# **Social Studies Level 1 Course Outline 3**

# 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.

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| **Significant Learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| Identify and understand the key elements of the social inquiry process. | Students are given a social inquiry diagram to redesign in their own words. The social studies inquiry process template should be used as a tool to unpack significant learning in this course.  Students should be able to   * define the term ‘inquiry’ * define what social inquiry is * describe the key elements of the social inquiry process.   This may include:  Using their own diagram, they read news articles about current contestable issues and fill in their diagram highlighting key aspects such as:   * what is the issue about, what are people thinking about the issue and what are people doing about the issue by exploring the fonua and vaka of the issue * Students can then predict what happens next and evaluate the importance of the current issue in their lives and the lives of others. Students may explore to talanoa and/or wānanga about the pre-proposed prediction of the issue * Students may complete ‘speed debate’ activity or have a human values continuum activity, responding to their opinions on contentious issues, reflecting on how their opinions/ideas have been formed - who or what is influential in forming their opinions? * Did they find people had differing views to them? Why might that be? * Class plays perspectives ‘headbands’ game where students have to guess what ideology they are (for example, environmentalist, liberal, conservative etc). | 2 weeks |
| **Big Idea: Cultures and Identities can change and this shapes societies**  **THEME: Masculinity in NZ cultures**   * understand that identities and culture can be multiple, dynamic and change in response to shifts, such as cultural, economic, political, and religious influences within society. * consider how societies, communities, and individuals navigate inclusion and difference in society and how whakapapa and whakawhaungatanga shape past and present, experiences of belonging for different groups in society. * Understand the importance of mana motuhake and empowerment of indigenous knowledge in Aotearoa’ New Zealand. | These activities provide opportunities for collecting evidence towards: **AS 1.2 Perspectives on a contemporary social issue** (Internal: 3 weeks in class time at the end of Term 1)  Question: What experiences, values and beliefs shaped the dominant construct of masculinity in NZ?  Explore the theme: Settler NZ  Students read NZ settler stories and make a list of the skills and attributes pioneer women and men would need in that world.  Students investigate traditional kiwi heroes, creating a profile to share as a class. Class discussion around what the common themes are in terms of who New Zealanders have idolised in the past. For example, characteristics, accomplishments, age, ethnicity.  Question: What developments/changes in the concept of masculinity have occurred? What are the different perspectives on these changes?  Media study of ads directed at selling men’s products. For example, the Gillette ‘We Believe: The Best Men Can Be’ campaign.  Discussion: the pros and cons of changing direction in the media; do we need to have gender focused adverts at all?  Survey: Students survey attitudes towards masculinity. Compare and contrast results of different age groups.  Question: What challenges/issues relate to the topic of masculinity in NZ and what action are people taking to address these problems?  Opportunity for guest speaker(s) who work in a relevant field to talk to students.  Students explore a topic of their choice relating to the issues facing preconceptions of masculinity through the social inquiry process:   * domestic violence and the links to masculinity * health/mental health in the male community * the male role in the family * portrayal of men in the media * males in education.   Evaluation and reflection:  What are the future predictions the class can come up with for gender in the future? How would students want the future to look and how empowered are they to shape this future?  How can we challenge some aspects of masculinity and celebrate others? How does this fit into new ideas regarding traditional notions of gender?  Students could present their evaluation/reflections and understandings through:   * class/group talanoa and wānanga addressing how gender equality in their cultures would look like and how this can be empowered to share their future * animation * a piece of art * a story about a young man progressing through life in a future setting * a digital presentation addressing the reflection questions or a discussion about the challenges and opportunities presented but the issues covered in this unit of work. | 7 weeks (teaching and assessment time) |
| **Big Idea: Societies are made up of**  **diverse systems and structures which impact individuals and groups.**   * learn that society’s range of social organisation systems and structures (such as social, political, cultural, spiritual) impact upon rights, roles and responsibilities of people and groups. * examine contemporary contexts and issues related to Te Tiriti o Waitangi and The Treaty of Waitangi and decision-making processes which attempt to address these that honour the principles and values of Te Tiriti o Waitangi. * Learn that there are different views about what human rights are, and how they are valued and applied. | Introductory Task  Learning that society has a range of systems and structures (eg, social, political, cultural, spiritual) with decision-making frameworks, roles and responsibilities   * Vaka and vā   *Use of student prior knowledge to encourage understanding of the different systems and structures that exist in their society.*  Students can engage through talanoa and/or wānanga using the following focus questions:   * identify what society they belong to *(it may include any of the following: social, political, cultural, spiritual)* * what systems and structures does their chosen society uphold? * who holds the power and mana in these system and structures?   What mana do these systems hold in terms of kuleana and vaka?   * describe this system and structure as compared to for eg NZ political/cultural/religious system and structure by using a Compare and Contrast graphic organiser.   Question: How was our criminal justice system devised and what ideologies shaped its development?  Students engage in close reading activities exploring information outlining the implementation of the English criminal justice system as an example of one key system in NZ society.  Students explore the criminal justice process by putting events of a crime into chronological order and match key roles in court proceedings to the definition of the roles they play.  Classes have a mock trial and evaluate proceedings in terms of “fairness” to the person on trial and the alleged victim.  EOTC opportunities: Trip to local courts, Parliament, Local Councils, Members of Parliament, police stations.  Class discussion activity - what is “fair and just” and who decides?  Students complete a ‘ranking harm’ activity with a set of scenarios to decide who causes the most harm in society,  For example, a young offender that commits armed robbery, stealing from a liquor store or the owner of the store who sells alcohol to underage and vulnerable members of the community? | 5 weeks |
