PURPOSE

This aim of this document is to guide teachers in their preparation of programs of instruction and performance in Human Society and Its Environment.

RATIONALE

The future well-being of human society and its environment depends upon the quality of people’s interactions with each other and with their cultural, social and physical environments as they strive to meet each other’s needs.

Through the learning process in HSIE, students should develop a sense of personal, community, national and global identity and the knowledge, skills, values and attitudes that will equip them to participate as responsible citizens in maintaining and improving the quality of their society and environment.

KEY POLICY STATEMENTS

Human Society and its Environment provides a knowledge base for students to gain understanding about the four strands

1. Change and continuity
2. Cultures
3. Environments

The knowledge base provides the foundation for studies of Australian and world history and geography, for social, cultural and legal studies, for environmental and economic studies, and for citizenship education.

HSIE provides the opportunity to develop skills to acquire information using an inquiry process and social and civic participation.

HSIE provides the opportunity to develop the values and attitudes of interest in, and informed and responsible attitudes towards people, cultures, religions, societies, environments and learning. These values and attitudes will be developed through a growing commitment to:

- Social justice
- Intercultural understanding
- Ecological sustainability
- Democratic processes
- Beliefs and moral codes
- Lifelong learning
**Principal’s Responsibilities**

The principal will:

- Support and supervise the class teachers in planning, implementing and evaluating their HSIE programs
- Organise a formal structure to report on the students’ HSIE progress to parents and students
- Ensure that the HSIE resources available in the school cater for the needs of all students and reflect cultural and social diversity
- Evaluate, modify and adapt the HSIE policy and scope and sequence statements to reflect the changing needs of the school

**Teachers’ Responsibilities**

Teachers will:

- Plan in accordance with the current scope and sequence chart
- Develop units of work selected from the school scope and sequence document appropriate to the needs, abilities and interests of the students
- Establish assessment tasks which indicate skill development
- Evaluate all planned units in terms of the outcome and indicators stated for that particular unit

**Students’ Responsibilities**

Students will:

- Assume an increasing responsibility for their learning
- Be involved in the processes and strategies used to plan, assess and report on their learning

**Assessment and Evaluation of Students**

A wide range of appropriate student assessment strategies in HSIE is illustrated in the Evaluation section of the 1998 Syllabus (pages 80-81) and the 1998 Units of Work documents from the Board of Studies.

**Evaluation of the Teaching and Learning Program**

Evaluation processes enable the teacher to make informed decisions leading to more effective teaching. The results of evaluation will assist the teacher to

- Consider the appropriateness of the program
- Decide whether the learning outcomes have been met by the teaching program
- Determine students’ assignments and projects
- Group students
- Select and use resources
- Provide opportunities for students to work cooperatively
- Recognise other areas where decisions need to be made about teaching and learning
- Report on student progress
- Involve the community

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