

Special Education Course Overview 2023

KLA/Course	Semester 1	Term 3	Term 4
HSIE Life Skills	<p>History World War 2</p> <p>Students investigate the events that led up to WW2, the impact WW2 had on the world, various key events during this time, Hitler's Germany, the Blitz and finally how the war ended.</p> <p>Students will use multiple sources to deepen their knowledge and understanding of the war and its atrocities.</p>	<p>Geography Interconnections</p> <p>Students learn about the connections people have to places. Students explore how transport, information and communication technologies and trade link people to many places. They investigate the effect of human activities, such as production and tourism, on places and environments and how this affects the future of these places</p>	<p>Geography Sustainable Biomes</p> <p>Students identify the physical features of biomes. They investigate threats to biomes and the effect of those threats on biomes. Students explore factors influencing and affecting farming and food production in Australia and other countries. They examine how a growing population affects global food security.</p>

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English Life Skills	<p>Gothic Literature</p> <p>Students will explore the movement of Gothic Literature with reference to Bram Stokers Dracula, Mary Shelleys Frankenstein and works by Edgar Allan Poe.</p> <p>Students literacy development and PLSP goals are embedded across all KLA areas</p>	<p>DC, Marvel and the world of comics</p> <p>TBC</p> <p>Students literacy development and PLSP goals are embedded across all KLA areas</p>	<p>Escapism: The wonderful world of fantasy and science fiction</p> <p>TBC</p> <p>Students literacy development and PLSP goals are embedded across all KLA areas</p>	<p>What is an Autobiography?</p> <p>TBC</p> <p>Students literacy development and PLSP goals are embedded across all KLA areas</p>

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Mathematics Life Skills	<p>Number and algebra</p> <p>Students numeracy development and PLSP goals are embedded across all KLA areas</p>	<p>Measurement Area and Volume Maps / Scale / Distance / Speed</p> <p>Students numeracy development and PLSP goals are embedded across all KLA areas</p>	<p>Chance and Probability</p> <p>Students numeracy development and PLSP goals are embedded across all KLA areas</p>	<p>Fractions Decimals and percentages</p> <p>Students numeracy development and PLSP goals are embedded across all KLA areas</p>

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<p>Science Life Skills</p>	<p>Living World Structure and Function Semester One students will investigate The Living World Strand. Students will learn to recognise the features of living and non-living things and identify the structures of living things and their functions.</p> <ul style="list-style-type: none"> • Living and non- living things • Features of living things • Changes in living things • Plants • Animals 	<p>Human Body</p> <p>Students gain an understanding of how the structure of living things relates to the function of their body systems and how these features aid their survival. Students explore how science and technological advances have improved human health.</p>	<p>Environment</p> <p>Students will learn to understand how living things depend on each other and the environment and how human interaction and activity can affect how an ecosystem functions.</p>
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<p>Technology Mandatory (Stage 4) Life Skills</p> <p>Design & Technology (Stage 5) Life Skills</p> <p>Technology (Stage 6) Life Skills</p>	<p>Technology 7-12 is delivered in integrated learning programs via the Garden, Cooking and Project programs.</p> <p>Stage 6 Technology includes the following modules;</p> <ul style="list-style-type: none"> • Module 1: Agriculture • Module 2: Design and Technology • Module 3: Food Technology
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Garden	<p>Plant group families</p> <p>Students learn about the plant group families and plan for crop rotations. Class groups are assigned a plant group family that they will become responsible for in 2023.</p> <ul style="list-style-type: none"> - Solanaceae - Cucurbits - Alliums - Legumes - Brassicas <p>Students plan, propagate, plant, grow, harvest, eat and sell the produce they grow in the garden. Students prepare for winter crop.</p>	<p>Ecological processes</p> <p>Students explore ecological process such as decomposition, impact of animals and insects and explore sustainable practices.</p> <p>Students learn about composting and work to divert waste from Banora High from landfill. Students design and make a scarecrow.</p> <p>Students plan, propagate, plant, grow, harvest, eat and sell the produce they grow in the garden. Students prepare for Summer crop.</p>

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Cooking	<p>Food selection</p> <p>Students will develop skills in the selection and use of food, equipment and techniques to produce a variety of food items</p> <p>Practical skills are developed through the care and safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.</p>	<p>Food in Society</p> <p>Students will develop an appreciation of the significant role of food in society. Students will develop knowledge and skills in a range of technologies for a variety of purposes and in the production of a design project</p> <p>Practical skills are developed through the care and safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.</p>

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Projects	<p>Tie Dye</p> <p>Students research various techniques of tie-dying and use plants and seeds to experiment with different materials. Students engage with the design process and produce min two final products</p>	<p>Recycled Art Installation</p> <p>Students learn about recycling and how we can use recycled items to create art. Diverting plastics from landfill, students engage in the design process to produce an installation of recycled art to feature in the Support Unit Garden.</p>	<p>Mini Balsa Wood Surfboard</p> <p>Students will design and create a scaled model surfboard using sustainable products. Students will explore cross-curricular skills throughout the design and build process while testing their own creativity and developing fine motor skills.</p>	<p>Celebration Box</p> <p>Students engage in the design process to produce various items to form a gift box for their families at the end of the year, eg</p> <ul style="list-style-type: none"> - Clay ornaments - Preserved food items - Themed decorative items - Hand-made gifts

