

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated Course Outlines for **Social Studies Level 1**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Social Studies Level 1

Product	What’s changed?
Course Outline 1	Updated to align with the revised Achievement Standard criteria for 1.3.
Course Outline 2	Updated to align with the revised Achievement Standard criteria for 1.3.
Course Outline 3	Updated to align with the revised Achievement Standard criteria for 1.3.

Social Studies NCEA NZC Level 1 Course Outline 1

Purpose: This example Course Outline (CO) has been provided to support teachers to understand how the new subject Learning Matrix and NCEA Achievement Standards might be used to create a year-long programme of learning.

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none"> Explore how and why identities and culture can be multiple and dynamic 	<p>Introduction to Social Studies</p> <p>Duration — 1 week</p> <p>Start the course with a whakawhanaungatanga activity that centres on ākonga and connections to their cultures and identities. An activity could be ākonga and kaiako sharing a story, places, or an artefact of significance to them to make connections to each other or whānau, hapū, and iwi, and to places.</p> <p>Ākonga could also collaborate to create meanings for “hononga”, “culture”, and “identities”. A “word wall” could be set up physically or digitally with the meanings created by ākonga for subject-specific language.</p> <p>Start to make connections with the Social Studies Big Ideas, such as “Cultures are dynamic and change through hononga and interaction”.</p>
<ul style="list-style-type: none"> Recognise that society’s range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups Explore the values behind diverse perspectives between groups that underpin viewpoints and responses Reflect on how people and groups make just and inclusive considerations to inform ethical decision making Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities Understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound Ask challenging questions, gather information, and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges Reflect on and evaluate the understandings developed through social inquiry 	<p>Understanding social inquiry in Social Studies</p> <p>Duration — 4 weeks</p> <p>Ākonga are given a framework for inquiry. This will be culturally sustaining and ethically sound. To understand and be able to use the framework, in groups, ākonga could:</p> <ul style="list-style-type: none"> collectively redesign the inquiry framework share their thinking and design. <p>Using an inquiry framework.</p> <p>Using their inquiry framework, ākonga could:</p> <ul style="list-style-type: none"> engage with sources about a contemporary social issue and fill in their diagram, highlighting questions such as: <ul style="list-style-type: none"> What is the issue about? Who are the local knowledge holders? What are people thinking about the issue? What are people doing about the issue? reflect on their understanding of the issue developed through the inquiry and make connections to their lives and communities identify concepts within the contemporary issue with attention to mātauranga Māori and Pacific knowledges. Describe the information gathered and background ideas for each concept. <p>Reflection and evaluation</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Bring ākonga together for a talanoa to reflect and evaluate understandings developed through the social inquiry. Highlight to ākonga that talanoa is for sharing of ideas and thinking, and there is no expectation for agreement.</p> <p>The talanoa could include an exchange of ideas or thinking on:</p> <ul style="list-style-type: none"> • ākonga viewpoints on the issue • who or what is influential in forming their opinions • if they found people had differing perspectives and why might that be. <p>Ākonga will reflect on the type of questions they asked in their social inquiry.</p> <ul style="list-style-type: none"> • Were they challenging? <p>Ākonga will reflect on the sources they engaged with.</p> <ul style="list-style-type: none"> • Were sources primary and secondary? “Primary sources” and “Secondary sources” could be added to the word wall. • What is the orokohanga, whakapapa, mana, māramatanga, and aronga of each source? • How did the sources help to connect ideas? • Whose voice was heard or missed out? • Where might bias have affected the inquiry? <p>Learning covered provides opportunities to collect evidence towards AS 92048 (1.1) Demonstrate understanding of findings of a social inquiry.</p> <p>Learning covered supports development of skills and knowledge towards AS 92049 (1.4) Demonstrate understanding of perspectives on a contemporary social issue.</p>
<ul style="list-style-type: none"> • Recognise that society’s range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities 	<h3>Systems and decision making</h3> <p>Duration — 2 weeks</p> <p>Ākonga are given a range of social organisation systems, such as social, political, cultural, and spiritual systems on cards. They include systems from te ao Māori, such as Māori social systems like whānau, hapū, and iwi, and te ao Pacific social systems, such as āiga within Sāmoan society.</p> <p>Ask ākonga to:</p> <ul style="list-style-type: none"> • describe a “system” • describe each given system • give examples of each system • create a diagram to show how the range of systems are interconnected. <p>Ask ākonga to think critically about:</p> <ul style="list-style-type: none"> • how decisions might be made within each system

Significant Learning	Learning Activities and Assessment Opportunities
	<ul style="list-style-type: none"> • what needs to be considered for decisions to be ethical • who might hold power and why • how decision making could impact on peoples. <p>Make connections with the Social Studies Big Ideas, such as “Societies are made up of diverse systems”.</p>
<ul style="list-style-type: none"> • Understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Reflect on and evaluate the understandings developed through social inquiry 	<p>Guided social inquiry</p> <p>Duration — 4 weeks</p> <p>Pose a single challenging question for the guided social inquiry. Using a case study approach could be “how has colonisation impacted communities?”</p> <p>Possible case studies:</p> <ul style="list-style-type: none"> • The Dakota Access Pipeline (DAPL) in The United States of America. • Te reo Māori in Aotearoa New Zealand. • Native title and First Nations peoples in Australia. <p>Kaiako identify a part(s) of the guided-inquiry to explicitly teach and model. These could include:</p> <ul style="list-style-type: none"> • planning or preparation for the inquiry • writing effective, challenging-inquiry questions so that ākonga can describe events, explain interconnected systems, explain impacts, and examine implications • collecting primary and secondary sources ethically from knowledge holders • identifying strengths, limitations, and integrity of sources • using evidence from sources to describe viewpoints, and the perspectives and values that inform the viewpoints • analysing how people made decisions and the impacts on communities • wānanga for listening, sharing of understandings, and conversation. <p>Reflection</p> <p>In relation to the case study, ākonga could kōrero about:</p> <ul style="list-style-type: none"> • what was, or is, “just”, “inclusive”, and “ethical” • what were, or could be, the just and inclusive considerations for future decision making • how future decisions could change impacts on communities. <p>Learning covered supports development of skills and knowledge towards AS 92049 (1.4) Demonstrate understanding of perspectives on a contemporary social issue.</p>
	<p>Perspectives on a local, contemporary issue</p> <p>Duration — 5 weeks</p>

