

Social Sciences

Curriculum Statement

In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

Paraparaumu Beach School

Essence Statement

Social Science is the exploration of how societies work and how people can participate fully as citizens.

Note:

The achievement objectives for social sciences integrate concepts from the four strands.

Understandings can be developed using a social inquiry approach.

Learning goals:

At Paraparaumu Beach School students will...

Identity, Culture and Organisation

Learn about society and communities and how they function with New Zealand and beyond.

Learn about diverse cultures and identities at home and school.

Explore the bi-cultural nature of our New Zealand society.

Place and Environment

Come to understand the relationships that exist between people and the environment and how our actions can impact on it.

Continuity and Change

Learn about the effects of past events, experiences and actions and how these have been interpreted over time in order to understand the past, the present and to imagine the future.

Economic World

Learn about the ways in which people participate in economic activities.

Develop an understanding of their role in the economy and how economic decisions effect people.

Social Sciences Implementation Plan

Effective Pedagogy – What is Social Sciences About?

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Research in the Effective Pedagogy in Social Sciences/Tikanga ā iwi: Best Evidence Synthesis tells us that teaching in the social sciences/tikanga ā iwi is most likely to be effective if teachers:

- **make connections** to students' lives
- **align learning experiences** to important outcomes
- **build and sustain** a learning community
- **design experiences** that interest learners.

For a complete copy of Effective Pedagogy in Social Sciences/Tikanga ā iwi: Best Evidence Synthesis visit the website:

<http://www.educationcounts.govt.nz/publications/series/2515/32879/35263>

Guidelines for Classroom Programmes – How is Social Sciences Taught? How is Social Sciences Structured in the New Zealand Curriculum?

Social Sciences will be taught as part of an integrated learning programme.

Inquiry learning will be used as part of this process.

Thinking tools can be used as part of this process. These could be Tony Ryan's Thinking Keys, De Bono's Thinking Hats, Art Costa's Habits of Mind, Bloom's Taxonomy, and graphic organisers such as PMI's, Venn diagrams, cause and effect, KWL.

Questions can also be used, such as Seven Servants, skinny/fat, open/closed, Q-Trix.

Achievement objectives for social sciences at levels 1-5 integrate concepts from one or more of the four conceptual strands:

- Identity, Culture and Organisation. Students learn about:
 - Society and communities and how they function.
 - The diverse cultures and identities of people within those communities.
 - The effects of cultures and identities on the participating of groups and individuals.
- Place and Environment. Students learn about:
 - how people perceive, represent, interpret, and interact with places and environments.
 - They come to understand the relationships that exist between people and the environment.
- Continuity and change. Students learn about:
 - past events, experiences, and actions
 - the changing ways in which these have been interpreted over time.
- The Economic World. Students learn about:
 - Ways in which people participate in economic activities

- the consumption, production, and distribution of goods and services.
- Understanding their role in the economy and of how economic decisions affect individuals and communities.

Understandings in relation to the achievement objectives can be developed through a range of approaches. Using a social inquiry approach, students:

- Ask questions, gather information and background ideas, and examine relevant current issues;
- Explore and analyse people's values and perspectives;
- Consider the ways in which people make decisions and participate in social action;
- Reflect on and evaluate the understandings they have developed and the responses that may be required.

Inquiry in the social sciences is also informed by approaches originating from such contributing disciplines as history, geography, and economics.

Planning in Social Sciences at Paraparaumu Beach School

Unit planning will be based on the suggested school contexts and guided by the social sciences areas in the NZC.

The achievement objectives for Social Sciences integrate concepts from the four strands. Understandings can be developed using a social inquiry approach.

Each syndicate will use a plan that is relevant to them and their requirements.

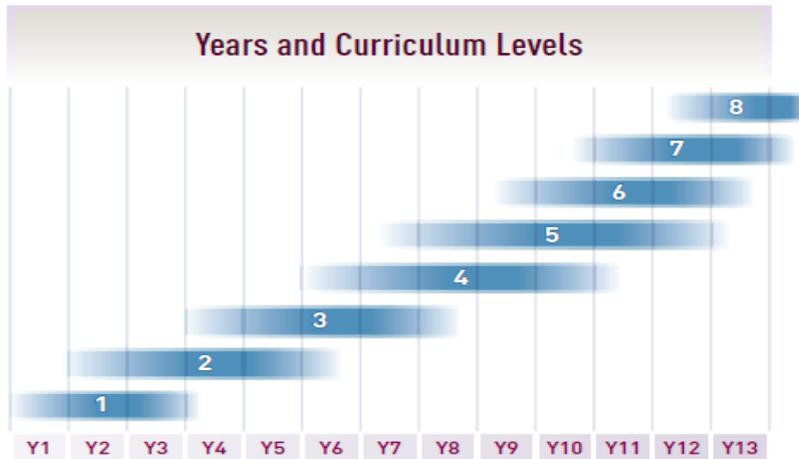
A Social Sciences Plan must include:

