study. Any other use of this support document must be referred to the Copyright Officer, Board of Studies NSW. Ph: (02) 9367 8111; fax: (02) 9279 1482.

© Board of Studies NSW 2000

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4417 0

January 2000

Contents

Introduction	5
Preamble	5
Rationale	5
The HSIE Key Learning Area	6
The Nature of the Learner and the Learning Environment	8
Key Programming Principles	9
Dimensions of Programming for HSIE	11
Relevant and Meaningful Learning Activities	11
Student-centred Programming	11
Accessing the HSIE K–6 Syllabus for Students with Special Education Needs	14
Implications for Learning and Teaching for Students prior to Early Stage 1	14
Modifying Learning Experiences and Teaching Strategies	19
Planning Models to Assist with the Implementation of the HSIE K–6 Syllabus	36
Appendices	47

Introduction

Preamble

The *HSIE K–6 Syllabus* is the essential reference for teachers developing programs in this key learning area. In the majority of cases, the Syllabus can be used to cater for students with special educational needs. For example, many students may be able to demonstrate achievement of syllabus outcomes through the provision of alternative forms of assessment.

The *HSIE K–6 Support Document for Students with Special Education Needs* has been developed to assist teachers of students who require additional support to access the outcomes and content of the *HSIE K–6 Syllabus*. It recognises the importance of individualised planning and programming for students with special education needs, while, at the same time, ensuring that these students have opportunities to gain knowledge and skills from subject matter that is designed for primary age students.

The key learning areas provide the curriculum framework for students of primary age, including those with special education needs.

The HSIE key learning area supports the development of functional skills that ultimately enable individual students to take their place in, and contribute to, the community as valued persons.

The *HSIE K–6 Syllabus* can be implemented in a variety of ways for students with special education needs. When determining the implementation level of the content, teachers must consider students' current functioning level, educational context and existing level of knowledge and understanding, skills, and values and attitudes.

This support document is designed to provide a stimulus for teachers to develop further teaching strategies and learning experiences for individual students or groups of students who have special education needs. It provides assistance to teachers through the inclusion of additional content emphasising learning prior to Early Stage 1. It also provides examples of modified implications for learning and teaching, allowing students with special education needs access to the HSIE key learning area.

Additional information about supporting students with special education needs can be located on the Board of Studies website <http://www.boardofstudies.nsw.edu.au>

Rationale

This support document aims to give students with special education needs access to curriculum content across the breadth of the key learning areas in a way that is meaningful, relevant and appropriate to their individual needs.

Three guiding principles that underpin this support document are:

- * all students can learn and succeed;
- * the individual needs of each student determine the selection of curriculum content, and assessment strategies and teaching practices;
- * schools and teachers have a responsibility to ensure that all students experience a broad curriculum framework.

Based on these principles, programming for students with special needs will:

- * ensure that the individual learning needs of each student are met;
- * result in an improved approach to developing student goals and reporting on their achievements.

The inclusion of all students within the curriculum framework of the K–6 key learning areas is a challenging concept, as the needs of students are extremely varied. The range of special needs encompasses sensory, intellectual, physical and psychological disabilities; behavioural or emotional disorders; and learning difficulties. Some students may have multiple disabilities, which may be associated with other health or medical conditions.

Teachers are encouraged to explore the means by which their students can become actively involved in a broad range of learning experiences across all key learning areas.

The HSIE Key Learning Area

The aim of the *HSIE K–6 Syllabus* is to develop in students the values and attitudes, skills, and knowledge and understanding 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.

(HSIE K–6 Syllabus p 8)

This support document provides additional advice for teachers of students with special education needs in order to achieve this syllabus aim.

Students with special education needs should experience a broad and balanced curriculum. This includes gaining access to the HSIE key learning area through the development of individualised educational programs to meet specific needs.

The HSIE curriculum can meet the needs of such students if teachers ensure that the:

- * outcomes are relevant;
- * content of the program is presented at the appropriate level for individual students.

The broad aim of HSIE is relevant to the education of all students, including those with special education needs. Many skills and activities recognised to be high priorities through the planning process for students with special education needs, can be addressed within the HSIE key learning area. The subject matter and content in the syllabus relates to the individual, the family, the community and the world at large. Priority focus areas for students with special education needs often include these content areas in the syllabus.

The knowledge and understanding, skills, and values and attitudes that are embedded in the content of the *HSIE K–6 Syllabus* are vital to learning about human society and the environment.

HSIE K–6 Syllabus Objectives

Knowledge and Understanding

By studying change and continuity, students should develop historical knowledge and understanding about their heritage and the past, and how these have influenced the present and may influence the future.

By studying cultures, students should develop knowledge and understanding about cultures, their diversity and similarities and how they influence people's identities and behaviours.

By studying environments, students should develop knowledge and understanding 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 understanding 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;
- * 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.

The HSIE key learning area is divided into four strands:

- * Change and Continuity
- * Cultures
- * Environments
- * Social Systems and Structures.

For students with special education needs, these interrelated strands organise the content, which is vital in developing knowledge and understanding about themselves, their family, their local community and the people who live in Australia and the world. Collectively, they constitute the knowledge base for the key learning area. No strand of Human Society and Its Environment can be properly investigated without consideration of its connection with the other strands. It is expected that learning experiences in this key learning area should be drawn from all four strands.

Examples of relevant content for students with special education needs within these strands could include:

- * awareness of themselves and others;
- * family structures and responsibilities;
- * interactions with peers and adults;
- * personal characteristics and abilities;
- * expressions of, and responsibilities for, satisfying own needs and wants;
- * social skills;
- * similarities and differences among people;
- * community interactions;
- * interaction with the environment;
- * decision-making processes;
- * community signs and national symbols;
- * cultural diversity.

The Nature of the Learner and the Learning Environment

Students with special education needs may display a range of characteristics or behaviours that require specific support and structured learning experiences to ensure that their individual needs are addressed.

Some of these characteristics or behaviours may relate to:

- * concentration skills;
- * social skills;
- * physical skill development;
- * behaviour patterns;
- * literacy and numeracy skills;
- * communication skills;
- * personal interactions;
- * ability to acquire new skills;
- * ability to make choices and decisions.

Assessment of a student's specific learning needs should guide the teacher in setting appropriate educational goals for that student.

By determining current skills and abilities, a profile of the student can be established. The following areas may be considered when developing a student profile:

- * communication skills and the type of communication used, eg signing or visual communication symbols;
- * physical needs, eg adaptations to equipment or materials to facilitate participation;
- * cognitive functioning;
- * social interaction functioning;
- * personal care requirements.

In any learning environment, some students will require higher levels of support than others.

Such support may include:

- * teaching other children to use and interpret signing or other communication aids;
- * adapting procedures, rules, routines and equipment;
- * modifying buildings and school environments to provide equality of access;
- * adapting and modifying learning experiences and materials being presented;
- * assisting with personal care needs;
- * providing additional support during less structured learning situations;
- * considering a variety of learning strategies;
- * adapting or modifying assessment strategies.

The learning environment is an important factor when programming for students with special education needs. An appropriate learning environment provides a context for teaching and learning in which:

- * priorities directly relate to the individual needs of students;
- * meaningful learning experiences occur to ensure achievement of outcomes;
- * a range of materials, including those for reading, incorporate content from the syllabus.

Key Programming Principles

These principles should form a programming framework for students with special education needs.