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none"> • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Explore the values behind diverse perspectives between groups that underpin viewpoints and responses. • Investigate the ways groups and communities are responding to challenges and opportunities related to Te Tiriti o Waitangi • Consider how societies, communities, and individuals navigate diversity and inclusion in society 	<p>Provide ākonga with an example of a perspective on a social issue. Ākonga could create a word map for “perspective”. This includes their meaning, synonyms, creating a non-linguistic meaning (such as a picture or a symbol), and a sentence using the word with examples from their own lives. This activity could be followed by another activity clarifying the meanings of, and relationships between, the terms “worldview”, “values”, “beliefs”, “viewpoint”, and “response”. Subject-specific terms, that can be found on the website Social Studies Glossary (NCEA Education), could be added to the ‘word wall’, with categories of perspectives, such as liberal, Indigenous, or economic.</p> <p>Choose a local, contemporary social issue. Share a source with ākonga about the issue. Reciprocal reading could be a strategy for ākonga to collaborate and engage with the text and the issue.</p> <p>To localise learning, ākonga can connect with local community members and groups that are doing amazing work. By engaging with Local Curriculum (Tāhūrangi - New Zealand Curriculum), kaiako can ensure learning is connecting people. Invite people in, meet people online, and/or plan an opportunity for ākonga to spend time with local knowledge holders in your community who will share their differing perspectives, viewpoints, and responses to the issue.</p> <p>Ākonga could collectively:</p> <ul style="list-style-type: none"> • prepare questions for peoples through wānanga and a shared document • make connections between, and summarise, peoples’ perspectives, viewpoints, and responses using evidence such as quotes • explore the impacts and implications of different responses to the issue • create a word list with meanings for the issue that could be shared in writing or through oral or visual presentation either face-to-face or digitally captured • play a game to reinforce understandings of the word list. <p>The word list should include terms in the Significant Learning, such as values, perspectives, viewpoints, responses, communities, challenges, opportunities, Te Tiriti o Waitangi, diversity, and inclusion. Other concepts could be whakapapa, whakawhanaungatanga, and hauora.</p> <p>Learning covered supports development of skills and knowledge towards AS 92049 (1.4) Demonstrate understanding of perspectives on a contemporary social issue.</p>
<ul style="list-style-type: none"> • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Explore the values behind diverse perspectives between groups that underpin viewpoints and responses • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making • Explore how global flows impact individuals and/or local communities and places • Consider how societies, communities, and individuals navigate diversity and 	<h3>Global contemporary social issues</h3> <p>Duration — 2 weeks</p> <p>Explore a variety of contemporary issues through a class film festival. These activities should give ākonga multiple opportunities to reinforce the learning in the course so far, and apply that knowledge, and social studies processes to new contexts.</p> <p>Make connections with the Social Studies Big Ideas, such as “Global flows influence societies”.</p> <p>Some suggested documentaries include:</p> <ul style="list-style-type: none"> • Beautiful Democracy • High Tide Don’t Hide (School Strike 4 Climate)

Significant Learning	Learning Activities and Assessment Opportunities
<p>inclusion in society</p>	<ul style="list-style-type: none"> • The Social Dilemma • United States of America. <p>Ākonga could collectively:</p> <ul style="list-style-type: none"> • create meanings for “global flow”, “ethical decision making”, “social action”, and other related concepts such as justice and equity. Examples of concepts can be found in films. • create an oral, visual, or written review of a film, centring the issue, decision making, and social action • engage in wānanga for listening, sharing of understandings, and conversation about decisions made in relation to a contemporary social issue, decision making, and social actions.
<ul style="list-style-type: none"> • Understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Reflect on and evaluate the understandings developed through social inquiry • Explore how global flows impact individuals and/or local communities and places • Consider how societies, communities, and individuals navigate diversity and inclusion in society • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities • Explore different views about human rights and how they are valued and applied • Explore how and why identities and culture can be multiple and dynamic 	<h3>Social inquiry</h3> <p>Duration — 4 weeks</p> <p>Ākonga draw on their previous learning about understanding, and using, a culturally sustaining and ethically sound inquiry framework(s), guided inquiry, and perspectives to engage in a social inquiry. Support ākonga to build on their understandings, knowledges, and skills of social inquiry to explore a contemporary social issue.</p> <p>A focus of inquiry should be guided by one or combination of the following:</p> <ul style="list-style-type: none"> • the impacts of a global flow, such as social media, trade, colonisation • diversity and inclusion in society, such as Indigenous peoples’ voices • the views and application of human rights, that could include perspectives of collectivism and individualism • the dynamic nature of identity and culture, that could include global diaspora. <p>It may also be worth considering whether the learning covered will connect with learning about taking action to support or challenge a system or structure. If the learning will be connected, then building in learning about systems relevant to the social issue would be needed.</p> <p>Ākonga should form a challenging question that is focused and specific. A “question dice” could be used by ākonga to enable this part of the social inquiry. Ākonga can choose a range of sources which can be oral, artefacts, written sources, and visual sources. Kaiako can provide guidance about having a range of sources containing different perspectives and values and the integrity of primary and secondary sources. Ākonga could also consider the orokohanga, whakapapa, mana, māramatanga, and aronga of each source. Ākonga could also work together to interpret and present their findings of the sources using evidence.</p> <p>Learning covered provides opportunities to collect evidence towards AS 92048 (1.1) Demonstrate understanding of findings of a social inquiry.</p>
<ul style="list-style-type: none"> • Participate in thoughtful social action in response to social issues or opportunities • Recognise that society’s range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups • Explore the values behind diverse perspectives between groups that underpin 	<h3>Social action</h3> <p>Duration — 6 weeks</p> <p>Revisit learning from case studies in the course. These case studies could be:</p> <ul style="list-style-type: none"> • the Dakota Access Pipeline (DAPL) in the United States of America • te reo Māori in Aotearoa New Zealand • native title and First Nations peoples in Australia

