# **Social Studies Level 1 Course Outline 2**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices, and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

|  |  |  |
| --- | --- | --- |
| **Significant Learning**  This Level One Senior Social Studies learning programme is designed to introduce learners to the Big Ideas of Senior Social Studies:   * Cultures and identities can change and this shapes societies. * Societies are made up of diverse systems and structures which impact individuals and groups. * Global flows and processes interact with and shape society.   This learning programme introduces these Big Ideas through the following themes:   1. Diversity in New Zealand 2. The impact of global flows and processes on indigenous people 3. Workers’ Rights are Human Rights | **Learning activities and assessment opportunities**  Evidence may also be collected for summative assessment throughout the year. | **Duration**  Total of 32 weeks |
| **Introduction to a Level 1 Senior Social Studies learning programme** | Kaiako may wish to undertake diagnostic assessment to determine prior understanding of relevant key concepts.  Kaiako may wish to undertake diagnostic assessment to determine prior understanding of the topics covered in this course.  **Learners should be introduced to key Social Studies concepts and terms relevant to this learning programme.** Although there is no expectation all learners thoroughly understand all key concepts, familiarity with these concepts and terms may enhance the learning experience.  In particular, kaiako should ensure learners are familiar with concepts and terms explicitly referenced in the Big Ideas for Senior Social Studies:   |  |  |  |  | | --- | --- | --- | --- | | * Change | * Culture | * Diversity | * Global Flows | | * Global Processes | * Groups | * Identity | * Individuals | | * Interaction | * Society | * Structures | * Systems |   Kaiako should ensure learners are familiar with concepts and terms explicitly referenced in the themes covered by this learning programme:   |  |  | | --- | --- | | Theme 1: Diversity in New Zealand | Ahi kā, Change, Culture, Difference and Inclusion, Diversity, Ethnicity, Global Flows and Processes, Identity, Interaction, Nationality, Structures, Systems, Tūrangawaewae | | Theme 2: The impact of global flows and processes on indigenous people | Ahi kā, Change, Colonialism and Imperialism, Colonisation, Community, Culture, Ethnicity, Global Flows and Processes, Globalisation, Identity, Indigeneity, Mana Motuhake, Society, Trade and Exchange, Tradition and Progress, Trends, Tūrangawaewae, Westernisation | | Theme 3: Workers Rights are Human Rights | Change, Culture, Ethnicity, Global Flows and Processes, Identity, Interaction, Social Class, Society, Socioeconomics, Structures, Systems, Trends |   Kaiako should refer to the Glossary of Terms for Senior Social Studies. | About one teaching week  The length of time spent on this aspect of the learning programme will vary according to how in-depth kaiako wish to be with their presentation of key concepts and terms. |
| **THEME: Diversity in New Zealand**   * Understand that identities can be multiple, dynamic and change in response to shifts within society, such as cultural, economic, political, and religious * Understand that cultures can be dynamic and change in response to shifts within society, such as economic, political, and religious * Explore the relationship between cultures and identities and tūrangawaewae and how these shape experiences of belonging * Consider how societies, communities, and individuals navigate inclusion and difference in society | |  | | --- | | Discussion based activities for students to engage with the following questions. Activities could include:  - Socratic Seminar  - Continuum  - Post box  - Jigsaw   * 1. What cultures are there in New Zealand?   2. How do you think these cultures have shaped New Zealand today?   3. What groups do you belong to? How does your being part of these groups influence who you are?   4. Do you think everyone has the same choices in life? Why/why not? What things can influence our choices?   5. What is your identity? Where does your identity come from?   6. Which is better: tradition or progress? Why? Why are traditions important to so many people? |   Students choose one of the above questions and then write three questions they would like to understand more about. Students then either interview other students to learn their point of view in more detail or do some research. Students present the answers to their questions in a variety of ways. For example, paragraph response, VLOG, Prezi, presentation to the class, or recorded interviews.  Guest speaker: teacher to see if a parent or community member is happy to share their experiences of growing up, whether in Aotearoa or in another country.  Social inquiry – How does our community encourage acceptance of diversity and difference?   * Present students with 2 or 3 case studies that demonstrate the conceptual understandings of acceptance, diversity, tolerance, inclusion and belonging * Each case study should explicitly explore the points of view, values, and perspectives that people hold when these concepts are evident in the life of the community (part of the culture of the community) * Teacher guided activities to find and examine points of view that relate to these values (make sure that these are varied and provide opportunities for nuances and complexity – that is, not simply opposing viewpoints) * Within the cases, students will be able to see examples of taken to encourage acceptance of diversity – perhaps looking at rules put in place, inclusive art works, use of language, being asked for feedback in decision-making processes, having that acted upon etc * Working in groups, students can identify the things that make the people in the case studies feel a sense of belonging, inclusion, tūrangawaewae in their community (can relate to own experiences as well).   The term finishes with students completing **AS 1.2 Explore perspectives on a contemporary social issue** | 9 weeks, including assessment time. |