- * Educational programs should maximise the amount of time students are meaningfully involved and participating in their environment.
Programs should provide opportunities to participate in a range of learning experiences to support the development of students' skills, knowledge and understanding, either independently or with assistance. This may be evident, for example, when a student participates in regular decision-making meetings at the class or school level to discuss and/or bring about changes in the school or wider community. This example relates specifically to syllabus outcome 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'.
- * Educational programs should have individualised student goals, indicators and instructional strategies. The HSIE content and subject matter may be used to meet the needs of the student based on identified priorities through the student-centred programming process, outlined in the Dimensions of Programming for HSIE section of this document. For example, if a student's priority is to identify items needed to complete classroom tasks, this can be reinforced by working towards the syllabus outcome SSES1 'Identifies ways in which their own needs and the needs of others are met, individually and cooperatively'.
- * Individual student progress should be well monitored by the class teacher. The important aspects of student progress (skills gained, effective strategies used, positive and negative responses to learning experiences, evidence of knowledge gained) should be recorded so that changes can be made, if necessary, to maximise student progress towards learning outcomes. A variety of assessment strategies should be used to allow the student to demonstrate the skills and understanding gained.
- * Frequent opportunities should be provided for students to interact with people in a variety of situations to allow for the development of appropriate social interactions. These opportunities will occur often throughout the school day, but, for many students, such opportunities must be specifically programmed. The importance of developing social interactions is reflected specifically in the Social Systems and Structures strand of the *HSIE K–6 Syllabus*.
- * Regular opportunities should be provided for students to participate purposefully in a range of activities. Although some students may be unable to participate in all activities independently, they may be included by adapting or focusing on particular skills within an activity. This may include adapting or developing indicators to suit the needs of the students to enable them to have access to later stages of the syllabus. For example, during the completion of a class unit of work on the discovery of gold in Australia, where the class is working towards syllabus outcomes CCS3.1, CCS3.2 and ENS3.6, the indicators identified for the class can be modified for some students. Examples of additional indicators for such an individual student may include: 'Identifies on a map of Australia, the states where gold was found; describes how the people found gold; identifies the tools used to find gold'.
- * Specific skills such as initiating, identifying and applying, analysing and synthesising should be embedded into learning activities and everyday routines so they become functional for the student. Skills should be taught in context, so that they relate to the everyday needs of the student. For example, the skills required to perform the task of purchasing items from the canteen may include being able to:
 - locate the canteen from different areas within the school;
 - line up and wait their turn at the canteen;
 - give an order clearly and pay for the purchase.

- * Sufficient practise of skills should be given to encourage the maintenance of learning and the transfer of skills to other situations.
When students have the opportunity to use skills in a range of situations and with different people, the skills become generalised/transferable. Programs for students with special education needs should provide opportunities to use skills in different situations such as the school environment; the community; the home and with different groups and individuals. For example, students learn about class and school decision-making within the Social Systems and Structures strand of the syllabus. Skills developed in relation to decision-making can be practised at home, in the playground and in the community. Decision-making may include:
 - participating in the choice of a family television program;
 - choosing what games to play in the playground;
 - deciding what route to take during travel training activities.
- * In all appropriate contexts, students should be encouraged make choices and to exercise control over routines and events in their lives.
This principle should be implemented across all key learning areas in order to reinforce students' involvement in decision-making, both personally and as members of a group. This includes decision-making at home (what to wear, what to do, what to eat) and at school (with whom to play, negotiating class rules). This principle is fundamental to the HSIE key learning area.

The many skills required in this activity are also reflected in syllabus outcome SSS1.8 'Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others'.
- * Students may require support from parents and from other professionals, such as therapy staff, support teachers and school counsellors, when accessing educational programs.
A range of expertise may be required to ensure that the most appropriate programs are developed and implemented to address the student's total learning needs. A collaborative approach involving family, therapists, teachers, doctors and other relevant personnel may be valuable.

Dimensions of Programming for HSIE

Relevant and Meaningful Learning Activities

The HSIE key learning area provides many opportunities for relevant and meaningful learning activities to be incorporated into students' individual programs. The priorities developed for students with special education needs can be assessed in terms of the syllabus aim to develop in students the values and attitudes, skills, and knowledge and understanding 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.

Participation in a range of activities has always been an important consideration in the development of programs for students with special education needs. HSIE programs begin with a focus on the individual and move progressively towards incorporating the family, the community, and national and global issues. Providing relevant and meaningful learning activities for students with special education needs in the HSIE key learning area begins with a focus on what students already know and leads towards what they need to know and experience in order to understand and participate in the world.

The strands of Change and Continuity, Cultures, Environments, and Social Systems and Structures provide scope for the development of relevant and meaningful learning activities for the broad spectrum of students with special education needs, including the following areas:

- * the family and the home environment;
- * the school environment;
- * belonging to groups;
- * the local environment and communities;
- * other environments, communities and cultures.

The HSIE key learning area provides opportunities to expand the student's sense of identity in ever-broadening environments. Aspects of the content in the *HSIE K–6 Syllabus* can be addressed as part of the regular operation of the class, and through school events and programs that include the wider community.

Student-centred Programming

Educational programming for students with special education needs should:

- * centre on the individual student's learning needs;
- * focus on the support required for such students to maximise outcome achievement.

The content of an individualised educational program should:

- * reflect the student's specific educational needs, interests and abilities within each key learning area;
- * be relevant to the student's present and potential future environments;
- * reflect a broad curriculum experience.

Student-centred programming assumes that the needs of the individual student guide the selection of curriculum content. The HSIE key learning area provides relevant content that can easily be used to support specific priority areas identified for the individual student.

Being able to understand the environment in which they live, and the people with whom they interact are general priorities for students with special education needs. These priorities can be supported by much of the content of the *HSIE K–6 Syllabus*.

HSIE content will often provide learning opportunities that meet individual priorities, due to the relevance of the context in which HSIE can be presented to students. The following steps form a framework for planning educational programs for individual students with a range of special education needs:

- * collecting information about the student;
- * determining student priorities;
- * setting specific student goals;
- * developing and implementing programs;
- * monitoring and reviewing programs.

Collecting Information about the Student

An assessment of each student is a fundamental prerequisite to programming. Before student priorities can be established and specific goals selected, information on the student's needs, interests and abilities should be collected.

Relevant information may relate to:

- * immediate and anticipated future needs;
- * the student's current skills, including those relating to HSIE;
- * relevant environments familiar to the student, eg school, home, respite care or local community;
- * skills required for meaningful participation in those environments;
- * significant people in the life of the student, eg family, school personnel, peers, carers or community helpers;
- * specific environments to support new skill acquisition.

This information can be collected through consultation with people such as teachers, parents, medical personnel and therapists to gain an indication of each student's needs in a variety of environments.

Determining Student Priorities

Decisions about priorities are based upon the information gained in the 'collecting information' stage. HSIE-based activities can be implemented to support a student's priorities, which may also be related to other key learning areas such as PDHPE or English. Specific student priorities in HSIE may include:

- * a need to demonstrate awareness when participating in environmental programs;
- * a need to accept responsibility as a family, class or school member;
- * a need to increase responsibility for meeting personal needs.

These priorities relate specifically to the syllabus outcomes SSS1.8 and SSES1. Developing the ability to use appropriate language in specific situations may be a student priority that relates to both English and HSIE key learning areas. A priority that relates to PDHPE and HSIE key learning areas, might be developing the ability to interact with peers in an appropriate way.

Some student priorities may be more critical than others and may need to be dealt with first when developing student programs. However, a balanced curriculum is essential for all students with special education needs.

Setting Specific Student Goals

Specific goals for student achievement should be derived from student priorities. These are practical and achievable steps. For example, using the HSIE priorities above, the following goals could be adopted. The student :

- * accepts responsibility for arriving at school on time;
- * takes responsibility for care of personal items;
- * follows class and school rules;
- * responds appropriately to requests from peers and adults.

These goals relate to the syllabus outcomes from the Social Systems and Structures strand at Early Stage 1 and Stage 1 (SSS1.8 and SSES1).

Developing and Implementing Programs

An individual education program for a student with special education needs should also take account of:

- * learning experiences;
- * syllabus outcomes;
- * indicators of student achievement;
- * teaching strategies;
- * assessment strategies.

Some students may require more individualised programming where specific syllabus outcomes are broken down into smaller, more manageable and achievable steps. These steps can be expressed as indicators. Indicators are observable behaviours demonstrated by the student that show progress towards syllabus outcomes and individual student goals.

Some students will require more systematic and explicit teaching, using strategies that:

- * review previously learned work;
- * demonstrate and model new information;
- * encourage independent performance through opportunities for guided and independent practice;
- * provide appropriate cues and prompts;
- * use appropriate reinforcement;
- * encourage generalisation and maintenance of skills;
- * monitor progress and give student feedback.

Monitoring and Reviewing Programs

Monitoring and giving feedback on student progress is a critical component of effective instruction. A range of formal and informal strategies should be used.