Significant Learning	Learning Activities and Assessment Opportunities
<p>viewpoints and responses</p> <ul style="list-style-type: none"> • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making • Investigate the ways groups and communities are responding to challenges and opportunities related to Te Tiriti o Waitangi • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities 	<p>Activities could focus on the meanings of terms such as “hononga”, “culture”, “system”, “perspectives”, “responses”, and “impacts” with examples or ākonga creating an A-Z of terms and specific information from a case study.</p> <p>Explore what “social action” is about. This could include making links to solutions and resolutions when looking at decisions that people and groups make when they are responding to a social issue.</p> <p>Consider the ways in which systems impact individuals, groups, and systems.</p> <ul style="list-style-type: none"> • Draw upon the different actions taken by groups. Use a case study such as Ihumātao. <p>Case study: Ihumātao</p> <p>Build on ākonga understandings of:</p> <ul style="list-style-type: none"> • Te Tiriti o Waitangi • the Treaty of Waitangi • principles of the Treaty • whakapapa • hononga • whanaungatanga • wahi tapu and taonga • mana • hauora • tino rangatiratanga. <p>Explore some of the historical events and government systems that led up to the Ihumātao land conflict. These include:</p> <ul style="list-style-type: none"> • signing of Te Tiriti o Waitangi • Ngā Pakanga o Aotearoa, the New Zealand Wars (focus on invasion of the Waikato) • the New Zealand Settlements Act • the 1865 Native Land Act. <p>Activities could include:</p> <ul style="list-style-type: none"> • comparing the connections with land for Māori and Pākehā • describing papakāinga Ihumātao • describing systems, decisions, and actions that resulted in the loss of land for mana whenua • explaining the impacts of systems and decisions on people and groups • exploring responses and social actions, and how these are linked to supporting or challenging a system(s). <p>Responses and social actions could include those undertaken by the Crown, Te Kawerau ā Maki, Save Our Unique</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Landscape (SOUL), and Pania Newton, for example, land confiscation, hikoi, and land occupation.</p> <p>In a group, ākonga can explore:</p> <ul style="list-style-type: none"> • their understandings of a “system” • current social issues that are occurring in their local community or are affecting people in their communities • the system(s) that are part of the issue and may be interconnected, such as health and education • possible actions that they could undertake to support or challenge a system • how they might plan, organise, and carry out each action. <p>Provide ākonga with time to explore and plan their social action.</p> <p>As you move around the group discussions, identify areas for deliberate teaching. These could include:</p> <ul style="list-style-type: none"> • introducing actions that ākonga may not have considered yet and sharing examples of a variety of actions • asking questions about equity, justice, and inclusivity of decision making and actions • planning a social action. <p>Guide ākonga through their social action, recording evidence of what they are doing and why. Share ways of planning, recording their sources, explaining decisions and action, and detailing impacts with evidence. Support ākonga to reflect on the suitability of the social action.</p> <p>Learning covered provides opportunities to collect evidence towards AS 92051 (1.2) Describe a social action undertaken to support or challenge a system.</p>
<ul style="list-style-type: none"> • Ask challenging questions, gather information, and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Explore how global flows impact individuals and/or local communities and places • Explore how and why identities and culture can be multiple and dynamic • Recognise that society’s range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups • Explore the values behind diverse perspectives between groups that underpin viewpoints and responses • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making 	<h3>Decision making</h3> <p>Duration — 4 weeks</p> <p>Explore decision making and the differences between solutions and resolutions when people and groups are responding to a social issue.</p> <p>Kaiako to provide examples of solutions and resolutions, then ask ākonga to find their own examples of each. Ākonga are to think about how these solutions and resolutions relate to different social issues</p> <ul style="list-style-type: none"> • Use a jigsaw activity as formative assessment to check ākonga understanding. • Bring ākonga together for a wānanga or talanoa as a way of discussing and learning how to evaluate the decisions made in relation to each issue. The decisions made could be possible solutions or resolutions. Kaiako should encourage exploration of the rationale behind decisions and their intended outcomes. Each group of ākonga from the jigsaw activity will lead the wānanga for their case study. <p>Case study: Beauty standards</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Introduce the idea of beauty standards. How have masculine and feminine ideals of beauty been shaped by society?</p> <p>Link to global flows, social processes, and social organisation systems.</p> <p>Some examples of global flows that could relate to beauty standards include:</p> <ul style="list-style-type: none">• media• economic flows• ongoing impacts of colonisation• accessibility. <p>Social processes that could relate to beauty standards include:</p> <ul style="list-style-type: none">• celebrity influence• peer pressure• socialisation. <p>Specific case studies relating to the westernisation of beauty. Some case studies could include:</p> <ul style="list-style-type: none">• cosmetic eyelid surgery (East Asia)• skin bleaching (West Africa)• controversy surrounding whitewashing filters on social media. <p>Learning covered supports development of skills and knowledge towards AS 92050 (1.3) Demonstrate understanding of decisions made in relation to a contemporary social issue.</p>

Social Studies NCEA NZC Level 1 Course Outline 2

Purpose: This example Course Outline (CO) has been provided to support teachers to understand how the new subject Learning Matrix and NCEA Achievement Standards might be used to create a year-long programme of learning.