- Key competencies/Values/Principles;
- Learning area;
- Conceptual Strand (Identity, culture and organisation; place and environment; continuity and change, the economic world)
- Achievement Objectives relating to the PBS learning goal/s
- Learning Outcomes;
- Learning experiences;
- Links to other Learning Areas;
- Suggested Activities;
- Assessment
- Resources.

A suggested planning template and a completed example are attached.

Student Achievement in Social Sciences at Paraparaumu Beach School

Indicated below is the expected New Zealand Curriculum level (and Numeracy stage, reading level) that students should be working at in (curriculum area). Students should be working at the relevant curriculum level for their age.



Assessment in Social Sciences at Paraparaumu Beach School

Assessment at Paraparaumu Beach School is used to ensure and monitor student progress. The type of assessment used will be varied, it will be appropriate to the purpose, and provide meaningful information that will guide and support the direction of on-going teaching and learning.

Formative assessment is an integral part of learning and teaching and is a powerful tool for enabling students to learn. It allows the teacher to check for understanding during a topic and to provide feedback and feed-forward. The tool/s used in Social Sciences is:

- Student self-assessment
- Monitoring/Observation
- Anecdotal notes/Participation in Discussions
- Assessment of Learning Objectives
- Assessment of Key Competencies

Summative assessment allows teachers to evaluate a student's progress up to the point the assessment takes place and provides a summary of their strengths and needs. The assessment results can be used for students reports, also it can be analysed and the information used for target setting. The tool/s used in Social Sciences is:

- Syndicate developed assessment sheets

Reporting in Social Sciences at Paraparaumu Beach School

Reporting in Social Sciences will occur through written reports and will be on the following aspects:

- Feedback on the students achievement
- The level of student effort and participation

Social Sciences Resources in at Paraparaumu Beach School

Teacher's book resources and picture packs are stored in the teachers Prep Room.

Ministry of Education Curriculum books in classrooms:

- Building conceptual understandings in the social sciences:
 - Approaches of Social Inquiry
 - Belonging and Participating in Society
 - Being Part of Global Communities
 - Approaches to Building Conceptual Understanding.

If further resources are required and the need is a school-wide need, the curriculum team leader applies to the principal for funds. If the resource is a syndicate requirement (rather than a whole school need) then the funding comes from allocated syndicate funds.

Appendices

- Suggested Concepts and contexts for learning
- School wide Social Sciences coverage sheet
- Unit Plan template from TKI

Social Sciences

Suggested Concept Ideas for Learning:

Strand	Concept Idea
Identity, culture, and organisation	Me, my class and my school Then and now Our community Clubs and groups we belong to Myths and legends Kiwana Kapiti Island Kapiti Places around the world People at our school
Place and environment	Places I have been to Cool Kapiti Conservation Environment History Geography
Continuity and change	Schools in the past Kapiti before and now
The economic world	Supply and demand Production Enterprise – exploring what it is to be innovative and entrepreneurial Financial literacy

Social Science

Paraparaumu Beach School Contexts

Year 1 - 2		Year 3 - 4		Year 5 - 6		Year 7 - 8	
Odd Year	Even Year	Odd Year	Even Year	Odd Year	Even Year	Odd Year	Even Year
<p><u>Identity, Culture and Organisation</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • Me, My Class and My School • Then and Now 	<p><u>Place and Environment</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • Places I Have Been To 	<p><u>Identity, Culture and Organisation</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • Our Community • Clubs and Groups We Belong To • Myths and Legends 	<p><u>Continuity and Change</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • Schools in the Past 	<p><u>Identity, Culture and Organisation</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • Kiwiana • Kapiti Island 	<p><u>Economic World</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • Financial Literacy 	<p><u>Economic World</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • Economics • Classics 	<p><u>Place and Environment</u> <i>Suggested Contexts</i></p> <ul style="list-style-type: none"> • History • Geography

Unit Plan Template
from Building Conceptual Understandings in the Social Sciences