Such strategies could include:

- * providing opportunities for the student to demonstrate knowledge and understanding, skills, values and attitudes;
- * observing student performance;
- * developing written records;
- * developing skills checklists;
- * collecting data in a systematic way.

It is essential that the student's whole educational program be subject to ongoing evaluation. This enables teachers to:

- * report on progress towards syllabus outcomes;
- * report on progress towards individual goals;
- * re-evaluate priorities;
- * keep relevant people, especially families, informed of student's progress;
- * address difficulties or concerns about any aspect of a student's program or progress;
- * maximise effective program management.

Accessing the HSIE K–6 Syllabus for Students with Special Education Needs

HSIE content can be addressed as part of class operation, school events and practices as well as formal lessons and units of work.

The syllabus outlines some points teachers should consider when programming.

- * What is the purpose of this unit/learning experience?
- * What are the literacy demands of this unit/learning experience?
- * Which outcomes are students working towards?
- * How do the learning experiences in the unit relate to students' existing knowledge and skills? How are individual learning needs to be catered for?
- * How can the learning experiences be sequenced?
- * What authentic links can be made with the content of other key learning areas?
- * What are the indicators of student learning that you would expect to observe?

(*HSIE K–6 Syllabus* p 80)

Some planning models that reflect these considerations have been included in this section and could provide support for teachers in a range of educational settings.

The *HSIE K–6 Syllabus* can be used in a variety of ways for students with special education needs. When determining the implementation level of the subject matter, teachers should consider the current level of achievement of individual students, and their knowledge and understanding, skills, and values and attitudes.

In this section, examples of implications for learning and teaching have been developed as a resource for teachers of students with special education needs. These examples apply across all strands, from Early Stage 1 to Stage 3. In addition, some implications for learning and teaching have been developed for students who are not yet at Early Stage 1. Refer to *HSIE K–6 Syllabus*, pp 50–59, Content Overview – Implications for Teaching and Learning.

Implications for Learning and Teaching for Students With Special Education Needs, prior to Early Stage 1

Many students may need to access the syllabus prior to Early Stage 1. This section provides examples of content for students who are working towards Early Stage 1. Some modified learning experiences and teaching strategies across the stages are included to support students' access to the syllabus. The examples of content prior to Early Stage 1 are particularly relevant to students whose long term goals may be to work towards Early Stage 1 outcomes, based on their individual education priorities.

Examples of relevant content/subject matter prior to Early Stage 1 have been included to provide a framework that allows students requiring high levels of curriculum support to gain access to the syllabus.

Examples of Content prior to Early Stage 1

Priority: Accepts consistencies and changes that influence the daily life of the individual.

Examples of relevant subject matter: Change and Continuity

- * awareness of self, body parts and movements
- * sequences of daily routines using pictorial representation
- * family members using pictorial presentation
- * names of significant people and places in daily routines, eg people at school, taxi drivers, carers, playground, canteen, classroom
- * current events of interest

Content overview: Implications for learning and teaching

Typically, students will have opportunities to:

- * show recognition of familiar people
- * accept interactions with a variety of familiar people
- * display awareness of daily routines, eg lunch time, physio activities, personal care time
- * respond with anticipation to established routines, eg library time, packing bags, going outside
- * respond appropriately to changes of known routines, planned or unexpected, eg activities, people or environments
- * participate in body awareness games
- * gain reinforcement of body awareness through participation in daily routines such as dressing, eating, personal care activities
- * participate in birthday celebrations, cultural events, special shows, special school celebrations
- * participate in stories/activities about their own families
- * recount past events through photographic records.

Typically, teachers will:

- * provide opportunities for students to become familiar with school personnel
- * provide opportunities for students to experience a wide range of environments
- * reinforce with students, routines of the day and the week
- * provide opportunities for students to anticipate the next activity such as going to library, assembly and other school activities by giving timely warnings about changes in activities
- * ensure that students interact with a variety of people during the school week, eg other teachers, students
- * ensure that all staff understand the communication skills of individual students to enhance times of interaction
- * support students' behaviour programs to ensure appropriate interaction with people in other environments, eg shop keepers, taxi drivers
- * provide opportunities at the school for students to interact with family members
- * provide opportunities within programs for body awareness reinforcement, eg during eating/washing times
- * provide structured activities for body awareness development.

Examples of Content prior to Early Stage 1

*Priority: Demonstrates and indicates awareness of self-identity.
Responds to human interactions in a variety of environments.*

Examples of relevant subject matter: Cultures

- * sensory awareness activities
- * characteristics of people
- * members of a peer group
- * communication with another person
- * special celebrations, eg birthday, school events

Content overview: Implications for learning and teaching

Typically, students will have opportunities to:

- * respond to activities that promote body awareness
- * demonstrate awareness of similarities between people
- * recognise images of themselves, eg in a mirror, photograph, video
- * recognise images of familiar people, eg family, peers, familiar adults
- * respond to their own names
- * recognise their own belongings
- * interact with familiar people
- * cooperate with a range of people in performing learned skills
- * attend to people during interactions
- * initiate and follow up interaction with others
- * engage in turn-taking behaviours
- * acknowledge the attempts of others to interact with them.

Typically, teachers will:

- * provide opportunities for students to develop body awareness through games, explicit instruction and observation
- * provide learning opportunities focused on sensory skill development
- * ensure that there is a range of photographs and videos to enable students to develop skills in recognition of themselves and other known people
- * provide games and other class activities to enhance generalisation of learned skills
- * provide opportunities for students to work with a wide range of personnel to enhance skill generalisation
- * promote students' personal communication skills to enhance interactions with others
- * plan for regular communication activities which focus on the individual student and their own family, the people known at school and those in the wider community
- * provide opportunities for all students to participate in group activities which involve focusing on another student, turn-taking, and/or using learning materials.

Examples of Content prior to Early Stage 1

Priority: Responds to natural and built environments and displays interest in the features of a range of environments.

Accesses a range of activities in the home, school and community environments.

Examples of relevant subject matter: Environments

- * features of home and school environments
- * being inside or outside
- * the different areas of the school
- * the local physical environment
- * facilities in the local built environment
- * caring for the environment, eg recycling, gardening

Content overview: Implications for learning and teaching

Typically, students will have opportunities to:

- * show adaptability to a range of environments
- * react in appropriate ways to changes in weather
- * show awareness of changes in locations within an environment, eg to a new activity within the classroom
- * recognise and respond to changes in the environment, eg movement to new locations within the school
- * participate in whole school activities, eg assemblies, special performances or special occasions
- * attend age-appropriate peer programs, eg youth groups, respite care
- * participate in community access programs, eg shopping, leisure facilities.

Typically, teachers will:

- * ensure students experience a wide range of learning environments such as classroom, outdoors, in library, on verandahs, in gardens
- * allow students to physically experience different kinds of weather (when appropriately dressed observe students when being moved around the school for responses and reactions to such movement)
- * provide shopping and leisure activities in the local community
- * provide students with opportunities to become aware of buildings, trees, flowers and other environmental objects as appropriate to students' experiences
- * involve students in active or passive participation in activities such as gardening, recycling.

Examples of Content prior to Early Stage 1

Priority: Interacts with people and animals in their environment as student needs, and the needs of other living things, are met individually and cooperatively.

Examples of relevant subject matter: Social Systems and Structures

- * family members
- * interacting with other people
- * caring for animals
- * choice-making and satisfying needs
- * personal routines
- * helping other people

Content overview: Implications for learning and teaching

Typically, students will have opportunities to:

- * demonstrate their ability to make requests of others in order to have their needs met
- * accept interactions from a person known to them
- * accept interaction from a variety of people, eg school people, shop people
- * demonstrate cooperative interactions with peers, eg sharing toys
- * show appropriate interactions with living things, eg pets and plants
- * participate in activities that meet the needs of others, eg offering someone a biscuit, helping to feed and care for pets
- * recognise and respond to family members
- * recognise and respond to familiar people who help them.

Typically, teachers will:

- * encourage students to make requests rather than having adults anticipate their needs
- * provide a range of learning opportunities for students to interact with people outside the classroom
- * provide learning opportunities for students to develop skills of social interaction in a variety of settings, eg school, community, home
- * positively reinforce student interactions with different school personnel, eg librarian, other teachers and office staff
- * encourage family members, parents, siblings to visit the classroom occasionally to allow students to interact with them outside the home
- * provide opportunities for students to gain appropriate interaction skills with animals
- * provide opportunities for students to experience caring for plants, smelling flowers, herbs.