Significant Learning	Learning Activities and Assessment Opportunities												
<ul style="list-style-type: none">Explore how and why identities and culture can be multiple and dynamic	<h3>Introduction to Social Studies</h3> <p>Duration — 2 weeks</p> <p>Focus on whakawhanaungatanga with ākonga. An activity could be for kaiako and ākonga to share connections to peoples and lands. This activity could nurture the vā — relationships and reciprocity within the classroom, and foster fonua — belonging and connectedness. Connections could be shared orally and captured using visuals, maps, and text. Draw from the Pacific Values Framework resources to guide the teaching and learning.</p> <p>The Social Studies Big Ideas and Significant Learning are drawn from the whakatauākī on the Learning Matrix. Share the whakatauākī from the Learning Matrix for ākonga to collectively share their knowledges, understanding, and ideas. Provide time for ākonga to learn more about the context of, and layers of meaning within the whakatauākī. Ākonga could share proverbs from their own cultures.</p> <p>To centre kuleana — collective responsibility between ākonga, make connections between subject’s Big Ideas and the whakatauākī through talanoa.</p> <p>Duration — 2 weeks</p> <p>Build on ākonga understanding of Social Studies concepts and subject-specific terms. These could include concepts and terms within the Big Ideas and Significant Learning in the Learning Matrix. An activity could be to create cards with the following concepts and terms for ākonga to share perspectives and knowledges of their meaning. A digital tool could be used to create flashcards with voice, visuals, and examples from their own lives.</p> <table><tr><td>Culture</td><td>Society</td><td>Global flows</td><td>Vā</td></tr><tr><td>Hononga</td><td>Community</td><td>Identities</td><td>Perspectives</td></tr><tr><td>Interaction</td><td>Systems</td><td>Impact</td><td>Ethical</td></tr></table> <p>In groups, ākonga could use a physical or online space to create a “concept map” showing their understanding of how the concepts and terms are connected using arrows and annotations. For example, “Community” and “Impacts” are connected by the decisions and actions community members make that have impact on their respective communities. Ākonga could add examples from their own lives and communities.</p>	Culture	Society	Global flows	Vā	Hononga	Community	Identities	Perspectives	Interaction	Systems	Impact	Ethical
Culture	Society	Global flows	Vā										
Hononga	Community	Identities	Perspectives										
Interaction	Systems	Impact	Ethical										

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none"> • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Explore how and why identities and culture can be multiple and dynamic • Explore the values behind diverse perspectives between groups that underpin viewpoints and responses • Consider how societies, communities, and individuals navigate diversity and inclusion in society • Recognise that society's range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups 	<p>Diversity and inclusion in Aotearoa New Zealand — a contemporary social issue</p> <p>Duration — 6 weeks</p> <p>Build on ākonga understanding of the concepts of “diversity” and “inclusion” through an activity.</p> <p>Subsequently, ākonga could draw on their knowledges of Social Studies concepts and subject-specific terms [above] to make connections to “diversity” and “inclusion”. For example, identities and culture can be multiple and dynamic, creating diversity in communities, such as within Pacific communities.</p> <p>To explore cultural diversity and inclusion in Aotearoa New Zealand, ākonga could:</p> <ul style="list-style-type: none"> • describe a culture(s) within Aotearoa New Zealand, providing an opportunity to centre the cultures of ākonga in the learning • describe the values within a culture, for example, alofa • read, think, and talk about how culture is “dynamic”, for example, The evolution of Pacific Tatau (YouTube NZ) • listen and talk about how culture and identities shape peoples and their lives • make connections with the Social Studies Big Ideas, such as “Cultures are dynamic and change through hononga and interaction”. <p>Ākonga critically think about the following considerations:</p> <ul style="list-style-type: none"> • why people and groups have the same or different choices in life, with specific thought about the role of social organisation systems in making those choices • what inclusion looks like and connect examples to their ideas and thinking • how society could navigate diversity and inclusion. <p>Ākonga could share their understanding and views through talanoa.</p>
<ul style="list-style-type: none"> • Understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Reflect on and evaluate the understandings developed through social inquiry • Consider how societies, communities, and individuals navigate diversity and inclusion in society • Explore the values behind diverse perspectives between groups that underpin viewpoints and responses 	<p>Diversity and inclusion</p> <p>Duration — 4 weeks</p> <p>Ākonga are given a framework for inquiry. This will be culturally sustaining and ethically sound, for example, Kakala. To understand and use the framework, ākonga could:</p> <ul style="list-style-type: none"> • share their knowledges of the framework • learn more about Kakala as a framework for inquiry • share connections they see between the framework and other approaches to inquiry they are familiar with. <p>A single, challenging question for a guided inquiry could be: How do communities encourage acceptance of diversity?</p> <p>Ākonga could create further questions to help deepen their understanding of component parts of this question, for example “what is acceptance?”</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Provide ākonga with two or three case studies that demonstrate the conceptual understandings of:</p> <ul style="list-style-type: none"> • diversity • hononga • acceptance • tolerance • inclusion • belonging. <p>Possible case studies:</p> <ul style="list-style-type: none"> • Business community: Downlights, Air New Zealand. • Social organisations: Belong Aotearoa, Rainbow Tick. <p>Ākonga could explore:</p> <ul style="list-style-type: none"> • the issue • the values and perspectives that underpinned each viewpoint • how perspectives have shaped people and group responses to the issue of diversity in a community • impacts and implications of responses to each issue. <p>Support ākonga</p> <ul style="list-style-type: none"> • Draw on their understanding of relevant concepts so that they can recognise examples of them in the case studies. Kaiako may start out with carefully scaffolded inquiry with the first case study to help identify the relationship between perspectives, values, and viewpoints, responses, and impacts and implication of responses. • By the third case study, a guided inquiry will allow for ākonga to build on their prior learning. Ākonga could collect primary and secondary sources to examine different perspectives. Guide ākonga to collect sources that are varied, providing opportunities for building understanding of the nuances and complexity of perspectives. Support ākonga to look beyond only opposing viewpoints, and to collectively talk about the impacts and implications of differing perspectives and viewpoints, for example how might a liberal perspective that wants to change a company policy impact on a community in the future? And what could be wider outcomes for society? • Engage with people and groups in the community in a culturally sensitive and inclusive manner. This would include ākonga sharing their learnings with those who have gifted their knowledges with care and respect. <p>Deliberate acts of teaching about ethical decision making will be required so that ākonga are able to engage with people and groups in the community in this way.</p> <p>Build in reflection activities for ākonga on these ethical decisions and the process of making just and inclusive decisions.</p> <p>Within the cases, ākonga will be able to see examples of:</p> <ul style="list-style-type: none"> • action taken to encourage acceptance of diversity. These actions may include changes in policies, inclusive art works, use

