KEMENTERIAN PENDIDIKAN MALAYSIA

**KURIKULUM STANDARD SEKOLAH MENENGAH
PENDIDIKAN KHAS**

English for Communication

Dokumen Standard Kurikulum dan Pentaksiran

Tingkatan 2

KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH
PENDIDIKAN KHAS

English for Communication

Dokumen Standard Kurikulum dan Pentaksiran

Tingkatan 2

Bahagian Pembangunan Kurikulum

MEI 2016

CONTENT

RUKUN NEGARA

BAHAWASANYA Negara kita Malaysia mendukung cita-cita hendak:
Mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya;
Memelihara satu cara hidup demokratik;
Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;
Menjamin satu cara yang liberal terhadap tradisi-tradisi
kebudayaannya yang kaya dan berbagai corak;
Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha
kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip yang berikut:

KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN

NATIONAL PRINCIPLES

Indeed, our country Malaysia aspires to achieving a greater unity for all her peoples:

Maintaining a democratic way of life;

Creating a just society in which the wealth of the nation shall be equitably shared;

Ensuring a liberal approach to her rich and diverse cultural traditions; and

Building a progressive society which shall be oriented to modern science and technology;

We, the people of Malaysia,

pledge our united efforts to attain these ends, guided by these principles:

BELIEF IN GOD

LOYALTY TO KING AND COUNTRY

SUPREMACY OF THE CONSTITUTION

RULE OF LAW

GOOD BEHAVIOUR AND MORALITY

FALSAFAH PENDIDIKAN KEBANGSAAN

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

Sumber: Akta Pendidikan 1996 (Akta 550)

NATIONAL EDUCATION PHILOSOPHY

Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals, who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, the society and the nation at large.

Source: Education Act 1996 (Act 550)

DEFINISI KURIKULUM KEBANGSAAN

"3(1) Kurikulum Kebangsaan ialah suatu program pendidikan yang termasuk kurikulum dan kegiatan kokurikulum yang merangkumi semua pengetahuan, kemahiran, norma, nilai, unsur kebudayaan dan kepercayaan untuk membantu perkembangan seseorang murid dengan sepenuhnya dari segi jasmani, rohani, mental dan emosi serta untuk menanam dan mempertingkatkan nilai moral yang diingini dan untuk menyampaikan pengetahuan."

Sumber:Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1996

[PU(A)531/97]

NATIONAL CURRICULUM DEFINITION

An educational programme that includes curriculum and co-curricular activities which encompasses all the knowledge, skills, norms, values, cultural elements and beliefs to help develop a pupil fully with respect to the physical, spiritual, mental and emotional aspects as well as to inculcate and develop desirable moral values and to transmit knowledge.

Source: Education Regulations (National Curriculum) 1997

[PU(A)531/97]

KATA PENGANTAR

Kurikulum Standard Sekolah Menengah (KSSM) Pendidikan Khas digubal bagi murid berkeperluan pendidikan khas (MBK) seiring dengan KSSM yang dilaksanakan secara berperingkat mulai tahun 2017. Kurikulum ini memberi berfokus kepada bidang kemahiran vokasional yang relevan dengan keperluan MBK.

KSSM Pendidikan Khas digubal bagi memenuhi keperluan dasar baharu di bawah Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 agar kualiti kurikulum yang dilaksanakan di sekolah menengah setanding dengan standard antarabangsa. Kurikulum berasaskan standard yang menjadi amalan antarabangsa telah dijelmakan dalam KSSM Pendidikan Khas menerusi penggubalan Dokumen Standard Kurikulum dan Pentaksiran (DSKP) untuk semua mata pelajaran yang didalamnya mengandungi Standard Kandungan, Standard Pembelajaran dan Standard Pentaksiran.

Standard Pentaksiran di dalam DSKP akan membolehkan murid ditaksir secara berterusan agar guru dapat mengenalpasti tahap penguasaan murid dalam sesuatu mata pelajaran, serta membolehkan guru membuat tindakan susulan bagi mempertingkatkan pencapaian murid.

DSKP yang dihasilkan juga telah menyepadukan enam tunjang Kerangka KSSM, mengintegrasikan pengetahuan, kemahiran dan nilai, serta memasukkan secara eksplisit Kemahiran Abad Ke-21 dan Kemahiran Berfikir Aras Tinggi (KBAT). Penyepaduan tersebut dilakukan untuk melahirkan insan seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani sebagaimana tuntutan Falsafah Pendidikan Kebangsaan. Bagi menjayakan pelaksanaan KSSM Pendidikan Khas, pengajaran dan pembelajaran guru perlu memberi penekanan kepada KBAT dengan memberi fokus kepada pendekatan Pembelajaran Berasaskan Inkuiri dan Pembelajaran Berasaskan Projek, supaya murid dapat menguasai kemahiran yang diperlukan dalam abad ke-21.

Kementerian Pendidikan Malaysia merakamkan setinggi-tinggi penghargaan dan ucapan terima kasih kepada semua pihak yang terlibat dalam penggubalan KSSM (Pendidikan Khas). Semoga pelaksanaan KSSM Pendidikan Khas akan mencapai hasrat dan matlamat Sistem Pendidikan Kebangsaan.

Dr. SARIAH BINTI ABD. JALIL
Pengarah
Bahagian Pembangunan Kurikulum

INTRODUCTION

The Standard-Based Curriculum for Special Education Secondary School (KSSM) take into consideration appropriate and relevant education for both categories of PSEN. The first category refers to PSEN who are capable to follow the vocational skill subjects, and the second category (Low Function) refers to those who has a combination of cognitive disabilities and one or more disabilities involving language and communication, behaviour, self-management, gross motor, fine motor and sensory.

The Standard-Based Curriculum for Special Education Secondary School provides the opportunity for PSEN to learn and acquire knowledge and vocational skills, as well as the values towards producing skilled and independent PSEN. For the Low Function category, they will be equipped with the knowledge on self-management, practice good values so that they can socialize and be independent in their daily life.