Modifying Learning Experiences and Teaching Strategies

This section provides additional implications for learning experiences and teaching strategies for each stage and strand. These are intended to supplement the ‘Content Overview – Implications for Learning and Teaching’ section of the *HSIE K–6 Syllabus*, pp 44–65.

This section should be read in conjunction with the Content Overview in the syllabus. The suggestions made here do not replace the learning opportunities and teaching strategies contained in the syllabus, but do provide additional ideas to cater for students with special education needs.

This section has been developed to assist teachers in effective program planning for the range of students with special education needs irrespective of educational setting. It is intended that this section help teachers cater for students’ individual curriculum needs through providing a range of learning opportunities and teaching strategies to support their current level of knowledge and understanding, skills, and values and attitudes.

Early Stage 1 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Early Stage 1 will have opportunities to:

Change and Continuity

Significant Events and People

- celebrate significant events in their lives
- participate in activities that recognise their cultures
- communicate with others about their facilities at home using photographs
- share information about families using photographs
- listen to texts about activities involving themselves and others, eg school activities, excursions, family events
- make connections between photographs of people and the actual people, eg family members, school staff and peers
- compare photographs of themselves at different ages
- place photographs of themselves in sequence to show changes

Time and Change

- follow visual timetables to complete individual and class activities
- place photographs of events in sequence to show changes in daily routines or anticipated events
- place photographs or line drawings in sequence to show changes in familiar events
- communicate understanding of everyday vocabulary associated with time and change using appropriate vocabulary, eg before, next, after.

Cultures

Identities

- participate in body-awareness activities
- demonstrate awareness of self
- show recognition of those people who assist them at school
- learn names of peer group
- recognise people who can provide help to them at school
- locate and name specific body parts to identify general characteristics
- assist with the construction of graphs, displays or texts to show similar and different characteristics of students in class
- make connections between their own characteristics and those of others
- communicate likes and dislikes when presented with choices
- communicate the emotional characteristics they share with others, eg happiness, sadness, anger, excitement, fear
- participate in structured play situations to learn the skills for positive interaction with their peers and others.

Cultural Diversity

- participate in and share experiences of a variety of activities related to their own and different cultures
- identify aspects of different cultures, eg food, dance, art/craft, clothes.

Typically, teachers of Early Stage 1 students will:

Change and Continuity

- provide activities which celebrate special events
- develop personal communication books relating to family and cultures
- jointly construct texts to recount events and assist students to make connections between their own memories and the same events recounted by other students in the class
- encourage students to share personal and family photographs and use them to demonstrate awareness of changes that have occurred
- use visual timetables or sequences to illustrate events and provide the structure for students to cope with changes to routines or anticipated events
- use photographs or line drawings to assist students to recognise and locate people within the school, eg use of a 'Who', 'Where', 'What' Board to make requests or deliver messages within the school
- incorporate the use of everyday vocabulary associated with time and change about daily events and routines.

Cultures

- provide group activities that involve using students' names
- encourage use of people's names in class activities, when requesting to borrow items or when seeking assistance
- provide a wide variety of activities that allow students to make choices and express their personal likes and dislikes, feelings and emotions
- provide situations in which students can practise the skills required to develop positive relationships between individuals, eg making friends, joining games, taking turns, talking appropriately to others
- provide opportunities for students to experience different cultures through direct and indirect experiences, eg eating foods associated with different cultures, listening to music, watching, reading stories about children from other cultures.

Early Stage 1 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Early Stage 1 will have opportunities to:

Environments

Patterns of Place and Location

experience a variety of environments, eg indoors, outdoors

learn to identify or recognise different parts of the school by participating in special activities, eg library, assembly, sport

use one or more senses to distinguish the classroom from other familiar places

recall and communicate aspects of their immediate environments that distinguish them from one another, eg home, school, playground

make 3D models and simple maps of the classroom and places around the school.

Relationships with Places

communicate uses of their immediate natural and built environments, eg buying food at canteen, playing in park

identify different activities that can be performed in specific environments, eg walking inside, running/jumping outdoors, swimming in a pool

display awareness of behaviour codes for their immediate natural and built environment that relate to the use and care of school equipment and facilities including classroom, playground and toilets

participate in activities that promote caring for their environment.

Social Systems and Structures

Resource Systems

participate in activities that encourage making choices to meet their personal needs

participate in activities that demonstrate ways of satisfying their individual needs or communicating their needs to others

locate and return classroom resources to their correct place

Roles, Rights and Responsibilities

become aware of the people who work in the school and how they can meet their individual and class needs, eg whom to ask for help when in playground, who helps in library

participate in role play situations that involve 'shopping' situations

participate in shopping activities in the community

have opportunities to demonstrate some independence through daily routines, eg unpacking/packing bags, placing lunch box in the correct place, playing safely in the correct play areas

be responsible for specific tasks in the classroom that benefit the class group as well as the individual.

Typically, teachers of Early Stage 1 students will:

Environments

- provide a variety of learning environments for students
- ensure that students experience a variety of programs/activities around the school
- allow students to experience different weather environments, eg cold, sunny, windy
- provide opportunities for students to differentiate their immediate environment from other familiar places
- provide opportunities for students to follow and interpret simple maps of their immediate and known environments
- encourage students to identify appropriate behaviours in given environments and provide opportunities for these to be practised in the relevant environments
- establish classroom routines that encourage the preserving of classroom resources and recycling.

Social Systems and Structures

- provide activities which involve choice-making for students
- encourage students to make choices as often as possible
- encourage students to express their needs and make requests of others to meet their individual and collective needs
- organise classroom resources and discuss the reasons for this so that students can locate them independently and be responsible for their return, eg use of visual cues to identify where items are kept, colour coding of similar objects
- provide opportunities for students to have direct experiences of their immediate environment to gather information that will extend their skills in recognising and using resources, eg locating items in the classroom, locating correct playground in which to play
- provide activities that model the use of money
- provide opportunities for students to use money in the community
- use a variety of ways to display and reinforce classroom rules and routines, eg a chart with written and graphic cues showing class/school rules, use of social stories with photographs or line drawings depicting routines and appropriate behaviours.

Stage 1 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 1 will have opportunities to:

Change and Continuity

Significant Events and People

identify and celebrate special events or particular days such as birthdays or library days

identify items of food, clothing or equipment associated with special events or particular days

follow given sequences or routines to complete activities related to regular events at school

share photographs or items associated with family and community events.

Time and Change

identify and recall extended family members using photographs or other stimulus material

show some recognition of extended family members from photographs

use photograph sequences of themselves to construct timelines showing changes in their personal features as they grow and change.

Cultures

Identities

identify themselves as members of a class group and the location of their classroom

participate in activities on a regular basis and begin to anticipate the events and processes involved

learn about or use various forms of communication, eg gesture, sign, picture symbols and computer switches to express wants and needs

identify different groups to which they belong, eg family, respite care, leisure groups

share items associated with the groups to which they belong, eg badges, flags, uniform, photographs of students participating as group members.

Cultural Diversity

recognise common symbols or signs used in the community that relate to different groups of people, eg religious symbols, male/female toilet signs, disabled parking/access signs, hearing impaired services

participate in activities of various cultures through experiencing performances, food or dance

share and compare family events of students in the class and how they celebrate special events

share family rituals or traditions and compare the different ways in which they are celebrated

identify individual family features such as their own names, addresses and telephone numbers.

Typically, teachers of Stage 1 students will:

Change and Continuity

encourage students to identify regular school events and how they participate in them

provide opportunities for students to show responsibility for having the required equipment or items to participate fully in regular or special school events, eg bring library book to return on class library day, bring notes and money to take part in sports days, excursions or presentations

ensure routines are established for particular school events/activities to assist the students to anticipate events

provide opportunities to talk about individual family activities and celebrations that contribute to each student's heritage

provide opportunities to look at/construct simple pictorial family trees

liaise with students' families to gather information about family members, special events, traditions and celebrations.