Significant Learning	Learning Activities and Assessment Opportunities
	<p>of language, being asked for feedback in decision-making processes, and having that feedback acted upon.</p> <p>Facilitate a discussion that ākonga participate in so that they can connect the perspective and values to the response or action taken by a person or group. Ākonga could share their knowledges, understandings, and views through talanoa. Talking about the things that have made peoples feel a sense of belonging, acceptance, and inclusion, and how hononga has played a role in acceptance of diversity and inclusion. Exchanging ideas and thinking about connections with the Social Studies Big Ideas, such as “Cultures are dynamic and change through hononga and interaction”.</p> <p>Learning covered provides opportunities to collect evidence for AS 92048 (1.1) Demonstrate understanding of findings of a social inquiry.</p> <p>Learning covered supports development of skills and knowledge towards AS 92049 (1.4) Demonstrate understanding of perspectives on a contemporary social issue.</p>
<ul style="list-style-type: none"> • Understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Reflect on and evaluate the understandings developed through social inquiry • Explore how global flows impact individuals and/or local communities and places • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities 	<p>Global flows and Indigenous peoples</p> <p>Duration — 6 weeks</p> <p>Ākonga draw on their previous learning about understanding and using a culturally sustaining and ethically sound inquiry framework(s), inquiry, and perspectives to engage in a social inquiry. Support ākonga to build on their understandings, knowledges, and skills of social inquiry to explore a social issue.</p> <p>The focus for inquiry explores Indigenous peoples and globalisation. Kaiako should consider focusing ākonga social inquiry with sources, to deepen conceptual understanding, with attention to mātauranga Māori and Pacific knowledges. Positioning Indigenous peoples as having agency and exercising self-determination should be front of mind for kaiako. There should be multiple opportunities for conceptual understandings of mana motuhake and tino rangatiratanga to be explored.</p> <p>Ākonga could consider guiding questions such as:</p> <p>Indigenous peoples</p> <ul style="list-style-type: none"> • Who are “Indigenous” peoples? <ul style="list-style-type: none"> ◦ Who are the Indigenous peoples of Aotearoa New Zealand? ◦ Who are tauiwi in Aotearoa New Zealand? <p>Global flows</p> <ul style="list-style-type: none"> • What are “global flow”? • What is “globalisation” and how is it different to westernisation? • What are different perspectives of globalisation? • How is colonisation an example of a global flow? <p>Colonisation and Indigenous peoples</p> <ul style="list-style-type: none"> • How has colonisation shaped the lives of Indigenous peoples in Aotearoa New Zealand? • How has colonisation shaped the lives of peoples in the Pacific?

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Case studies could include:</p> <ul style="list-style-type: none"> • the use of te reo Māori • the colonisation of Sāmoa, including the 1918 Influenza Pandemic and the Mau Movement in Sāmoa, including significant individuals such as Tupua Tamasese Lealofi-o-ā'ana III and Mata'afa Faumuina Fiamē Mulinu'u. • resource use in Nauru, for example phosphate mining • the use of language, for example Diyari in South Australia • the United States' annexation of Hawai'i, including significant individuals such as Queen Lili'uokalani. <p>Kaiako models how to frame and write a social inquiry question that draws on these concepts and Significant Learning and enables them to find out about a particular aspect or element of a global flow on an Indigenous community within a level-appropriate and narrow-inquiry topic. Ākonga are to use the question frame given to them by the kaiako to focus their Social Studies inquiry. Ākonga can use a context covered in class, or another context of their own choice.</p> <p>Support ākonga to be critically aware of the sources they collect and use. Take opportunities to discuss culturally sustaining and ethically sound ways of gathering information and making sense of them to answer their inquiry question. This will include the ideas of reliability and bias when deciding which sources to use.</p> <p>Make connections with the Big Ideas, such as “Global flows influence society”.</p> <p>Learning covered provides opportunities to collect evidence for AS 92048 (1.1) Demonstrate understanding of findings of a social inquiry.</p>
<ul style="list-style-type: none"> • Participate in thoughtful social action in response to social issues or opportunities • Explore different views about human rights and how they are valued and applied • Recognise that society's range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities • Investigate the ways groups and communities are responding to challenges and opportunities related to Te Tiriti o Waitangi 	<p>Workers' rights are human rights</p> <p>Duration — 8 weeks</p> <p>Ākonga should consider the following guiding questions throughout this section of the learning programme.</p> <ul style="list-style-type: none"> • What are human rights? Could include a focus on collectivism vs individualism. • What are social actions? • What are systems? • How do individuals and groups change and shape communities and societies through supporting or challenging systems? • How does, or could, Te Tiriti o Waitangi shape workers' rights in Aotearoa New Zealand? • Is conflict between sociocultural groups a necessary part of social development? <p>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. Kaiako may also wish to work with culturally specific groups like CTU Rūnanga, a representative body for Māori workers. Ākonga are encouraged to think about how these groups are responding to challenges and opportunities related to Te Tiriti o Waitangi.</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Appropriate activities in this part of the learning programme could include:</p> <ul style="list-style-type: none"> • learning about historical factors that have influenced workers' rights, such as labour movements during the 1913 waterfront strike and government policy changes during the 1935 Labour Government • discussions on: <ul style="list-style-type: none"> ○ social class, including socioeconomic status as an indicator for an individual's place in society ○ relationships between ethnicity and social class, including related themes of social injustice ○ horizontal and vertical mobility. • case studies on the impacts of global flows on workers' rights in Aotearoa New Zealand, such as: <ul style="list-style-type: none"> ○ modern slavery (system: capitalist) ○ free trade (system: political) ○ ethical and organic products (system: globalisation) ○ food insecurity and ethical production (system: formal and informal economies) ○ food sovereignty (system: global food production). <p>Ākonga learn about what a social action is and why they are important for democratic societies.</p> <p>Ākonga choose a social issue that they would like to participate in and complete some background research about. It is suggested that this is an issue they are familiar with from the teaching done this term and is approved by the kaiako to ensure it will have strong links to supporting or challenging a system. Encourage ākonga to explore a system that needs to change because it is affecting them, their whānau, or their community. This will increase the likelihood that they participate in meaningful social action. As ākonga carry out their social action, guide them to collect evidence and store it digitally to draw on when completing their report. Prompt them to reflect on the evidence and how it is important to their action and desired outcome. Ākonga will reflect on their social action by drawing on the evidence they have collected and on the ways Te Tiriti o Waitangi impact and shape their social issue.</p> <p>Ākonga then have time to plan, implement, and reflect on their own social action through a report. Ākonga must consider the system or structure they are challenging or supporting. Kaiako should ensure ākonga have a clear understanding of the system that they are supporting or challenging before planning and carrying out their social action.</p> <p>Learning covered supports development of skills and knowledge towards AS 92050 (1.3) Demonstrate understanding of decisions made in relation to a contemporary social issue</p> <p>Learning covered provides opportunities to collect evidence for AS 92051 (1.2) Describe a social action undertaken to support or challenge a system.</p>
<ul style="list-style-type: none"> • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledges • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making 	<p>Ethical decision making</p> <p>Duration — 4 weeks</p> <p>Kaiako highlights all the previous strategies ākonga learnt during the course for engaging with sources.</p> <p>Kaiako present ākonga with a range of contemporary social issues. Working in groups, ākonga engage with the contemporary social issue through a talanoa or wānanga to discuss the decisions made. These decisions could be solutions or resolutions, in relation to the contemporary social issue.</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Ākonga will explore the intended outcomes of the decisions and the rationale which sit behind them. Kaiako will support ākonga to closely examine how decisions that are made interact and how they work together in relation to the contemporary social issue.</p> <p>Ākonga complete a mini inquiry, either as individuals or in groups, to select their own contemporary social issue. Again, they work through decisions made in relation to the contemporary social issue. Ākonga to make links to the Social Studies Big Ideas. Ākonga to work with other ākonga to compare solutions and resolutions and the ethics behind these.</p> <p>Learning covered supports development of skills and knowledge towards AS 92050 (1.3) Demonstrate understanding of decisions made in relation to a contemporary social issue.</p>