The Standard-Based Curriculum for Special Education Secondary School consists of curriculum for the core subjects and also vocational skills subjects. The core subjects are generally intended to provide and strengthen PSEN with basic knowledge and skills needed to enable them to follow the vocational skills curriculum.

The skills consisted of basic skills and specific vocational skills. The basic skills aims to provide PSEN with technical knowledge and skills, train them to practice systematic and safe work culture. This is to ensure they are ready to master the specific vocational skills in a higher level and to instill the entrepreneurial values.

The vocational specific curriculum is based on the National Occupational Skills Standards (NOSS) issued by the Department of Skill Development (JKM). This is in line with the strategy of Ministry of Education (MOE) to ensure PSEN will receive recognition from authorised agencies and certification by the ministry. It is hoped that at the end of secondary education, Special Education Secondary Schools will produce potential and marketable workers.

The Low Function pupils, who are not capable of attending vocational curriculum, they will be taught with basic core subjects and basic skills. The aim is to develope their talent and potential so that they can practice the skills acquired in their daily life.

To equip PSEN with knowledge, skills and values, self-reliance towards adulthood and career world, PSEN will go through a transition process. It is a process of transition from high school to adulthood and careers. It covers the preparation process for the PSEN to establish themselves with personal skills, self-advocacy and social to enable the PSEN to be more confident and independent in adulthood and also in the working environment.

Among the aspects that need to be applied are as follows:

1. **Life Coping Skills**

   Important aspects that should be emphasized are to provide knowledge and skills in self-management. (e.g. appropriate personal appearance, hygiene and health care), financial management (e.g. manage savings accounts, bills and daily expenses) and time management. PSEN also need to be able to control emotions and behavior well.

2. **Academic Skills**

   Among the academic skills that must be mastered by the PSEN is basic skills such as read, write, calculate, and information and communication technology skills.

3. **Career Skills (Occupational and Vocational Skills)**

   Skills and specific knowledge in the job is an important aspect to be acquired by PSEN so that they can adapt well in the workplace. PSEN needs to be applied with features such as punctuality, showing the seriousness of the work, have a high work ethic, practice safety, have entrepreneurial, able to solve problems and make decisions. In addition, vocational skills should involve the specific skills in the selected job. This is to enable PSEN to perform well at work.

4. **Communication and Social Skills**

   Among the main aspects that should be emphasized are listening skills, skills to get along with colleagues, working in groups, as well as diplomacy and appropriate body language. This is important to produce PSEN who can work together, respect for others and adapt well in the working environment.

5. **Self-Advocacy**

   PSEN should have the characteristics of self-advocacy so than they will have believe, courage, discipline, and self-reliance. Important aspects in self- advocacy are:

5.1 Self-awareness

PSEN needs to understand and accept their conditions. In the meantime, they should be aware of their interests, strengths, weaknesses and personal goals. Indirectly, this could shape the nature of accountability in them.

5.2 Knowledge of rights

PSEN need to know their rights as an individual, as a consumer rights and the rights of workers. They also need to be applied with the right skills to defend themselves. This aspect is important that they are aware of related rights when in the working environment.

5.3 Voicing opinions to others

PSEN should have the skills to voice their opinions in an appropriate manner. They should be taught the communication skills, the use of correct language, tone of voice when expressing their opinions and also the body language.

English is taught as a second language in all Malaysian primary and secondary special schools, and integrated programmes. The mastery of English is essential for pupils to gain access to information and knowledge written in English. As the language is also the dominant language used in Information and Communications Technology (ICT), pupils with special educational needs (PSEN) need to have at least the basic skill of the language to enable them to have easy access to information that is available via the electronic media such as the Internet.

In line with the government's policy on strengthening English, the curriculum has been designed for PSEN so that they will be able to communicate appropriately in the language. The content and learning standards that have been developed in the curriculum are designed to help pupils acquire the language so that they can use it in their daily lives, to further their studies and for work purposes.

The Standard-Based English for Communication Curriculum (SBECC) for PSEN in secondary schools stresses on the study and practice of the four main skills; listening, speaking, reading and writing. It focuses on listening and speaking for basic communication regarding everyday life-situations, feeling and opinion expressions, role-play performance as well as basic grammatical structures and usage. This is to ensure that pupils will be literate and be given a foundation in the language so that they can progress towards language proficiency at the secondary

school level. Literacy is essential to prepare pupils to achieve personal growth and confidence in functioning as an effective and productive member of our society, in line with the goals of the National Philosophy of Education which seek to optimise the intellectual, emotional and spiritual potential of all pupils.

AIMS

The English for Communication aims to equip PSEN with basic language skills to enable them to communicate and interact confidently in a variety of contexts.

OBJECTIVES

By the end of secondary education, PSEN can:

1. Demonstrate the understanding of English Language for specific instructions and information.
2. Listen to and respond to spoken English on variety of social topics.
3. Express their thoughts and feelings in spoken language.
4. Converse meaningfully in conversations in order to purchase things and to ask for information and help.
5. Read informative texts to widen their experiences in daily lives.
6. Read stories which meet their interests.

7. Acquire vocabulary for specific purposes, spell words correctly and construct simple sentences.
8. Write short messages and take dictations on descriptions of objects, places and people.
9. Extract information from spoken and written texts.
10. Understand and respect the perspectives of people who are of different cultural heritages and linguistic diversity.