Cultures

provide tangible signs or symbols around the school and classroom environments to identify class groups and learning environments, eg colour code class groups

encourage students to identify various groups to which they belong and provide opportunities for them to represent this information pictorially

identify features of their family group which makes them different from other groups, eg through using the family name, home address and telephone number.

Stage 1 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 1 will have opportunities to:

Environments

- Patterns of Place and Location*
- participate in activities that use facilities in the local area, such as visits to the shopping centre to purchase items for class activities or to purchase stamps to post letters
 - use simple maps and photographs of people in the school to follow routes independently to convey messages and locate specific places or classrooms in the school grounds
 - use simple pictorial maps to locate familiar features in the immediate area of the school, eg sports ground, park, public telephone box or to locate specific buildings in the local shopping centre, eg the post shop, supermarket, bank
 - use simple maps to locate their home in relation to school
 - investigate and give simple explanations of the features of the natural and built environments of the school site and the local area.
- Relationships with Places*
- discuss ways in which they interact with their immediate environment and how it has been adapted to meet their needs. Examples might include the use of ramps, playground equipment, the installation of goal posts for sport or the construction of pergolas or covered walkways to provide shade
 - take responsibility for specific tasks in the classroom that contribute to the overall care of the classroom environment
 - demonstrate appropriate disposal of rubbish in the classroom and school environment
 - draw and label a simple map of the school environment.

Social Systems and Structures

- Resource Systems*
- talk about items that are needed in their daily lives, where they come from, and how they are obtained
 - earn tokens that can be exchanged for items from the class shop as an introduction to money skills, eg five tokens to buy a new pencil sharpener
 - recognise and identify coins by size and shape by using coins to purchase items from the school canteen, class shop, local shops during visits with the class
 - share photographs of their families and give simple explanations of the structure of their family, eg 'I have two brothers and one sister'.
- Roles, Rights and Responsibilities*
- list the people who help them at school and describe what they do and the equipment they use to perform their roles
 - participate in a variety of role-play situations to practise appropriate behaviours that reflect the class and school rules
 - follow rules made by others when participating in activities in the local area, eg crossing at the traffic lights, walking on the left side of the footpath.

Typically, teachers of Stage 1 students will:

Environments

provide opportunities for students to have access to their local area to encourage the practise of daily living skills in a variety of situations

model the use of simple maps with photographs/symbols to locate people and places within the school and local community

encourage use of positional language to describe the location of features in the natural and built environments, eg 'the library is next to the canteen', 'the post box is outside the post shop'

give responsibility for classroom tasks to individuals or groups of students in the class to encourage care for their immediate environment and set aside some time for them to learn the steps required to complete their tasks, the location in the school and the people with whom they need to cooperate.

Social Systems and Structures

provide as many opportunities as possible for students to engage in realistic situations that require them to use money skills to purchase items and to identify where the required items are available

provide direct experiences for students to explore how resources are provided and utilised in everyday life

include students in the development of class rules and display them clearly, with pictorial representations of expected behaviours

clearly indicate the consequences of failure to obey the class and school rules and provide situations for the students to demonstrate appropriate behaviours

provide direct experiences for students to obey rules that others have made, such as crossing the road at the traffic lights or pedestrian crossing.

Stage 2 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 2 will have opportunities to:

Change and Continuity

Significant Events and People

listen to stories about the British Occupation, the early colonists and explorers and Aboriginal people

gather pictures and information to learn about significant people and events in Australia's history including Aboriginal peoples

help to create a pictorial timeline of significant events including the Aboriginal nations, British Occupation, early settlers and explorers.

Time and Change

explore the local community and learn about historical places and how individuals and groups use the local area

recognise changes as they occur to the local environment

describe the work that has been done traditionally by men and women and identify work that is done by both men and women.

Cultures

Identities

collect information about people or groups of people that students value or have an interest in such as sports stars, television or film personalities, pop music stars

recognise symbols in the school and community for gaining access to facilities, eg public toilets, pedestrian crossings, location of bus stops

use a variety of support materials such as communication boards, 'Who', 'Where' 'What' Boards, or written notes to convey messages and make requests.

Cultural Diversity

share family cultural characteristics through language, traditional food or religion and identify similarities and differences between cultural groups in their class group

gather information from class members and people within the school community about customs, languages and traditions which show cultural diversity within the community

show an awareness of the customs, language and traditions of other people

reflect on what discrimination is and consider how some individuals and groups may be treated unfairly

demonstrate tolerance and consideration for other people, for instance in the way in which they make choices that involve others

communicate with others and listen to their point of view

react appropriately towards other people who share a point of view that may be different from their own.

Typically, teachers of Stage 2 students will:

Change and Continuity

- use a variety of factual and non-factual texts to present historical events
- arrange visits to museums, historical places and sites that mark or provide information about the early history of Australia
- encourage students to communicate facts about the British Occupation and people associated with early settlement in a variety of forms
- provide opportunities to learn about local community places named after significant people and express why they are valued
- provide opportunities to discuss work traditionally done by men and women and any changes in these traditions.

Cultures

- present a range of opportunities for students to access school and community facilities through interpreting signs and symbols in their environment
- assist students to identify people who are valued in their community and indicate the reason for this, eg people involved in a community project
- use a variety of recording tools to support students in the process of gathering and recording information. Such tools may include a tape recorder to record responses, a sequential list of questions with answers to circle or a group collating exercise
- present information using a variety of resource materials to explore cultural diversity within the community. Examples include videos, books, computer technology and interviews as well as first-hand experiences of different aspects of other cultures and communities such as symbols, food, dance and music
- discuss ways in which people can communicate points of view and how people and small groups can solve problems
- point out what discrimination is and the effects of being treated unfairly.

Stage 2 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 2 will have opportunities to:

Environments

Patterns of Place and Location

learn about the location of states and territories of Australia and have opportunities to demonstrate their knowledge in a variety of ways, eg placing name cards on a blank map of Australia.

describe the location and position of NSW, other states and territories, using simple geographical terms such as north, south, east, west

gather information about states and territories and capital cities from a variety of sources, eg videos, pictorial books, travel brochures.

Relationships with Places

give simple explanations of how the school and local environments could be improved

explain why we need to care for the environment

participate in school environmental projects, eg recycling or composting activities

learn about recycling and give reasons for its importance.

Social Systems and Structures

Resource Systems

develop skills to use systems in the community independently. Activities may include shopping, travelling or posting a letter

make use of community support agencies with adult assistance

demonstrate appropriate skills to locate and use community resources for leisure activities such as the library or public telephones

give simple explanations of people who perform specific roles for the whole community, eg police, ambulance and fire services

use technology to gain information for use in everyday activities. Such technology might include the use of the telephone and/or television to obtain weather information

participate in activities to make use of community/local resources.

Roles, Rights and Responsibilities

participate in decision-making processes in class and school settings, behave appropriately and show awareness of the consequences of not complying with rules

participate in visits to local government agencies, investigating the services provided for the community and how decisions are made

show awareness of appropriate behaviours when using community facilities and services.

Typically, teachers of Stage 2 students will:

Environments

provide opportunities for students to collect pictures of natural and built features of Australia and provide a large blank map to assist students with identification and location of features

provide opportunities for students to label maps of Australia to show states, territories and capital cities and also incorporate geographical terminology to describe location and position such as north, south, east and west

guide students to identify areas of the school and local environment that need care and also to develop an action plan for improving the area. Developing a garden and being responsible for the ongoing care and maintenance is an example of an identified area

discuss care and maintenance needs of the natural and built environments

establish a school paper recycling, compost/worm farm program and encourage students to take active roles and to be responsible for various aspects of the program.

Social Systems and Structures

provide students with opportunities to use community facilities to develop independent living skills in realistic situations, eg buying stamps from the post shop to post a letter

provide opportunities for students to use public facilities, eg use pay phones, local library, public swimming pool

assist students to use technology to gain information to assist in daily living or leisure activities

encourage students to participate in class and school decision-making processes and relate these processes to decisions relating to the community

arrange visits to local government offices or local council to meet local members in order to see where decisions relating to the community are made

provide opportunities for students to identify and practise appropriate social interaction skills when using facilities at school and in the local community

invite local representative, eg councillors, community aid workers, service club members, to speak to the students about what they do and why they contribute to the community.