Social Studies NCEA NZC Level 1 Course Outline 3

Purpose: This example Course Outline (CO) has been provided to support teachers to understand how the new subject Learning Matrix and NCEA Achievement Standards might be used to create a year-long programme of learning.

Significant Learning	Learning Activities and Assessment Opportunities
<ul style="list-style-type: none">Explore how and why identities and culture can be multiple and dynamic	<p>Introduction to Social Studies</p> <p>Duration — 2 weeks</p> <p>Focus on whakawhanaungatanga with ākonga. An activity could be for ākonga to share in groups what they have been reading, listening to, or watching recently. Ensure ākonga can read and hear the instructions and have some time to think before starting. Encourage ākonga to share in a “popcorn style” as they hear a connection to something they have been reading, listening to, or watching recently.</p> <p>The Social Studies Big Ideas and Significant Learning are drawn from the whakatauaākī on the Learning Matrix. Discuss the whakatauaākī from the Learning Matrix for ākonga to collectively share their knowledges, understanding, and ideas. Provide time for ākonga to learn more about the context and layers of meaning within the whakatauaākī. Ākonga could share proverbs from their own cultures.</p> <p>Bring ākonga together for a wānanga. Encourage ākonga to share their thoughts and opinions about connections between the subject’s Big Ideas and the whakatauaākī. Take time to explore different ideas and a deeper understanding of the Big Ideas.</p>
<ul style="list-style-type: none">Understand and use appropriate inquiry frameworks that are culturally sustaining and ethically soundAsk challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific knowledgesReflect on and evaluate the understandings developed through social inquiryExplore the values behind diverse perspectives between groups that underpin viewpoints and responses	<p>Social inquiry</p> <p>Duration — 4 weeks</p> <p>Ākonga are given a framework for social inquiry to redesign in their own words, that is culturally sustaining and ethically sound.</p> <p>To understand and be able to use the framework, ākonga could collectively:</p> <ul style="list-style-type: none">define the term “inquiry” in Social Studiescreate a visual of their understandings of the inquiry frameworkexplain the interconnected parts of a social inquiry on their visual. <p>Kaiako provide a range of primary and secondary sources about a contemporary social issue. Ākonga to kōrero about what makes a good inquiry question about the issue. Examples of social inquiry questions could be provided. Ākonga write a single, challenging question to guide an inquiry into the issue provided. Ideas could be brainstormed in groups.</p> <p>Using their learnings of the inquiry framework and using sources, ākonga identify concepts within the issue with attention to mātauranga Māori and Pacific knowledges. They describe the information gathered and background ideas for each concept.</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Bring ākonga together for a wānanga. Encourage ākonga to share their thoughts and opinions on:</p> <ul style="list-style-type: none"> • the integrity of each source • what voices are missing, and how those could be seen and heard in this inquiry • what they might need to know and understand about the collection and recording of sources, for example, from local knowledge holders. <p>An additional range of sources containing differing perspectives and values could be collected and shared. These could be oral sources, artefacts, written sources, and visual sources. The methods used to collect and record the sources would be part of the teaching. Using evidence from the primary and secondary sources is modelled by kaiako.</p> <p>Ākonga interpret and present their findings from the sources using evidence to answer their inquiry question(s).</p> <p>Activities could include:</p> <ul style="list-style-type: none"> • ākonga discussing a range of differing viewpoints that people and groups have about the issue, and the values behind differing perspectives, with kaiako keeping in mind some viewpoints may be sensitive for ākonga and care needs to be taken to create a safe environment • ākonga using evidence from the sources to show how they connected ideas • ākonga predicting what they think may happen next and why • ākonga evaluating the importance of the current issue to their lives and to communities • a “speed debate” activity responding to the differing perspectives and opinions on the issue. <p>Learning covered provides opportunities to collect evidence towards AS 92048 (1.1) Demonstrate understanding of findings of a social inquiry.</p> <p>Learning covered supports development of skills and knowledge towards AS 92049 (1.4) Demonstrate understanding of perspectives on a contemporary social issue.</p>
<ul style="list-style-type: none"> • Explore how and why identities and culture can be multiple and dynamic • Consider how societies, communities, and individuals navigate diversity and inclusion in society • Explore the values behind diverse perspectives between groups that underpin viewpoints and responses. • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making 	<p>Masculinity in Aotearoa New Zealand cultures</p> <p>Duration — 6 weeks</p> <p>A single, challenging question for a guided inquiry could be:</p> <p>What experiences, values, and beliefs have shaped the dominant ideas of masculinity in Aotearoa New Zealand?</p> <p>Ākonga explore a range of sources that include stories, newspaper articles, images, and video to develop an understanding of masculinity over different time periods in Aotearoa New Zealand. Sources could be primary and secondary. Ākonga present their learnings to each other and discuss:</p> <ul style="list-style-type: none"> • patterns and changes over time • what values appear to have shaped the dominant ideas of masculinity. <p>Ākonga could then explore events and other external factors, like political systems, Christianity, or Indigenous knowledges, that</p>