| **THEME: The impact of global flows and processes on indigenous people**   * Explore the relationships between culture(s) and identity(s) * Identify how culture(s) can be shaped over periods of time. * Describe simply sociocultural structures, including community. | **Although this theme explores indigenous peoples and globalisation, teachers should consider focusing resources and activities on Māori and Pasifika groups.**  **Learners should consider the following guiding questions throughout this section of the learning programme:**   1. **Indigenousness and Globalisation**    1. What is “indigenous”?       1. Are Pākehā indigenous to New Zealand? Why/why not?       2. Is there a difference between “indigenous” and “aboriginal”? Why/why not?       3. Indigenous peoples tend to be over-represented in negative social indicators around the world, such as rates of unemployment, depression, alcohol and drug addiction, suicide, and access to healthcare. Why do you think this is? What are the consequences of this? How can this be solved?    2. What is “community”?    3. What is “globalisation”?       1. Globalisation is often debated as whether it is a positive or negative process. Why? What’s so dangerous about exchanging ideas? 2. **Global flows in our part of the world**    1. How has the global flow of ideas changed New Zealand?    2. How has the global flow of ideas impacted Māori?    3. How has the global flow of ideas impacted Pasifika? 3. **Global flows and indigenous peoples**    1. How has globalisation changed the world?    2. Is there a difference between “globalisation” and “Westernisation”?    3. Is Westernisation necessarily bad? Why/why not?    4. The global flow of ideas has negatively impacted indigenous peoples. Why?   Appropriate activities in this part of the learning programme could include:   * Short history activities on colonisation of New Zealand and the Pacific   + Teachers could consider presentations on the relationships between New Zealand and Sāmoa in particular, including the 1918 Influenza Pandemic and the Mau Movement   + Teachers may wish to share resources with teachers of Aotearoa New Zealand Histories. * Case studies of impacts of colonisation on Pasifika peoples.   + Mau Movement in Sāmoa, including significant individuals such as Tupua Tamasese Lealofi-o-ā'ana III and Mata'afa Faumuina Fiame Mulinu'u   + Phosphate mining in Nauru   + US annexation of Hawai’i, including significant individuals such as Queen Liliʻuokalani. * Short history activities on impacts of Westernisation on indigenous peoples, including brief case studies on:   + Plains Peoples in North America (such as Blackfoot, Pawnee, Cheyenne, Lakota, and Sioux), including Dakota Pipelines   + Amazon Basin Peoples (such as the genocide of indigenous peoples in Brazil)   + Aboriginal Australians and Torres Strait Islanders * Case studies on Westernisation and indigenous peoples, including:   + Attempts at language revival (Te Reo Māori, Diyari in South Australia, Tlingit in the North American Pacific Northwest, Wampanoag in Massachusetts, and Kichwa in Ecuador)   + Case study on the sinicization and genocide of Uyghur Muslims in Xinjiang   Teacher presents social inquiry models to students. Students are to use the question frame given to them by the teacher and use this to focus their social inquiry. Students can use a context covered in class, or another context of their own choice. Term finishes with students completing **AS 1.1 Undertake a social inquiry into how a global flow or process shapes society** | About 8 or 9 teaching weeks. |
| **THEME: Workers’ Rights are Human Rights**   * learn that society has a range of systems and structures such as social, political, cultural, spiritual with decision-making frameworks, roles and responsibilities * explore how power is distributed within social systems and structures and how groups challenge and question these structures | **In presenting this part of the learning programme, kaiako may wish to consider working with their local PPTA representative or CTU Unions Local delegate(s) for help in resourcing these sessions. Appropriate resourcing may also be provided by groups like the Young Workers Resource Centre.**  **Learners should consider the following guiding questions throughout this section of the learning programme:**   1. What are human rights? 2. What are social actions? 3. How do individuals and groups change and shape communities and societies? 4. Is conflict between sociocultural groups a necessary part of social development?   Appropriate activities in this part of the learning programme could include:   * Case studies on key labour movements in Aotearoa, such as 1912 Waihi industrial action, 1913 waterfront strike, or the 1951 waterfront strike * Case studies on large-scale attempts at social change and reform, such as the 1893 Liberal Government, the 1935 First Labour Government, or the 1984 Fourth Labour Government. * Discussions on relevant systems and structures, such as   + Social class (including socioeconomic status as an indicator for an individual’s place in society)   + Relationship between ethnicity and social class, including related themes of social injustice   + Horizontal and vertical mobility * Case studies on the impacts of global trends on Aotearoa, such as   + Migrant workers in New Zealand (structure: social class)   + Free trade agreements (system: globalisation)   + The rise of ethical and organic products, food miles, and carbon footprints (system: globalisation; structure: social class. Consider also: relationship between food poverty and ethical products).   Students learn about what a social action is and why they are important for democratic societies. Students choose a social issue that they would like to participate in and complete some background research. This could be an issue they are familiar with from the teaching done this term, or previously in the year, or another context, approved of by the teacher. Students present their research on their social issue, this could be done in a variety of ways, such a visually, orally, digitally, or in a written format.  Students then have time to plan, implement and reflect on their own social action; students must consider the system or structure they are challenging or supporting. Assessment of **AS 1.4 Participate in a social action** | About 8-9 teaching weeks. |
| Using a social inquiry, students will:  · understand and use appropriate inquiry frameworks that are culturally and ethically sound to examine relevant contemporary social issues  · ask questions, gather information, and background ideas to deepen conceptual understanding  · explore people’s points of view, values, and perspectives  · consider the ways in which people make decisions and participate in social actions  · suggest possible solutions, resolutions and responses that may be required   * reflect on and evaluate the understandings they have developed. | **The work done this term contributes to the learning for the assessment of AS 1.3 Describe solutions, resolutions, or responses to a contemporary social issue.**  Kaiako teaches strategies for engaging with resources.  Kaiako presents students with a range of contemporary social issues. Working in groups, students engage with the contemporary social issue:   * Talanoa or wānanga to discuss the solutions, resolutions or responses to the contemporary social issue   Students complete a mini-inquiry, either as individuals or in groups to select their own contemporary social issue. Again, they work through potential solutions, resolutions or response to the contemporary social issue. Students to make links to the Social Studies Big Ideas. Students to work with other students to compare the potential solutions, resolutions or responses.  Assessment of **AS 1.3** |  |