STANDARD-BASED CURRICULUM FRAMEWORK FOR SECONDARY SCHOOLS

Standard-Based Curriculum for Secondary Schools is built on six pillars, namely Communication; Spirituality, Attitudes and Values; Humanities; Grooming; Physical Development and Aesthetics; and Science and Technology. The six pillars are the main domain that support each other and be integrated with critical thinking, creative and innovative. This integration is aimed at developing human capital to appreciate values based on religious, knowledgeable, skilled, creative and critical-thinking and innovative as illustrated in Figure 1.
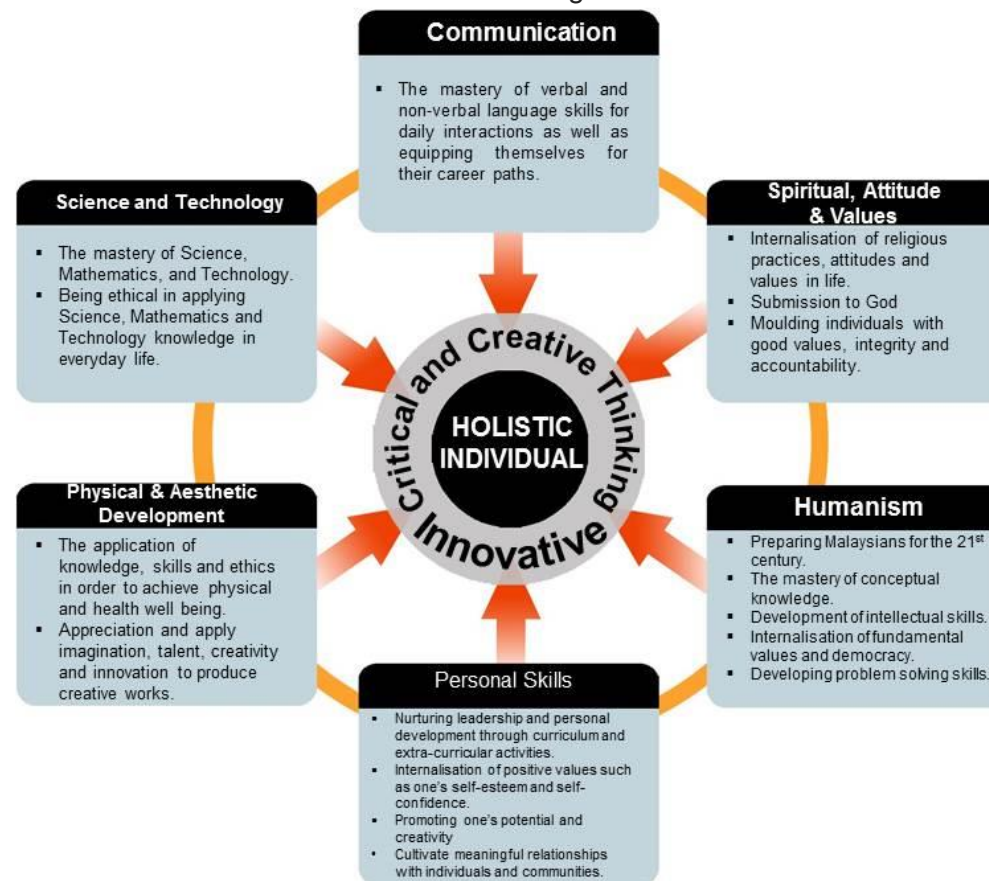

Figure 1: Standard-Based Curriculum Framework for Secondary Schools

5

FOCUS

The SBECC focuses to emphasise on four main skills consisting of listening and speaking (seeing and signing), reading and writing so that PSEN are able to:

1. Listen and use correct pronunciation, stress, rhythm and intonation;
2. Listen and interpret meaningful conversations;
3. Listen and respond to spoken, audio and visual texts on variety of social topics;
4. Express thoughts and feelings in spoken language;
5. Apply knowledge of letters and sounds to recognize words in linear and non-linear texts;
6. Construct meaning from linear and non-linear texts;
7. Read for information and enjoyment;
8. Apply appropriate writing skills;
9. Produce creative work.

21ST CENTURY SKILLS

In today's world, information and knowledge are increasing at such an astronomical rate that no one can learn everything about every subject, what may appear true today could be proven to be false tomorrow, and the jobs that pupils will get after they graduate may not yet exist. For this reason, pupils need to be taught how to process, parse, and use information, and they need adaptable skills they can apply in all areas of life.

Schools need to adapt and develop new ways of teaching and learning that reflect a changing world. Given the widespread availability of information today, teacher should use in-school time to teach students how to find, interpret, and use information, rather than using most or all of the time to present information.

The aim of the 21st century skills is to produce pupils with the following profile as shown in Table 1.

(**Note: These aims are subject to the ability of the PSEN**)

Table 1: Pupil's Profile

PUPILS' PROFILE	DESCRIPTION
Resilient	Pupils are able to face and overcome difficulties and challenges with wisdom, confidence, tolerance, and empathy.
Communicative	Pupils are able to express their thoughts, ideas and information confidently and creatively in oral and in written form, using a variety of media and technology.
Thinker	Pupils are able to think critically, creatively and innovatively; solve complex problems and make ethical judgements. They are able to think about learning and about being learners themselves. They are able to generate questions and are receptive towards other people's perspectives, values, individual traditions and society. They are confident and creative in handling new learning areas.
Team Spirit	Pupils are able to co-operate effectively and harmoniously with others. They share collective responsibility, respect and cherish the contribution of each member in the team. They acquire interpersonal skills through collaborative activities, which in turn mould them into better leaders and team members.

PUPILS' PROFILE	DESCRIPTION
Inquisitive	Pupils are able to develop natural inquisitiveness to explore new strategies and ideas. They learn skills that are necessary for inquiry-learning and research, as well as display independent traits in learning. The pupils are able to enjoy continuous life-long learning experiences.
Righteous	Pupils have a sense of integrity and sincerity, equality, fairness and respect for individuals, groups and the community. They are responsible for their actions, reactions and decisions.
Informative	Pupils are able to obtain knowledge and develop a broad and balanced understanding across the various disciplines of knowledge. They can explore knowledge effectively in terms of local and global contexts. They understand issues related to ethics or laws regarding information that they have acquired.
Loving/ Considerate	Pupils are able to show empathy, pity and respect towards the needs and feelings of others. They are committed to serve the society and ensure the sustainability of the environment.
Patriotic	Pupils are able to show their love, support and respect for the country.

7

HIGHER ORDER THINKING SKILLS (HOTS)

Higher Order Thinking Skills (HOTS) is the ability to apply knowledge, skills and values in reasoning, reflecting, problem-solving, decision-making, innovating and creating. In the Standard-Based Curriculum for Primary Schools (KSSR), due emphasis has been given to **HOTS** in all aspects of teaching, learning and assessment. In SBELC, emphasis is placed on application, analysis, evaluation and creation (Table 2):

Table 3: Level of thinking for HOTS

HOTS	Explanation
Application	Using knowledge, skills and values in different situations to complete a piece of work.
Analysis	Ability to break down information into smaller parts in order to understand and make connections between these parts.
Evaluation	Ability to consider, make decisions using knowledge, experience, skill, value and justify decisions made.
Creation	Produce an idea or product using creative and innovative methods.