Significant Learning	Learning Activities and Assessment Opportunities
	<p>have influenced ideas of masculinity, and consider the impacts and implications of those ideas.</p> <p>Challenging questions for a guided inquiry could be:</p> <p>What developments or changes in the concept of masculinity have occurred? And what are the different perspectives that have shaped these changes?</p> <p>Ākonga will conduct a media study of advertisements directed at selling male products. For example, the Gillette “We Believe: The Best Men Can Be” campaign.</p> <p>Consider the impacts of these advertisements. In what ways can they be viewed as positive or negative? Reflect on the direct impacts and potential implications. Ākonga will consider the power of the media to shape perceptions of gender, and discuss the pros and cons, building on understandings of direct impacts and possible implications, of changing direction in the media. Ākonga will then consider whether we need to have gender-focused adverts at all.</p> <p>Ākonga will conduct a survey on attitudes towards masculinity and consider how perspectives differ across age groups. Take the opportunity to teach ākonga about developing surveys, consider the ethics of doing surveys and interviews, and introduce them to different methods. Build in reflection points that consider different perspectives. For example, a feminist perspective, conservative perspective, and liberal perspective. Their survey questions should enable them to see a connection between the viewpoints people have about masculinity and the perspective that influenced their views. Ākonga will also need to understand the way that the perspectives influence the responses of different people and groups to masculinity, including the impacts and implications that the perspectives have. Ākonga could also reflect on decision making and how inclusive and just are the decisions that were made.</p> <p>Challenging questions for a guided inquiry could be:</p> <p>What challenges/issues relate to the topic of masculinity in Aotearoa New Zealand, and how is it addressed by different people and groups?</p> <p>There is an opportunity for</p> <ul style="list-style-type: none">• guest speaker(s) who work in a relevant field to talk with ākonga• ākonga to engage with peoples in their communities• making connections with the Social Studies Big Ideas, such as “Cultures are dynamic and change through hononga and interaction” and “Global flows influence societies”. <p>Encourage ākonga to explore a focus about existing views of masculinity through a social inquiry that is culturally sustaining and ethically sound, such as:</p> <ul style="list-style-type: none">• physical and mental health among males• the role of masculinity in the family• portrayals of masculinity in the media• males in education.

Significant Learning	Learning Activities and Assessment Opportunities
	<p>Possible sub-questions:</p> <ul style="list-style-type: none"> • How have different people and groups responded to dominant ideas of masculinity in Aotearoa New Zealand? • What are the impacts and implications for Aotearoa New Zealand, for the Pacific, and for global society of the different ideas on masculinity? • What might gender look like in the future? How do we want gender to look in the future and how empowered are we 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? <p>Ākonga could present their knowledges and understandings addressing what gender equality in their cultures could look like and how they can be empowered to shape their future through:</p> <ul style="list-style-type: none"> • an oral, visual, or written presentation • an animation, a piece of art, a story. <p>Learning covered supports development of skills and knowledge towards AS 92049 (1.4) Demonstrate understanding of perspectives on a contemporary social issue.</p>
<ul style="list-style-type: none"> • Investigate the ways groups and communities are responding to challenges and opportunities related to Te Tiriti o Waitangi • Explore the values behind diverse perspectives between groups that underpin viewpoints and responses • Explore different views about human rights and how they are valued and applied • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making. • Participate in thoughtful social action in response to social issues or opportunities 	<h3>Systems and justice</h3> <p>Duration — 6 weeks</p> <p>Society has a range of social organisation systems (such as social, political, cultural, spiritual) with decision-making frameworks, roles, and responsibilities.</p> <p>Ākonga could come together for a wānanga. Encourage ākonga to share their thoughts and opinions on:</p> <ul style="list-style-type: none"> • what a “social organisation system” is • what systems they belong to (it may include any of the following: social, political, cultural, spiritual) • who holds mana in the systems and how their mana is upheld. <p>A single, challenging question for a guided inquiry could be:</p> <p>How was the criminal justice system devised in Aotearoa New Zealand, and what perspectives shaped its development?</p> <p>Ākonga engage in close reading activities, exploring the implementation of the English criminal justice system in Aotearoa New Zealand society and Tikanga Māori.</p> <p>Follow-up questions to explore could include:</p> <ul style="list-style-type: none"> • What is “fair” and “just” in a system? Who decides? • How do perspectives of fairness and justice differ depending on which social system a person belongs to? • How are the concepts of fairness and justice understood amongst Māori communities?