Stage 3 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 3 will have opportunities to:

Change and Continuity

Significant Events and People

recall information about Australia's early heritage and use it to create simple timelines of historical events

participate in activities to celebrate nationally remembered events and recall facts and reasons to show why these times are important, eg Anzac Day.

Time and Change

identify heritage features within their community and talk about the buildings and places that have been part of their lives

develop an understanding of what it means to be an Australian citizen.

Cultures

Identities

explore issues associated with peer pressure, friendships and personal identity and choices.

Cultural Diversity

recognise symbols and traditions of Australian culture and display appropriate behaviours in response to such things as the playing of the Australian national anthem and flag raising ceremonies

demonstrate an understanding of the flora and fauna symbols of Australia

recognise the Australian and Aboriginal flags, name some of their features and identify the significance of their features

recognise aspects of other communities that are becoming part of everyday Australian life

collect information about an Asia-Pacific nation from a variety of written and visual sources and present basic factual information in a variety of forms, eg pictorially with captions or labels, tables, charts, recorded commentaries

construct comparison charts or tables to show similarities and differences between Australia and an Asia-Pacific nation.

Typically, teachers of Stage 3 students will:

Change and Continuity

provide opportunities to talk about Aboriginal people's heritage, the arrival of colonists from Britain and the effects of colonisation

use modified texts to allow students to develop an understanding of Australian heritage and what it means to be Australian

provide opportunities to learn about the historical significance of nationally remembered events and the symbols associated with them, eg Anzac Day, wearing a sprig of rosemary, the playing of the Last Post and the Ode.

Cultures

provide opportunities where students can role-play moral dilemma situations, observe different responses and discuss appropriate ways of reacting

develop research templates for students to record information that is gathered on various topics and assist students to present it in a way that facilitates easy comparison of facts

guide students to identify the special characteristics, symbols and traditions of Australia and selected nations from the Asia-Pacific region.

Stage 3 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 3 will have opportunities to:

Environments

<i>Patterns of Place and Location</i>	<p>gather information from direct and indirect sources to describe and locate some environments within Australia, such as coastal areas, deserts, mountain ranges, rural areas</p> <p>locate features on a world map or globe such as northern and southern hemisphere, continents, the Equator.</p>
<i>Relationships with Places</i>	<p>link natural disasters reported in the media to their country of origin, giving simple explanations of the effects of the natural changes on the environment and how people respond to these changes</p> <p>investigate the effects of human changes on the environment and participate in activities to identify the positive and negative aspects of such changes.</p>

Social Systems and Structures

<i>Resource Systems</i>	<p>gather information from product labels regarding the country of origin of food items and locate those countries on a world map</p> <p>investigate some case studies of Australia's trade with other countries</p> <p>make comparisons of notes and coins from other countries.</p>
<i>Roles, Rights and Responsibilities</i>	<p>investigate those people concerned with the process of decision-making for the local community, the state and the nation</p> <p>participate in community activities where they can demonstrate acceptable social interactions and involvement in community activities, eg knowing to stand still and remain silent while the national anthem is being played.</p>

Typically, teachers of Stage 3 students will:

Environments

provide opportunities to investigate natural features of Australia and the world through a variety of written and visual texts, photographs, video documentaries

present sections of media reports about natural disasters and assist students to report the changes to the environment, name the cause of the natural changes and how people respond to the changes

provide information from video, pictorial or computer images to show the effects of human changes on the environment and assist students to present the positive and negative aspects in a variety of forms, eg information reports, advantage/disadvantage tables.

Social Systems and Structures

provide opportunities to investigate global forms of monetary exchange, eg examples of coins and notes from other countries and their value in relation to the Australian dollar

develop specific case studies relating to the identified trading partners of Australia
encourage students to be responsible for their actions in the school and local community and reinforce the notion of accepting responsibility for their actions

provide a wide range of opportunities for the students to develop an understanding of the existence of the State and Federal Parliaments and the key people who are elected to make decisions

explore the notion of majority vote and public opinions in class and school situations as well as learning about community issues.

Planning Models to Assist with the Implementation of the HSIE K–6 Syllabus

Planning, programming, assessing and reporting in Human Society and Its Environment involve the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

(*HSIE K–6 Syllabus* p 79)

The following planning models are variations on the student-centred programming mentioned in the Dimensions of Programming for HSIE section.

The components of the planning models include:

- * syllabus outcomes;
- * student goals (which are based on individual learning priorities and may be long term);
- * indicators of achievement (which may reflect achievement towards both syllabus outcomes and student goals);
- * implications for learning and teaching;
- * subject matter (based on the *HSIE K–6 Syllabus*).

These components lead to the acquisition of knowledge and understanding, skills, and values and attitudes by each student.

The process of achieving syllabus outcomes may involve the development of more relevant indicators to allow students to demonstrate progress towards the selected outcome/s. The process of assessment should be individually based, reflect the specific indicators developed for the individual or group of students and relate to their individual learning priorities.

The planning models provide suggestions for teachers on ways to cater for the needs of individual students, and/or groups of students, while working towards syllabus outcomes. The following planning models suggest ways to:

- * plan in the HSIE key learning area for individual students or a small group of students within a larger class group (pp 38–39);
- * use the *HSIE K–6 Syllabus* to support individual students' priorities and goals (pp 40–44);
- * support other key learning areas using the content of the HSIE key learning area (p 46).

Each planning model gives examples which demonstrate how individual goals for students with varying support needs may relate to syllabus outcomes, using relevant subject matter and modifying the learning experiences and teaching strategies. The level of modification required and the content presented will be determined by the student's needs and educational context.

Supporting Students with Special Education Needs in a Range of Educational Settings

Planning Model 1

The needs of individual students or groups of students within a class group, can be catered for by adapting units of work and developing additional indicators.

HSIE K–6 Units of Work Support Document provides information about the subject matter and learning opportunities selected from the syllabus.

Planning Model 1, outlines the process that may be used to cater for a student with special education needs in a larger group or a small group of students with similar support needs but with different learning priorities. This planning example uses syllabus outcomes with additional indicators of achievement according to individual student needs and includes the development of student goals for those unable to obtain full access to the class program.

Suggested steps in using Planning Model 1:

1. Identify specific syllabus outcomes and write additional indicators to support class goals.
2. Identify appropriate subject matter focus in existing units of work.
3. Identify class goals.
4. Identify student goals for students with special education needs and select a syllabus outcome from an earlier stage that may be more appropriate.
5. Identify learning experiences and teaching strategies, plan learning sequences for the class and modify activities to meet individual student goals.

Planning Model 1 — Catering for the needs of individual students or a small group of students within a class group

1. Syllabus Outcomes

Identify specific syllabus outcome and write additional indicators to support class goals

SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.

- Identifies where, in the school and local community, they can purchase food to eat/drink.
- Locates the school canteen and drinking bubblers. Identifies the need for money to purchase items to satisfy needs and wants.

SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.

- Recognises the people at school who can help them individually and collectively.
- Recognises the people at school who can help them by showing them how to request items from people at school and in the local community in an appropriate manner.

2. Subject Matter/Unit of Work

Identify appropriate subject matter focus in units of work in HSIE K–6 Units of Work Support Document or modify or develop appropriate unit of work

Stage 1: Workers in the Community (pp 43–46).

- The subject matter focus and the implications for learning and teaching are relevant to the needs of the class group.
- Learning sequences may require modification.

3. Class Goals

Identify class goals

Stage 1: Workers in the Community (pp 43–46).

- Learn to use facilities in the schools and local community.
- Interact appropriately with the people in those environments

4. Student Goals and Syllabus Outcomes

Identify individual goals for students who may not fully achieve the planned outcomes for the class group. Determine if an outcome from an earlier stage may be more appropriate for some students. Record individual indicators for these students

SSES1 Identify ways in which their own needs and the needs of others are met, individually and cooperatively.