In teaching and learning, **HOTS** is incorporated through activities that promote critical thinking and creativity, and utilise thinking strategies and reasoning skills.

Critical thinking skills refer to the ability to evaluate an idea logically and rationally in order to make good judgement using logical reasons and evidences.

Creative thinking skills refer to the ability to produce or create something new using imagination and thinking out of the box.

Reasoning skills refer to an individual's ability to make judgements through logical and rational evaluation.

Thinking strategies refer to structured and focused thinking that require the analysis and synthesis of data or facts to solve problems.

8

TEACHING AND LEARNING STRATEGIES

The teaching and learning in the 21st century is student-centred and that the teacher acts as a facilitator. Teaching and learning strategies designed to emphasize student-centred learning and teaching and learning activities. Students are actively involved in teaching and learning that integrates the acquisition of knowledge, skills and attitudes and values application. Planning, educational goals and teaching and learning strategies should be documented in the Individual Education Plan (IEP).

The following teaching and learning strategies accommodate differences in learning styles. Teachers are encouraged to use their professional judgement to review the suggested strategies and then decide on the most appropriate for meeting the needs of their students. As teachers know their students' learning styles and needs, they may need to select alternative teaching and learning strategies or adapt those suggested to deliver the content. Some of the strategies recommended in the SBECC are:

Inquiry-Based Learning

The purpose of inquiry in the teaching and learning of language is to plan strategic student-centred learning activities based on explorative learning. Students will be actively involved and engaged during the duration of the teaching and learning process, subsequently, improving their language proficiency. This language teaching approach is dynamic and effective in raising curiosity, shaping proactive attitudes, instilling critical and creative ability and sustaining students' interest. Students are trained to pose questions, give opinions and suggestions, gather, organise, and analyse information, to explore, make judgements, solve problems, apply learning to new situations and make reflections.

In addition, teachers can pose questions that require students to think creatively, innovatively, logically, critically, and respond appropriately as well as being able to evaluate their own learning. Besides questioning, inquiry in language learning can also be realised through methods and techniques such as project-based learning, surveys, brainstorming, demonstration, simulation, role-play, group work, drama, forum, and dialogue for students' continued engagement in the teaching and learning process.

Constructivism Learning

Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their

experience. Some of the important features in this learning strategy are:

1. Teachers take into account existing knowledge of pupils.
2. Learning process is based on pupils' effort.
3. Learning occurs when pupils connect the original idea with new ideas and restructure these ideas.
4. Pupils have the opportunity to collaborate, share ideas and experiences, and reflections.

Contextual Learning

Contextual Learning is based on a constructivist theory of teaching and learning. Learning takes place when teachers are able to present information in a way that pupils are able to construct meaning based on their own experiences. Learning occurs when teachers relate subject matter to real world situations. Pupils are motivated to make connections between knowledge and its applications to their lives as family members, citizens and workers.

Mastery Learning

Mastery Learning is a method of instruction where the focus is on the role of feedback in learning. Furthermore, mastery learning refers to a category of instructional methods which establishes a level of performance that all pupils must master before moving on to the next unit.

Analysis Assignment Approach

Analysis Assignment Approach involves in dividing the skills into few components or steps that can be easily controlled and learnt by the pupil. This approach helps teachers to organize the skills to be taught, giving consistent training and evaluate the level of pupils' achievement. This approach can be implemented as follows:

1. To ensure that the appropriate skills are taught to pupils according to their ability.
2. The selected skills is explained briefly.
3. The skills selected are to be divided into few steps..
4. To make adjustments according to the learning ability of the pupils.
5. Teacher must observe and assess the skills that has been acquired.
6. Teacher must make necessary ammendments and changes so that pupils can master the skills to be taught .

10

Project-Based Learning

Project-based learning is another strategy that emulates the real world. Pupils learn to plan and document the progress of their projects. In implementing the plan, pupils might need to make improvements and adjustments as they proceed to complete the project within the stipulated time frame. Therefore, time management, critical and analytical thinking plus creativity and collaborative work come to play in determining the completion of the project.

Students are given small inter-connected projects leading and culminating into the production of a large scale performance, an exhibition of students work, video clip advertisements and other innovative productions. The teacher guides the students to ensure the implementation of the project progresses smoothly and is completed as planned. In total, the project-based learning activities promote hands-on; minds-on; and hearts-on activities that lead towards the development of holistic students who are prepared for the challenges of the 21st century.

Learning Through Playing Approach

Learning Through Playing Approach is emphasized in the process of teaching and learning for PSEN especially, because this approach seeks to attract and create excitement in teaching and learning process. This strategy encourages PSEN to conduct exploration, discovery and development of understanding based on experience, with a sense of joy and fun. This approach can improve cognitive ability and raise the curiosity, thinking and psychomotor skills, as well as skills to control emotions.

Some of the important features in this learning strategy are::

1. Fun learning activities.
2. Exploration and interaction with the environment.
3. The activity is well-planned but it give the pupils freedom.
4. Flexible in time.
5. Try own ideas.
6. Opportunity to focus and give attention.

Themed Teaching Approach

Themed Teaching Approach is used in the process of teaching and learning , especially for the PSEN. Selection of a topic or theme must necessarily correspond with pupils' environment.

Themed Teaching Approach involves:

1. The use of a common topic across the areas of learning.
2. The theme chosen must suit to the pupils' ability, certain situations or events.
3. Related to existing experience and gain new experience systematically .

4. Establishing and strengthening knowledge and skills.

5. Staged from easy to difficult and common to the more specific.

The chosen of themes need to take into consideration these factors:

1. Suitable to the pupils' life and environment

2. The opportunity to apply the skills to the students; the basic skills of listening, reading, writing, mathematics, computer applications, etc.