Significant Learning	Learning Activities and Assessment Opportunities
	<ul style="list-style-type: none"> • How does the English criminal justice system exist alongside te ao Māori systems? • How is the learning in this theme is connected to the Big Ideas? <p>Ākonga explore connections between the criminal justice system, health system, capitalist system, and education system in Aotearoa New Zealand. An activity could be ākonga using a set of cards describing each system to create a 'concept map'. The concept map has the system cards positioned with annotated arrows outlining how systems are connected, for example the health system is connected to the education system with an arrow annotated with 'free dental care is provided in schools or kura to improve access for all ākonga'.</p> <p>Building on ākonga understandings of perspectives, and the values behind diverse perspectives, ākonga can examine the different responses that people and groups have to the question of what is fair and just in a system and who decides. Use these understandings to begin exploring groups who are taking social action connected to an aspect of the justice system. Ensure ākonga are building on their understanding of Te Tiriti o Waitangi and the challenges and opportunities related to giving effect to Te Tiriti o Waitangi within a justice system.</p> <p>Introduce ākonga to social action by providing case studies of people or groups who have taken action to change an aspect of the criminal justice system. Ākonga can break down the action into steps as a model and look at challenges people or groups experienced, and the opportunities identified. Ākonga could be inspired by the methods used in the case studies to carry out their own action. Kaiako will ensure that actions shaped by differing perspectives are included in these case studies. Groups could include Māori Wardens, criminal defence lawyers, victims' rights advocates, social workers, mental health professionals, and business owners.</p> <p>Learning covered supports development of skills and knowledge towards AS 92049 (1.4) Demonstrate understanding of perspectives on a contemporary social issue.</p>
<ul style="list-style-type: none"> • Understand and use appropriate inquiry frameworks that are culturally sustaining and ethically sound 	<h3>Supporting and challenging systems</h3> <p>Duration — 6 weeks</p> <p>Ākonga conduct a social inquiry into an issue related to the justice system in Aotearoa New Zealand, using a culturally sustaining and ethically sound framework. To address this issue, ākonga can decide on a suitable social action to participate in. Kaiako should ensure ākonga have a clear understanding of the system that they are supporting or challenging, with their action, and why, before planning and carrying out the social action. A self-reflection may be helpful. Ākonga plan their social action, and what participation will look like for them. As ākonga carry-out social action, prompt them to collect and store evidence at important stages. This can be in a digital portfolio, for example, annotated photographs and social media screenshots. Ākonga will reflect on this evidence in relation to their action and its suitability for supporting or challenging their chosen system. Ākonga need to consider the relevance and efficacy of their social action with regards to the social issues they are addressing.</p> <p>Learning covered provides opportunities to collect evidence for AS 92051 (1.2) Describe a social action undertaken to support or challenge a system.</p>
<ul style="list-style-type: none"> • Ask challenging questions, gather information and background ideas to deepen conceptual understanding with attention to mātauranga Māori and Pacific 	<h3>Globalisation vs protectionism</h3> <p>Duration — 6 weeks</p> <p>Ākonga do a "stocktake" of items in their homes and where they were made. This could be designed as a group activity with each group collecting data for technology items, food, clothing, homewares, and sports equipment. Ākonga can either,</p>

Significant Learning	Learning Activities and Assessment Opportunities
<p>knowledges</p> <ul style="list-style-type: none"> • Reflect on and evaluate the understandings developed through social inquiry • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making. • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities • Explore how global flows impact individuals and/or local communities and places 	<p>individually or in a group, collate the data and present it to the class. Ākonga will aim to find patterns and themes in the data.</p> <p>Predict: What would be the challenging about buying Aotearoa New Zealand-made clothes for a year?</p> <p>Investigate: Ākonga make a list of clothing they would likely buy for a year. Ākonga choose shops/brands they would normally purchase from and estimate how much they spend on clothing in a year. They repeat the activity and consider Aotearoa New Zealand-made clothing. They will compare the products and consider questions like “what is the difference in price?” Then facilitate a discussion about the costs that are not being passed on to the consumer in the global flow of fast fashion. What are these costs and who or what is paying them?</p> <p>Ākonga could collectively:</p> <ul style="list-style-type: none"> • define “global flow”, “globalisation”, and “protectionism” • sort pictures showing examples of globalisation into groups — social globalisation, political globalisation, and economic globalisation • create a Positives Minuses Interesting (PMI) chart based on the pictures. The chart can be added to throughout the learning for this theme. <p>Ākonga could complete a social inquiry investigating a particular aspect of a global flow. Support ākonga to conduct the inquiry using a culturally sustaining and ethically sound framework. Ākonga will collect and record sources, discussing their reliability, and bias, and sharing and reflecting on findings.</p> <p>Some examples of global flows include:</p> <ul style="list-style-type: none"> • political topics such as the rise of global organisations like the United Nations, the World Health Organisation, the European Union, and global humanitarian agencies • economic topics such as the Fairtrade movement, the “McDonaldisation” of societies, fast fashion, and outsourcing • social topics such as subcultures in which music, sports, and media can create a trans-global shared culture, for example Comic-Con, surfing, hip hop, and Potterheads • other media-related topics such as drill music, international reality television variants, and The Hunger Games as a symbol of fighting oppression. <p>Bring ākonga together for a wānanga. Encourage ākonga to share their thoughts and opinions on:</p> <ul style="list-style-type: none"> • the findings for their inquiry • the similarities and differences of the findings across topics • power and how it was exerted by who, what, how • new ideas for the PMI chart • the gains and losses for Aotearoa New Zealand from globalisation • address if individuals, local communities, and places within Aotearoa New Zealand are impacted more significantly than others • the Americanisation of Aotearoa New Zealand society

Significant Learning	Learning Activities and Assessment Opportunities
	<ul style="list-style-type: none"> • whether their learning will affect decisions they will make in the future individually or collectively • how the learning in this theme is connected to the Big Ideas. <p>Learning covered provides opportunities to collect evidence for AS 92048 (1.1) Demonstrate understanding of findings of a social inquiry.</p>
<ul style="list-style-type: none"> • Reflect on how people and groups make just and inclusive considerations to inform ethical decision making • Explore how power is exerted to influence multiple aspects of society and the impact on groups and communities • Explore different views about human rights and how they are valued and applied • Explore how and why identities and culture can be multiple and dynamic • Recognise that society's range of social organisation systems (such as social, political, cultural, spiritual) impact upon the rights, roles, and responsibilities of people and groups 	<h3>Decision making</h3> <p>Duration — 2 weeks</p> <p>Select and use a context in which decisions have been made in relation to a contemporary social issue. Make connections to the Big Ideas for this subject.</p> <p>Build on ākonga understandings of:</p> <ul style="list-style-type: none"> • concepts such as decision making, power, human rights, identities, culture, and systems • solutions and resolutions • using evidence from sources to argue a point • comparing considerations made in relation to the decisions • impacts and implications of decisions made in relation to the issue. <p>Ākonga use close reading skills to engage with a range of unseen sources that link into the three Big Ideas through different contexts.</p> <p>Ākonga will:</p> <ul style="list-style-type: none"> • describe different decisions made and their intended outcomes • explore the rationale for different decisions made including the reasons and purpose behind the decisions and what their intended outcomes were • consider how the decisions work together in relation to the social issue • practise writing paragraphs that develop their structured writing using evidence from sources. <p>Learning covered supports development of skills and knowledge towards AS 92050 (1.3) Demonstrate understanding of decisions made in relation to a contemporary social issue.</p>