Student Goals (based on individual need)	Respond to familiar people in their community. Demonstrate awareness of specific people and places in the community and the school.	Identify people with whom they interact within their community. Demonstrate appropriate interactions with a variety of people in the community.	Identify ways in which they interact with their community. Identify the roles of specific people in their community.
Indicators	demonstrates awareness of familiar people through changes in behaviour uses gestures or vocalisation to indicate desire to move to a different location remains alert and aware for duration of excursion to the shops demonstrates anticipation prior to going to familiar places in the community or around the school	makes purchases from the canteen with minimal support recognises school personnel by their title or role recognises people who provide assistance in their community greets a variety of people in appropriate ways follows familiar school and community rules	identifies the features of their local area describes how they use their local area recognises different people and their roles in the community buys items from the canteen or local shops independently demonstrates appropriate social skills in the school and local community

5. Learning Experience and Teaching Strategies (includes Learning Sequences)

Plan learning sequences for the class and modify activities to meet individual student goals, including opportunities for students to participate actively in relevant and realistic situations to ensure generalisation of skills in variety of settings and with different people.

Using the HSIE Key Learning Area to Support Individual Student Goals

Planning Model 2

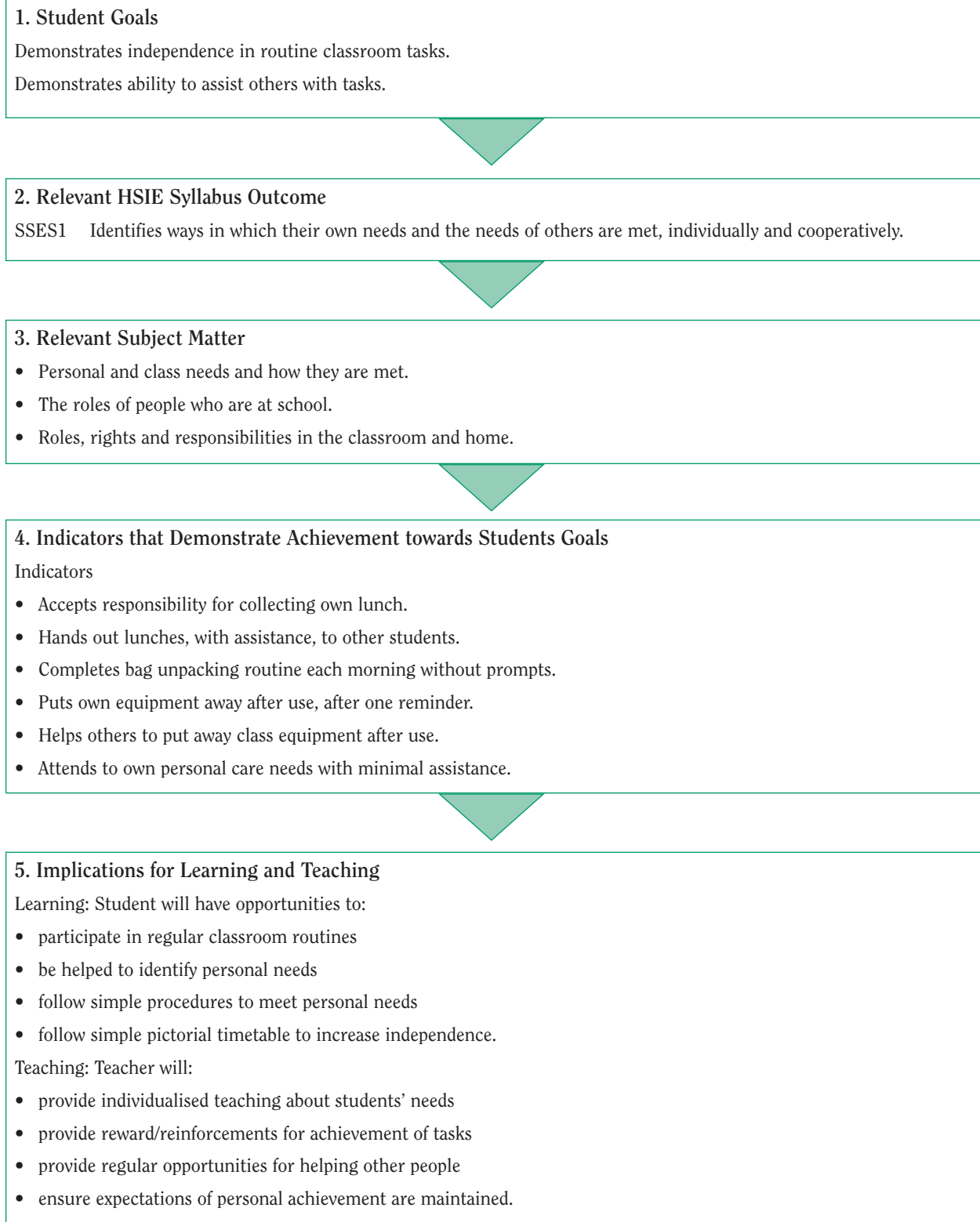
The outcomes and content sections of the *HSIE K–6 Syllabus* may be used to support individual student goals by selecting relevant subject matter and developing learning sequences to provide daily opportunities in real life situations. Many functional skills can be taught through the HSIE key learning area.

The following planning model outlines a process that may assist teachers to use the *HSIE K–6 Syllabus* to support individual student goals.

Suggested steps in using Planning Model 2:

1. Identify **student goals** based on individualised education planning which relates to the HSIE key learning area.
2. Identify relevant **HSIE syllabus outcomes**.
3. Identify **subject matter/content** that will enable students to demonstrate their knowledge and understanding, skills, and values and attitudes relevant to the identified student goals and syllabus outcomes.
4. Develop **indicators** that will facilitate appropriate learning experiences to support student goals.
5. Identify **implications for learning and teaching** that relate to the achievement of student goals when presenting identified subject matter/content.

Planning Model 2 — Using the HSIE key learning area to support individual student goals



This planning model indicates how syllabus outcomes and content

can be accessed to meet differing student goals

Planning Model 2 — Example for Early Stage 1

Syllabus Outcome

Student Goals

Communicates basic needs to a carer.	Communicates in an appropriate way to satisfy individual needs.	Identifies items needed to complete classroom tasks.
--------------------------------------	---	--

(in relation to HSIE)

<p>CUES1</p> <p>Communicates some common characteristics that all people share, as well as some of the differences.</p>	<p>SSES1</p> <p>Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.</p>
--	--

Selected *Subject Matter* from the Syllabus

<ul style="list-style-type: none"> • Characteristics, desires and abilities of students. • Use of body language for communication. 	<ul style="list-style-type: none"> • Personal and class needs and how they are met. • Roles of people who are at school. • Products that students use and where they come from. • Roles, rights and responsibilities in the classroom and at home.
--	--

A range of Indicators of Achievement (teacher creates)

<ul style="list-style-type: none"> • Gives eye contact to carer when hungry. • Vocalises to indicate discomfort. • Moves lips to indicate thirst. 	<ul style="list-style-type: none"> • Puts hand up when needing assistance. • Waits quietly for teacher or aide to assist. • Follows correct procedure when requesting to go to the toilet. • Shows appropriate ways in which to interrupt people who are talking. 	<ul style="list-style-type: none"> • Gets own belongings from bag and places correctly in tray or on desk. • Opens appropriate book to begin work. • States items needed for task. • Locates coloured pencils, scissors and glue in classroom. • Returns equipment to correct location after use.
--	---	--

Content Overview (Implications for Learning)

<ul style="list-style-type: none"> • Student/s is/are given time to respond appropriately. • Student/s is/are placed where their responses/reactions can be easily seen by staff. • Students encouraged to make choices about satisfying their needs. <p>(based on individualised planning)</p>	<ul style="list-style-type: none"> • Participates in activities that provide opportunities to demonstrate ways of satisfying their individual needs or communicating their needs to others. • Participates in structured play situations to learn the appropriate skills for interacting with their peers and others. • Recognises people who can provide help to them at school. <p>(refer to <i>Accessing the HSIE K–6 Syllabus</i>)</p>	<ul style="list-style-type: none"> • Gathers information about their own needs, the needs of other students, and ways in which they are met. • Identifies and locates classroom resources. • Organises resources for different activities. <p>(refer to syllabus)</p>
--	---	--

This planning model indicates how syllabus outcomes and content can be accessed to meet differing student goals