3. The skills acquired from themes that can help pupils to learn problem-solving skills.

4. Sources that are readily available.

5. According to the events to create awareness and to strengthen and improve the knowledge of pupils.

Experiential Learning

Experiential Learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve pupils reflecting on their product. This strategy needs teacher to:

- Ensure a positive atmosphere for learning.

- Explain the role of students in assignments given.

- Ensure sources for the learning process are available and obtainable.

- Prepare the source for the learning process.

- Balance the intellectual and emotional components of learning.

- Share your feelings and thoughts with students without dominating and stifling them.

The Learning Process for this strategy are as follow:

i. Teacher set the goals and objectives for individuals and/or group.

ii. Teacher plans the learning activities according to pupils' readiness.

iii. Teacher explains the tasks or activities to be conducted with the pupils and discusses what to expect from the activities.

iv. Pupils are placed in an environment that requires new skills or support and encouragement.

v. Learning occurs through learning experiences and teacher provides information on what has been taught.

vi. Teacher provides assistance and training by relating what they have learnt with the real life situation.

12

Outdoor Learning

This approach aims to provide space and opportunities for pupils to:

1. Get real experience.
2. Enjoy recreational activities.
3. Socialize and communicate.
4. Enjoy fun learning activities.
5. Explore and interact with the environment.
6. Enjoy fun free and well-planned activities.

Among the recreational activities outside the classroom that can be carried out are excursion, camping/motivational courses, picnic, equestrian activities, swimming and buying and selling activities.

Individual Education Plan

Individual Education Plan (IEP) is a document prepared by the teacher to explain the goals of education plans designed for each pupil with special educational needs (PSEN). IEP is to guide teachers in designing teaching and learning activities.

In preparing the IEP, teachers implement a multi-disciplinary assessment to meet the requirements of PSEN. IEP is specifically designed for each PSEN, and documentation of any modifications made to the design and implementation of education and services provided to PSEN concerned. IEP also inform parents and the school about PSEN individual needs and how those needs are to be met. To achieve these objectives, there must be cooperation and collaboration between the school, parents, and PSEN, assisted by officers of the state and local education, and individuals from agencies or other support services.

Education (Special Education) Regulations 2013 ;

> *"Individual Education Plan" means a record containing items as determined by the Registrar General which specifies the educational plan for each pupil with special educational needs.*

Education (Special Education) Regulations 2013

The Terms of Reference for the implementation of Individual Education Plan is lined in the government circular (*Surat Pekeliling Ikhtisas Bil. 7/2004*);

> *"Bagi memastikan keberkesanan pelaksanaan kurikulum ini, Rancangan Pendidikan Individu (RPI) setiap murid hendaklah disediakan"*

Surat Pekeliling Ikhtisas Bil. 7/2004

13

Multidisciplinary groups such as Special Education Center (3PK) officers, audiologists, psychologists, therapists and occupational therapists is required in making proposals and education planning to assist in the implementation of the IEP. Collaboration between the school, parents, PSEN, state education officials, and individuals from agencies or other support services can reinforce the goal of IEP.

IEP detailing, among other things:

1. The level of performance of the existing PSEN;
2. Planning academic and non-academic;
3. The annual educational goals that can be achieved by PSEN;
4. The objective of education that can be measured;
5. Objectives, procedures and assessment in order to determine the progress in achievement;
6. Service needed by PSEN;
7. Planning, duration and date of service can be provided to PSEN; and
8. Planning and preparation to assist and guide PSEN to interact with their environment.

Collaboration Between Various Parties

Collaboration efforts between several parties, groups, organizations or discipline is required to execute a programme is needed in order to get contribution and role of different parties.

Training provided to the PSEN is an important aspect whether it is conducted internally or externally. Training is conducted during school hours according to the schedule and needs of each individual.

Collaboration in Special Educations are:

1.   Job Skills Training

Job skills training should be exposed to PSEN especially the learning disabilities pupils. The main goal of this training is to increase opportunities and self-control skills, communication, socialization and basic skills related to occupations in life to the PSEN. Job skills training can be divided into three forms, namely:

(i)   Internal job training

- Gardening and selling products.
- Commercial activities such as making ice cream, cookies, and cakes.
- Breeding fish, birds and others.

(ii)   Job Training that involves outsiders or outside work

Get goods from outside (factory) and do packaging during the school day. Produce certain goods, such as handicrafts (e.g. batik, flowers) for sale.

(iii)   On Job Training

Establishing the actual situation to a job such as a car washer, launder, or others made in schools. Students are sent to work in a real place and the works done are monitored by the officials.

2.   Sheltered Workshops

The function of sheltered workshop is to provide experience, training, evaluation and employment to PSEN. There is a sheltered workshop operated on its own (under the management of the school) or collaboration with agencies that provide services related to profession. The interest is not on the production of the sheltered workshop, but of instilling individuals working experience, meet social needs and provide interpersonal skills. The sheltered workshops should have:

(i)   Assessment of vocational skills.

(ii)   Training in general or specialized works.

(iii)   Giving training opportunities for PSEN.

(iv)   Recreation opportunities.

(v)   Service on job offers in the future.

(vi)   Working for a long term before getting another job.

3.   Various Methods of Therapy

(i)   Speech Therapy

Speech Therapy aims to:

(a) Assist PSEN who has difficulty in pronouncing words and communicate.

(b) Assist PSEN to produce the sounds of language.

(c) Train PSEN in articulation through basic training. Among the activities are blowing balloons, blowing paper on the water, lips biting and so on. Speech therapy is conducted by specialist or trained officers.

(ii)   Physical Therapy (Physiotherapy)

Physical therapy had a great impact on the lives of PSEN. This type of therapy is specifically for PSEN who has motor control problems. Physical therapy is conducted in order to further enhance the development of physical intelligence.

(iii)   Occupational Therapy

An occupational therapy activities geared towards helping troubled PSEN with physical and intellectual disabilities to overcome the maximum possible extent. Focused activities to the various movements and muscle abilities to help PSEN succeed in the field of vocational career.