| Students conduct some initial research into the issues related to the justice system in Aotearoa New Zealand. They then decide on an appropriate social action that attempts to address this issue (it could be raising awareness or in support of groups like Amnesty International) Students plan their social action, and what participation will look like for them. Students need to consider how their action is part of a wider whole, whether within a group that they are doing the action with or in relation to what has happened prior. Students complete action and complete a reflection; this could be in a written format, as a vlog, or a photo board. Students need to consider the relevance and efficacy of their social action with regards to the social issues they are addressing.  **The learning from these activities will be assessed using: AS 1.4 Reflect on participation in a social action** (External)  After the 5-week teaching programme, students then have 5 weeks to participate in a social action and complete a portfolio to reflect on participation in a social action. | 5 weeks |
| **Big Idea: Global flows and processes interact with and shape society**   * learn about how global flows and processes, including the influences of media and flows of ideas impacts on individuals and/or local communities and places. * learn about how a global flow or process has impacted on communities in the past and continue to shape communities today.   Identify and understand the key elements of the social inquiry process. | These activities provide opportunities for collecting evidence towards: **AS 1.1 Conduct a Social Inquiry** (Internal: 5 weeks of in and out of class time)  Students are given background information describing what globalisation is and then come up with examples of globalisation in their everyday lives.  Case study of one of the most significant and enduring processes of  globalisation: colonisation.   * Through either self-directed learning or through teacher-provided resources - students explore the treatment of indigenous children in Aotearoa, Canada, Australia, and the Pacific by encouraging students to identify the importance of fonua * Students work together (vaka) to identify commonalities in how assimilation and vaka was enacted - language, education, customs, clothing, fonua and kuleana as an example of how colonisation is a global process. * The key ideas being that colonisation has impeded cultural expression and difference throughout the world and promoted a global “homogenised” culture   Sum up with a picture guessing game of young people around the world “What country is this?”  To show this visually, students complete a mapping activity showing countries that have English, Spanish and French as official languages.  Discuss: What other factors lead to “homogenisation” of cultures around the world?  Talanoa on how through colonisation has fonua, vā, kuleana, and vaka been impacted. Students can then use static images to portray these changes.  Globalisation vs protectionism:   * students do a “stocktake” of items in their homes - where were they made? This could be designed as a group activity - each group collects data for each of technology items, food, clothing, homewares, sports equipment. The class collates the data and presents back to the class. * Students find patterns and themes in the data. * Predict: what would the challenges be to buying NZ made clothes for a year? * Investigate: Students make a list of clothing they would likely buy for a year, choosing shops/brands they would normally purchase, students estimate how much they spend on clothing in a year. They then repeat the activity but only buying NZ Made clothing - what is the difference in price?   Types of globalisation  Students sort pictures showing examples of globalisation into groups - social globalisation, political globalisation, and economic globalisation.  Devise a class PMI chart based on the pictures - the chart should be added to throughout their learning activities.  Students complete a social inquiry investigating an example of globalisation of their choice, for example the following.  Political globalisation topics:  Students could investigate the roles of global organisations such as The United Nations, The World Health Organisation, The European Union along with global humanitarian agencies.  Economic globalisation topics:  The Fairtrade movement, the ‘McDonaldization’ of societies, fast fashion, outsourcing, the environmental impact of global trade.  Other examples could include:   * Drill music * Reality TV show variants * Hunger Games as symbol of anti-repression.   Social globalisation topics:  Global subcultures: how music, sports and media can create a trans-global shared culture (for example, Comic On, Surfing, Hip Hop, Potterheads).  Students share inquiry findings with class (either through group work or presentations).  Class discussions about the similarities and differences of the findings across topics - add to the class PMI. What are the gains for NZ in a globalised world? What are the losses?  Reflection: How ‘Americanized’ are we? Students list the media they commonly consume - music/tv shows/movies. What percentage are from America? What percentage is NZ content?  **Social Inquiry Assessment**  The teacher introduces 1.1 **Conduct a Social Inquiry** and unpacks the requirements of this Achievement Standard. Information covered should include how to write Social Inquiry questions, research tools and techniques and how to present their inquiry work.  Students then choose a topic related to the learnings gained in this unit of work. With teacher assistance, they devise research questions that reflect the social inquiry process and continue through the assessment tasks.  Regular checkpoints and feedback/feedforward should be scheduled in this period of time. | 5 weeks |
| **Cultures and Identities can change and this shapes society**  **Societies are made up of**  **diverse systems and structures which impact individuals and groups.**  **Global flows and process interact with and shape society** | Preparation for **AS 1.3 Describe solutions, resolutions, or responses to a contemporary social issue**  Teacher models the process of close reading resources linked to one of the Big Ideas; to reinforce prior learning, the teacher could use a context already studied throughout the course. Teacher models identifying points of view and values contained in the resource. Class brainstorms possible solutions to the problem.  Students then practise their close reading skills through practising engaging with a range of unseen resources that link into the three Big Ideas through different contexts. Students will identify points of view and values within the resource. They will practise writing paragraphs that develop their responses. Students practise suggesting solutions. The teacher may choose to use group work, such as jigsaws or post box activities to facilitate the learning.  Conditions of assessment for **AS1.3 Describe solutions for a contemporary social issue** should be unpacked to ensure students understand the process and expectations in completing this assessment. | 6 weeks |