Planning Model 2 — Example for Stage 1

Syllabus Outcome

Recognises images of themselves and family members.	Communicates personal details accurately.	Recalls personal details in both verbal and written forms accurately.
---	---	---

Student Goals (in relation to HSIE)

<p>CUS1.3</p> <p>Identifies customs, practices, symbols, languages and traditions of their family and other families.</p>	<p>ENS1.5</p> <p>Compares and contrasts natural and built features in their local areas and the ways in which people interact with these features.</p>
---	--

Selected *Subject Matter* from the Syllabus

<ul style="list-style-type: none"> Groups to which the student belongs, including the family. Significant people of these groups. Symbols used by different groups. 	<ul style="list-style-type: none"> Everyday words for location, position and direction. Uses of places in their local area.
--	---

A range of Indicators of Achievement (teacher creates)

<ul style="list-style-type: none"> Smiles at self in the mirror. Shows recognition of family members from photographs or computer images, video-taped family events. 	<ul style="list-style-type: none"> Says name and address accurately when requested. Says name and address and phone number accurately when requested. Recognises own house, house number and street sign from photographs. 	<ul style="list-style-type: none"> Describes the features they pass on their way to school. Says and writes name, address and phone number accurately when requested. Identifies components of their address, eg house number, street name, suburb.
--	---	--

Content Overview (Implications for Learning)

<ul style="list-style-type: none"> Provide opportunities for the student to recognise images of themselves, eg in a mirror, in photos. Identify the recognition responses for individual students. Provide opportunities for the students to recognise their family from photographs, video recordings of family events. Use switches that the students can activate to view computer images of self and family. <p>(based on individualised planning)</p>	<ul style="list-style-type: none"> Identify their name, home address and phone number as individual features of their family group. Use simple maps to locate their home in relation to the school. Investigate and give simple explanations of the features of the natural and built environment of the school site and the local area. <p>(refer to <i>Accessing the HSIE K-6 Syllabus</i>)</p>	<ul style="list-style-type: none"> Observe and gather information about the local area. Reflect on the reasons for, and the value of, belonging to a group, including their family groups. Investigate ways in which their lives are dependent on the natural environment, eg food and shelter; and the built environment, eg transport and housing. <p>(refer to syllabus)</p>
--	--	--

This planning model indicates how syllabus outcomes and content can be accessed to meet differing student goals

Planning Model 2 — Example for Stage 2

Syllabus Outcome

Demonstrates awareness when participating in a range of environmental programs.	Demonstrates appropriate ways of interacting with the school environment.	Demonstrates an awareness of different environments within the local community.
---	---	---

Student Goals (in relation to HSIE)

<p>ENS2.6</p> <p>Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</p>
--

Selected *Subject Matter* from the Syllabus

<ul style="list-style-type: none"> • Management and care of features, sites, places and environments. • Environmental changes within the local and school community. • Groups associated with places and environmental features.

A range of Indicators of Achievement (teacher creates)

<ul style="list-style-type: none"> • Demonstrates awareness of different environments, eg inside, outside, under trees, near garden. • Carries compost bucket on wheelchair tray to empty it. • Stays awake during walk around different environments, eg to the shops, to the park. 	<ul style="list-style-type: none"> • Demonstrates care of garden areas in school. • Identifies appropriate interaction in different school environments, eg library, playground, classroom. • Participates in care of school environment. 	<ul style="list-style-type: none"> • Describes different environments in local community, eg parks, shops, roads, trees, homes. • Demonstrates the different ways of interacting with these environments. • Suggests how different environments could be improved.
---	--	---

Content Overview (Implications for Learning)

<ul style="list-style-type: none"> • Talk with student about the current environment. • Ensure students participate in practical environmental care activities, eg helping to collect rubbish after lunch, participating in ‘gardening’ activities, being outside to smell and hear the grass being cut. • Have walks in local community to experience different environments. <p>(based on individual planning)</p>	<ul style="list-style-type: none"> • Give simple explanations of how the school environment could be improved. • Provide explanations to show why we need to care for the environment. • Learn about and give reasons as to the importance of recycling. <p>(refer to <i>Accessing the HSIE K–6 Syllabus</i>)</p>	<ul style="list-style-type: none"> • Evaluate current uses of the local community and consider possible future uses and issues. • Participate in events and activities to promote environmental awareness and care. <p>(refer to syllabus)</p>
---	--	--

Making Links between the HSIE Key Learning Area and Other Key Learning Areas to Support Individual Student Goals

Planning Model 3

The HSIE key learning area is a very good resource to support the achievement of outcomes from other key learning area syllabuses. The content of the syllabus supports programs that include communication, community access, interpersonal skills, self-awareness and awareness of other people, as well as providing a knowledge-base that is embedded within the HSIE outcomes. Additional learning experiences relating to *HSIE K–6 Syllabus* content can be presented to students during routine daily activities to include learning experiences across all key learning areas.

Planning Model 3 outlines the process involved in using the content of the *HSIE K–6 Syllabus* to support individual student priorities identified in other key learning areas.

Suggested steps in using Planning Model 3:

1. Identify student goals being addressed in another key learning area. Identify HSIE syllabus outcome by focussing on the suggested indicators that will facilitate appropriate learning experiences to support the student goal.
2. Identify HSIE syllabus outcome by focusing on the suggested indicators that will facilitate appropriate learning experiences to support the student goal. Identify student goals being addressed in another key learning area.
3. Identify indicators of achievement to match student goal.
4. Identify appropriate subject matter/content relevant to the student goal and the syllabus outcome.
5. Identify implications for learning and teaching related to the achievement of student goal when presenting identified subject matter/content.

Planning Model 3 – Making links between the HSIE key learning area and other key learning areas to support individual student goals

1. Develop Student Goals

Demonstrate appropriate social interaction skills.

Follow simple rules of behaviour in a group. (PDHPE Key Learning Area)

2. Identify HSIE Syllabus Outcomes Appropriate for Student Goal

SSS1.8 Identifies roles and responsibilities within families, schools and the local community and determines ways in which they should interact with others.

3. Indicators of Achievement

- Identifies similarities between their rights, roles and responsibilities in their family and at school.
- Describes their responsibilities as a family, school and community member.
- Participates in creating and observing rules to protect their rights and the rights of others in the class and at school.
- Follows group rules with minimum of one prompt.
- Demonstrates awareness of other people's rights.

4. Identify Appropriate Subject Matter/Content

- Participating in the process of rule-making and accepting results.
- Obeying rules that others have made, eg traffic rules, school rules.
- Recognising the people who help them in the community and what they do.
- Exploring the nature of paid and unpaid work, considering why people do voluntary work and the meaning of service.

5. Identify Implications for Learning and Teaching

Learning: Students will have opportunities to:

- participate in developing some personal interaction rules
- participate in class rule-making
- interact with other students in a structured way.





Teaching: Teacher will:

- develop with students a basic set of social interaction rules
- ensure students are positively reinforced for observing rules
- structure learning opportunities which can result in positive ways for students.

APPENDICES

On the following pages, planning model pro formas are attached

Planning Model 1 — Catering for the needs of individual students or a small group of students within a class group

1. Syllabus Outcomes

2. Subject Matter/Unit of Work

3. Class Goals

4. Student Goals and Syllabus Outcomes

5. Learning Experience and Teaching Strategies (including Learning Sequences)

Planning Model 2 — Using HSIE key learning area to support individual student goals

1. Develop Student Goals



2. Identify Relevant HSIE Syllabus Outcomes



3. Identify Relevant Subject Matter



4. Develop Indicators that Demonstrate Achievement Towards Student's Goals



5. Identify Implications for Learning and Teaching

Planning Model 2 — Detail

Syllabus Outcome

--	--	--

Student Goals (in relation to HSIE)

--

Selected *Subject Matter* from the Syllabus

--

A range of Indicators of Achievement (teacher creates)

--	--	--

Content Overview (Implications for Learning)

--	--	--

Planning Model 3 — Making links between the HSIE key learning area and other key learning areas to support individual student goals

1. Develop Student Goals



2. Identify HSIE Syllabus Outcomes Appropriate for Student Goal



3. Indicators of Achievement



4. Identify Appropriate Subject Matter/Content



5. Identify Implications for Learning and Teaching