(iii)   Music Therapy

Music therapy is to placate PSEN to make them willing to learn. Teacher uses music to stimulate the mind and draw the attention of PSEN. Music therapy is used to control your emotions and run by a therapist. Activities such as free movement according to the rhythm of the music, playing musical instruments to the beat and appreciate the rhythm. PSEN do movements and use tools to produce sound. This sound when combined will produce an orderly rhythm of the music.

CROSS CURRICULAR ELEMENTS

Cross curricular elements are value-added elements applied in the process of teaching and learning other than those specified in the standard content. This element is applied aimed at strengthening the skills and desired skills and human capital to address current and future challenges. Elements across the curriculum are as follows:

1. **Language**
    - Use the correct language should be emphasized in all subjects.
    - When the teaching and learning for each subject, aspects of pronunciation, sentence structure, grammar, vocabulary and grammar should be emphasized to help students organize ideas and communicate effectively.

2. **Environmental Sustainability**
    - Awareness of environmental love and compassion in the hearts of students to be nurtured through teaching and learning in all subjects.
    - Knowledge and awareness of the importance of the environment in shaping the students to appreciate ethical nature.

16

3. **Values**

- Moral values emphasized in all subjects so that students are aware of the importance and practice.
- The covers pure spirituality, humanity and citizenship into practice in daily life.

4. **Science and Technology**

- Increasing interest in science and technology can improve scientific and technological literacy among students.
- The use of technology in teaching can help and contribute to learning more efficient and effective.
- Integration of Science and Technology in teaching and learning comprises four main factors:
  - o Knowledge of science and technology (facts, principles, concepts related to science and technology);
  - o Scientific skills (thought processes and certain manipulative skills);
  - o scientific attitude (such as accuracy, honesty, security); and
  - o The use of technology in teaching and learning activities.

5. **Patriotism**

- Use of the correct language should be emphasized in all subjects.
- The spirit of patriotism to produce students who have the patriotism and pride as a people.

6. **Creativity and Innovation**

- Creativity is the ability to use imagination to collect, assimilate and generate ideas or create something new or original by inspiration or combinations of existing ideas.
- Innovation is the application of creativity through modification, repair and practice the idea.
- Creativity and innovation go hand in hand and the need to ensure the development of human capital that can meet the challenges of the 21st century.
- Elements of creativity and innovation should be integrated in the teaching and learning.

7. **Entrepreneurship**

- Implementation of an entrepreneurial element aims to establish the characteristics and practice so that it becomes a culture of entrepreneurship among students.

- The entrepreneur can apply in teaching and learning through activities that can foster such attitudes hardworking, honest, trustworthy, responsibility and develop creative and innovative minds to drive the idea to market.

8. Information and Communications Technology

- Information and Communications Technology (ICT) is intended to ensure students apply and enhance their knowledge and ICT skills. Application of ICT will not only drive students to be creative but also makes teaching and learning more interesting and fun, and subsequently improves the quality of learning.
- In line with globalisation, ICT-related skills are incorporated into the Learning Standards in the SBELC. These skills involve using resources such as multimedia and the Internet in teaching and learning. Some examples of activities that can be carried out include e-mailing, chatting, blogging and tweeting as well as networking and interacting with electronic software and course

9. Global Sustainability

- The global sustainability element aims at developing sustainability thinking among students providing them with knowledge and values to understand the links between global environmental change and human well-being and development. These knowledge and values can be applied in these areas; consumerism and sustainable products, global citizenship and unity.
- The acquisition of global sustainability knowledge is imperative in readying students to face the 21stcentury challenges at the local, national and global level.

10. Financial Education

- The integration of financial education is crucial to develop students who are capable of making calculated, sound financial decisions, practicing ethical financial management and managing finances with skill and accountability.

SCHOOL-BASED ASSESSMENT

School-based Assessment is an assessment approach that involves the process of collecting information on pupils' progress. The school-based assessment is planned, implemented and reported by respective teachers. This pcocess is continuous and can be formal or informal in tracking pupils' actual level of proficiency and mastery. School-based assessment should be implemented in a holistic manner based on the principles of inclusiveness, authentic and localised. Information obtained from the assessment will be used by administrators, teachers, parents and pupils in planning what to do next to enhance the development of the PSEN.

There are two types of school-based assessment to be carried out in schools, formative assessment and summative assessment. The formative assessment is an important aspect of teaching and learning in the classroom. The main purpose of having the formative assessment is to improve pupils' learning and the quality and effectiveness of teaching strategies. Formative assessment is an ongoing and continuous diagnostic assessment. It is carried out during teaching and learning and provides immediate feedback. Various methods of assessment such as checklists, observations, oral presentations, quizzes, question and answer, task sheets or written assignments can be used to document the attainment of the Learning Standards.

The summative assessment is an assessment of learning, carried out to evaluate pupils' learning, skill acquisition and academic achievementat the end of an instructional period; as a conclusion of a topic, as mid-term tests, end year examinations and as standardised national examinations. The aim of the summative assessment is to determine to what degree pupils have learnt, what they have been taught as outlined by the curriculum.

To ensure that school assessment helps to increase the performance of the pupils, teacher should use assessment strategies with these characteristics:
1. Various methods.
2. Fair to all pupils.
3. Taking into account the various levels of cognitive.
4. Allow pupils to demonstrate the variety of learning abilities.
5. Taking into account the knowledge and skills that have been acquired by the pupils.

School assessment is one of the main components in teaching and learning that it served to enhance pupils' learning, improve the effectiveness of teaching and be able to provide valid

information about what has been done or achieved in teaching and learning. School-based assessment implemented by teachers and school authorities begin with the planning, construction of items and assessment instruments, administration, inspection or scoring, recording and reporting. Assessment is important to determine the effectiveness of teachers and schools in an effort to create a harmonious and balanced human being. School-based is an ongoing activity that demands commitment and therefore, schools and teachers must be clear on their mission to develop the PSEN'S potential to the highest level according to their ability. School-based assessment must have the following characteristics:

- Holistic and must be able to provide comprehensive information on how they have achieved, knowledge, skills, and practice of moral values;
- Continous assessment activities together with teaching and learning;
- The assessment methods must be flexible and varied according to suitability and readiness of the PSEN; and
- Must refer to the Performance Standard developed in the Standard Curriculum.