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PDHPE	<p>Fundamental movement skills</p> <p>Students participate in a range of minor games such as kickball, rounders, safari etc</p> <p>Healthy Relationships Students investigate positive and healthy relationships. Students learn to identify the characteristics that make a good friend.</p>	<p>Athletics</p> <p>Students prepare for the athletics carnival, experiencing and practising all carnival events.</p> <p>Respectful Relationships Growth and development associated with puberty produce difference.</p>	<p>Volleyball</p> <p>Students learn to and play volleyball, including modified and adaptive versions of competition.</p> <p>Difference and Diversity Students explore difference and diversity in relation to</p> <ul style="list-style-type: none"> - age and location - their needs, feelings and beliefs in comparison with those of others - the positive and negative impacts of difference on marginalised groups - difference and diversity in relation to sexuality and socioeconomic circumstances 	<p>Gymnastics and Gym</p> <p>Students participate in weight, circuit and boxing training. Students develop skills in gymnastics.</p> <p>Risk-taking behaviour: Students investigate risk-taking behaviour and explore strategies to stay safe.</p>

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<p>Community and Family Studies Stage 6 Life Skills</p>	<p>Participating in Groups</p> <p>Students develop knowledge and understanding of groups in society;</p> <ul style="list-style-type: none"> - What it means to be part of a group - How to communicate effectively as a member of a group - Explore the types of groups that students will encounter in society - The groups they are already a part of - Roles group members play 	<p>Specific groups in Society</p> <p>Students develop their understanding of groups by exploring specific groups in our society.</p> <ul style="list-style-type: none"> - Recognise the characteristics of these groups and what makes them unique. - Students produce a movie (media) that investigates the characteristics, needs and challenges of people with a disability 	<p>Transition to adulthood</p> <p>Students investigate key transitional stages in our lives. They</p> <ul style="list-style-type: none"> - Develop an understanding of the rights and responsibilities of being an adult - Develop skills in relation to transitioning to adulthood - Focus on independent living, decision making and building support networks 	<p>Participating in work and community environments</p> <p>Students develop an understanding of productive participation in work and community environments</p> <ul style="list-style-type: none"> - Develop knowledge and understanding of the role that work can play for them and their community - Explore how technology impacts on participation in work and community environments - Recognise that being productive in the community can go beyond the workplace - Develop an appreciation of the benefits of productive participation for themselves and their community
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Art Stage 5 Life Skills	<p>Sign, Symbols and Art</p> <p>Students explore the relationship between Aboriginal languages, culture and art.</p> <p>Students learn about and produce Mosaic-themed art.</p> <p>Students learn about and produce an art installation for NAIDIC week celebrations.</p>	<p>Aboriginal Art, My local community</p> <p>Students explore a range of art making activities while exploring local indigenous context and Dreamtime stories.</p> <p>Student experiment with a variety of materials to produce art that reflects significant aboriginal sites within our local community.</p>

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Language Stage 4 Life Skills	<p>Sign, Symbols and Art</p> <p>Students explore the relationship between language culture and art.</p> <ul style="list-style-type: none"> - Tile mosaic project <p>Students learn about and contribute to NAIDIC week celebrations.</p>	<p>My local Community</p> <p>Students explore the relationship between language and culture.</p> <ul style="list-style-type: none"> - Language to interact – greetings - Internationally shared signs, symbols and words - Meaning conveyed by non-verbal and written language - Students learn about and explore the histories and significant sites of the Minjungbal people and the Bundjalung nation.

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<p>Work education Stage 5 Life Skills</p> <p>Work and the community Stage 6 Life Skills</p>	<p>World of Work</p> <p>Focus area</p> <ul style="list-style-type: none"> - Self management - Working with others <p>Students learn about and build skills and confidence to participate in the work force. Students learn about and gain skills in safe work and travel practices, organisation and time management.</p> <p>Students start work experience placements in term 2</p>	<p>Problem-Solving in the Workplace</p> <p>Focus area</p> <ul style="list-style-type: none"> - Managing change - Managing money <p>Students experience opportunities to develop resilience, as well as opportunity to advocate for themselves and learn about managing personal finances.</p> <p>Students engage in work experience placements min 2 hrs per week in terms 3 & 4.</p>

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Support Course	Annual programs
Social skills	<p>Zones of regulation Students explore emotional regulation, learn important social skills, expectations and self-regulation and reflection to enable them to participate positively in the wider community. The ability to engage appropriately in a range of interpersonal relationships is a key factor in the successful participation of students in post-school environments. This module emphasises the ability to deal effectively with a range of emotions and recognise and respond to expected and unexpected behaviours</p> <p>Play Is The Way The Play is the Way methodology teaches social and emotional learning skills. Students experience a wide variety of games based developmental experiences within this structure Social & Emotional Learning (SEL) program.</p> <p>Students learn cooperation, flexibility and rule based socialisation when they participate in a variety of boardgames.</p>
Mindfulness	<p>Smiling Mind Students participate in self-regulation activities and practice mindfulness processes, including the structured smiling mind program, mindful colouring and meditation.</p>
Community Access and Travel Training	<p>Students experience and practice skills to support active participation in the community. This will include:</p> <ul style="list-style-type: none"> - The understanding and consolidation of behaviour expectations in the community. - Access public and private transport to activities - Bowling - Shopping - Indoor and outdoor eating - Fishing - Public library - Community activities



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<p>Bikes and road safety</p>	<p>Students develop and build knowledge, understanding and skills in road and bike safety. Theoretical and practical activities on the school grounds bike course and within the community will allow students to practice these skills in context.</p>
<p>News and media</p>	<p>Students are exposed to and examine a range of media and current news and events.</p>