School Assessment can be implemented:

- As formative assessment which is carried out during teaching and learning process.
- As summative assessment conducted at the end of the topic, semester or year.

Standard Reference Assessment

Performance Standards are used to view the progress and development of PSEN in their learning, and also their achievement. Standard Reference Assessment is the process of getting information on the pupils' progress to determine how far they know, understand, learnt and mastered based on the performance standards. The assessment does not compare the performance of one pupil to another. PSEN are assessed fairly and equitably as individuals in a society based on their ability, talent, skills and potential without comparison to others.

The school will be able to obtain a complete response in the form of qualitative and quantitative data. The information obtained will allow those responsible to identify, understand, appreciate and recognize the pupils as individuals who are useful, important, and

has the potential to contribute to national development and also to the nation.

Assessment of Content Standards can be carried out using the performance standards as a reference to determine how far PSEN have achieved according to the Content Standard.

The Performance Standard details six levels of performance with descriptors for each level based on clusters of learning standards. These levels serve as a guide to teachers in assessing their pupils' development and growth in the acquisition of the learning standards that are taught. The Performance Levels are arranged in an ascending hierarchical manner to differentiate the different levels of pupils' achievement as shown in Table 3.

Table 3: Generic Descriptors for the Standard-Based English for Communication Curriculum

Performance Level	Generic Descriptor
1 Very Limited	Pupils show **very limited** command of the language and require a lot of guidance to perform basic language tasks.
2 Limited	Pupils show **limited** command of the language and require guidance to perform basic language tasks.
3 Satisfactory	Pupils show **satisfactory** command of the language. They have the ability to use language adequately but require guidance for some challenging language tasks.
4 Good	Pupils show **good** command of the language. They have the ability to use language fairly independently but require guidance for more complex language tasks.
5 Very Good	Pupils show **very good** command of the language. They have the ability to use language almost independently. They are able to perform challenging and complex language tasks with minimal guidance.
6 Excellent	Pupils show **excellent** command of the language. They have the ability to use language independently. They are able to perform challenging and complex language tasks.

CONTENT ORGANISATION

SBECC Form 2 is organized into four areas:

1.   Listening & Speaking

2.   Reading

3.   Writing

ORGANISATION OF CONTENT

This document outlines the SBECC is organised according to Content Standards, Learning Standards and Performance Standards.

Table 4: Content Organisation of SBECC Form Two

Content Standard	Learning Standard	Performance Standard
Content Standard specifies the essential knowledge and skills pupils need to acquire by the end of Form 2.	Learning Standard details the relevant knowledge and language skills that pupils need to acquire in a particular year in relation to the Content Standards.	Performance Standard serves as a tool to monitor pupils' developmental progress for each Learning Standard.

The SBECC Form Two contains of content and learning standards that describe the knowledge, skills and values that pupils need to demonstrate as they progress through the different stages of schooling. The standards specify the knowledge and skills that pupils need to demonstrate as they talk, listen, read and write in English. When pupils engage in English learning experiences as described in this curriculum, they will develop the ability to speak,

listen, read and write in English meaningfully, purposefully and with confidence.

The approach taken in this syllabus stresses the need for pupils to develop all four language skills: listening, speaking, reading, and writing. Pupils will, for example, learn how to interact with peers, listen attentively, express themselves orally or in writing with confidence, read, and write with minimal grammatical errors.

Themes

The themes chosen for teaching are based on the common topics which closely related to the pupils. The suggested themes may be varied depending on the pupils' ability, interest and also teacher's creativity. For SBECC Form Two the themes chosen/suggested are:

(i)   People and Culture
(ii)   Science and Technology
(iii)   Health and Environment

Time Allocation for English Language Lessons

Time allocation for SBECC Form Two is 1 hour (60 minutes) per week.

1.0   LISTENING AND SPEAKING (SEEING AND SIGNING) SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.1 Listen to and use correct pronunciation, rhythm and intonation to communicate appropriately.	**Pupils can:** 1.1.1 Listen to/See and pronounce/sign words.	1	Can listen to/see and pronounce/sign words with lots of guidance.
	1.1.2 Speak with correct intonation, stress and sentence rhythm:	2	Can listen to/see and pronounce/sign words with some guidance.
	(i) phrases (ii) compound sentences	3	Can listen to/see and speak/sign phrases with correct pronunciation, intonation, stress and sentence rhythm with minimal guidance**.**
	* see, sign, spell, - for BD students only	4	Can listen to/see and speak/sign phrases and compound sentences with correct pronunciation, intonation, stress and sentence rhythm with some confidence.
	* intonation- for BP and BL students only	5	Can listen to/see and speak/sign phrases and compound sentences with correct pronunciation, intonation, stress and sentence rhythm with confidence.
		6	Can listen to/see and speak/sign phrases and compound sentences with correct pronunciation, intonation, stress and sentence rhythm confidently and creatively**.**

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.2 Listen to and interpret meaningful conversations.	**Pupils can:** 1.2.1 Listen to/See and respond to topics related to: (i) things (ii) people	1	Can listen to and respond to related topics with lots of guidance.
		2	Can listen to and respond to related topics with some guidance.
		3	Can listen to and respond to related topics using words and simple phrases with minimal guidance.
		4	Can listen to and develop ideas to related topics using simple sentences.
		5	Can listen to and take part in meaningful conversations in related topics confidently.
		6	Can listen to and take part in meaningful conversations in related topics confidently and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
1.3 Listen to and respond to spoken, audio and visual texts on variety of social topics.	**Pupils can:** 1.3.1 Listen to and respond orally to given stimulus by using appropriate words, phrases and simple sentences on variety of social topics to: (i) identify main ideas (ii) give reasons	1	Can listen to and respond to given stimulus by using appropriate words and phrases to identify main ideas with lots of guidance.
		2	Can listen to and respond to given stimulus by using appropriate words and phrases to identify main ideas with some guidance.
		3	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences to identify main ideas with minimal guidance.
		4	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences to identify main ideas with some confidence.
		5	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences to identify main ideas with confidence.
		6	Can listen to and respond to given stimulus by using appropriate words, phrases and simple sentences to identify main ideas confidently and independently.

2.0   READING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR

2.1 Read informative texts to widen experiences in daily lives.	**Pupils can:**
	2.1.1 Read and identify main ideas in linear texts:
	  (i) Simple articles
	
	2.1.2 Read and identify information in non-linear texts:
	  (i) Tables
		1	Can read/identify words and information in linear and non-linear texts with lots of guidance.

		2	Can read/identify words and information in linear and non-linear texts with some guidance.
		3	Can read/identify words, information and main ideas in linear and non-linear texts with minimal guidance.
		4	Can read information and main ideas in linear and non-linear texts with some confidence.
		5	Can read information and main ideas in linear and non-linear texts with confidence.
		6	Can read information and main ideas in linear and non-linear texts confidently and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
2.2 Read for information and enjoyment.	**Pupils can:** 2.2.1 Read and demonstrate understanding of fiction materials: 　(i)　short stories 2.2.2 Read and demonstrate understanding of non-fiction materials: 　(ii)　simple autobiography	1	Can read fiction and non-fiction materials at word level with lots of guidance.
		2	Can read fiction and non-fiction materials at word level with some guidance.
		3	Can read and identify main characters in fiction materials and main ideas in non-fiction materials with minimal guidance.
		4	Can read and answer simple questions based on fiction and non-fiction materials with some confidence.
		5	Can read and state main ideas based on fiction and non-fiction materials with confidence.
		6	Can state main ideas and moral values based on fiction and non-fiction materials confidently and independently.

3.0 WRITING SKILLS

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	**DESCRIPTOR**
3.1 Write using appropriate language, form and style for a range of purposes.	**Pupils can:** 3.1.1 Copy and write in neat legible print with correct spelling and punctuation: (i) full stop (ii) comma (iii) exclamation mark 3.1.2 Transfer information from non-linear to linear texts: (i) poster (ii) advertisement	1	Can copy and write sentences with lots of guidance.
		2	Can write and punctuate a sentence with some guidance.
		3	Can transfer information from non-linear to linear text using simple sentences and correct spelling and punctuation with minimal guidance.
		4	Can transfer information from non-linear to linear text using simple sentences and correct spelling and punctuation with some confidence.
		5	Can transfer information from non-linear to linear text using simple sentences and correct spelling and punctuation with confidence.
		6	Can transfer information from non-linear to linear text using simple sentences and correct spelling and punctuation confidently and independently.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.2 Apply appropriate writing skills.	**Pupils can:** 3.2.1 Write phrases and sentences with guidance. 3.2.2 Write an informal letter to a friend.	1	Can write phrases and sentences with lots of guidance.
		2	Can write phrases and sentences with some guidance.
		3	Can write an informal letter to a friend using phrases and sentences with some guidance.
		4	Can write an informal letter to a friend using phrases and sentences with minimal guidance.
		5	Can write an informal letter to a friend using phrases and sentences with some confidence.
		6	Can write an informal letter to a friend using phrases and sentences confidently and creatively.

CONTENT STANDARD	LEARNING STANDARD	PERFORMANCE STANDARD	
		PERFORMANCE LEVEL	DESCRIPTOR
3.3 Writing simple dialogues.	**Pupils can:** 3.3.1 Writing language expressions using: (i) question mark (ii) exclamation mark (iii) inverted commas 3.3.2 Writing simple dialogues by completing speech bubbles.	1	Can write language expressions using correct punctuations with lots of guidance.
		2	Can write language expressions using correct punctuations with some guidance.
		3	Can write simple dialogues by completing speech bubbles with minimal guidance.
		4	Can write simple dialogues by completing speech bubbles with some confidence.
		5	Can write simple dialogues by completing speech bubbles with confidence.
		6	Can write simple dialogues by completing speech bubbles confidently and creatively.

PANEL OF WRITERS

1.	Salehah binti Abd Rahman	Bahagian Pembangunan Kurikulum
2.	Abd. Rasid bin Jali	Bahagian Pembangunan Kurikulum
3.	Haris bin Yusof	Bahagian Pembangunan Kurikulum
4.	Norhaslinda binti Abd. Rani	Bahagian Pembangunan Kurikulum
5.	Aida Farzlina binti Rosly	Bahagian Pembangunan Kurikulum
6.	Alya Qasdina Ng Ai Lee	SMPK Setapak, Kuala Lumpur
7.	Gan Bee Pei	SMK Datuk Hj Abdul Samad, Port Dickson, Negeri Sembilan
8.	Jamilah binti Kadir	SMK Mambau, Negeri Sembilan
9.	Fong Meow Lynn	SMK Tg Kudin, Raub Pahang
10.	Haw Ching Cher	SMK Sultan Abdul Aziz Shah Kajang, Selangor

Turut Menyumbang

1.	Azizi bin Abd Rahman	IPG Kampus Sultan Abd Halim, Kedah
2.	Dr. Lee Keok Cheong	IPG Kampus Raja Melewar, Negeri Sembilan
3.	Dr. Mohd Anuar bin Abdullah	IPG Kampus Ipoh, Perak

ACKNOWLEDGEMENT

ADVISORS

Dr. Sariah binti Abd. Jalil   -   Pengarah

En. Shamsuri bin Sujak   -   Timbalan Pengarah

Datin Dr. Ng Soo Boon   -   Timbalan Pengarah

EDITORIAL ADVISORS

Dr. A'azmi bin Shahri   -   Ketua Sektor

En. Mohamed Zaki bin Abd. Ghani   -   Ketua Sektor

Tn. Haji Naza Idris bin Saadon   -   Ketua Sektor

Hajah Chetrilah binti Othman   -   Ketua Sektor

Pn. Zaidah binti Mohd. Yusof   -   Ketua Sektor

En. Mohd Faudzan bin Hamzah   -   Ketua Sektor

Dr. Rusilawati binti Othman   -   Ketua Sektor

En. Mohamed Salim bin Taufix Rashidi   -   Ketua Sektor