

Social Sciences

Aggregation: Term 1, 2021

Conceptual Strands : Identity, Culture and Organisation

Context: Chinese Lantern Festival

- ***Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.***
- Teachers should keep in mind five key questions when planning these units of learning
 1. *How is this unit significant learning for these students?*
 2. *What are the big understandings that the unit is based on?*
 3. *What values and key competencies can be focused on?*
 4. *How will I know that the learning has taken place and to what curriculum level?*
 5. *What are the next learning steps for each student that needs to be developed?*

Main Ideas Contained At Each Level Within the Conceptual Strands:

Context studied: 'The Chinese Lantern Festival'

<p>Level 1 (Year 1-2 students)</p> <p>The 'Big Ideas' in the unit:</p> <ul style="list-style-type: none"> ● Chinese New Zealanders express their culture in their daily lives. ● There are similarities and differences in the cultural expressions of Chinese New Zealanders and other New Zealand cultural groups. 	<p>Level 2 (Year 3-4 students)</p> <p>All the preceding ideas, plus:</p> <ul style="list-style-type: none"> ● Chinese New Zealanders express their customs, traditions and values through their own cultural practices.
<p>Level 3 (Year 5 - 6 students)</p> <p>All the preceding ideas, plus:</p> <ul style="list-style-type: none"> ● The cultural practices of Chinese New Zealanders and other New Zealand cultural groups do vary but they often reflect similar purposes. 	
<p>Values- Throughout the unit the following values from The New Zealand Curriculum will be modeled, encouraged and explored.</p> <ul style="list-style-type: none"> ➤ Respect for themselves and others ➤ Diversity as found in our different cultures, languages and heritages ➤ Curiosity by thinking reflectively and critically about an issue ➤ Community and Participation for the common good of a society <p>Key Competencies- Throughout the activities in this unit, there are many opportunities to develop the key competencies identified in The New Zealand Curriculum. In particular, this focus of learning develops the key competencies of:</p> <ul style="list-style-type: none"> ➤ Relating to Others ➤ Participating and Contributing ➤ Thinking <p><u>Te Totara Reach for the Stars</u></p> <ul style="list-style-type: none"> ● Always Learning ● Respectful ● Self Managing ● Trying our Best 	

<p>Social Science The New Zealand Curriculum (2007) Students will gain knowledge, skills and experiences to:</p> <p>Conceptual Strands</p>	<p><u>Level One Programme</u></p>	<p><u>Level Two Programme</u></p>	<p><u>Level Three Programme</u></p>
<p>Identity, Culture and Organisation</p>	<ul style="list-style-type: none"> • Students will gain knowledge, skills, and experiences to: • Understand how the cultures of people in New Zealand are expressed in their daily lives. 	<ul style="list-style-type: none"> • Students will gain knowledge, skills, and experiences to: • Understand how cultural practices reflect and express people's customs, traditions, and values. 	<ul style="list-style-type: none"> • Students will gain knowledge, skills, and experiences to: • Understand how cultural practices vary but reflect similar purposes.

TABLE OF STUDENT PROGRESS WITHIN THIS STRAND – May 2021

Achievement Level:	Early Level 1	Secure Level 1	Level 2	Level 3	Level 4
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Class Level - Numbers of Students working at each level.

Year 1 (77 students)	27	50			
Year 2 (119 students)	12	107			
Year 3 (120) students)		9	111		
Year 4 (121 students)		2	119		
Year 5 (128 students)		1	16	111	
Year 6 (141 students)			7	134	

ANALYSIS AND RECOMMENDATIONS

All Students :

Number of students assessed across Year 0 - 6 **706 students.**

From the data above the majority of all year levels is either **at** or **above** the Achievement Band Expectations.
(684 students at or above expectation Curriculum levels)

Overall throughout the school we have **96.8%** of the students working **at** or **above** the Achievement band expectation. ***This is an excellent result.***

Male Students (Total: 325)

From the data above the majority of all year levels is **at** the Achievement Band Expectations.
(311 male students at expectation Curriculum levels)

Overall throughout the school we have **95.6 %** of the male students working **at** the Achievement band expectation.

Female Students (Total: 381)

From the data above the majority of all year levels is **at** the Achievement Band Expectation.
(373 female students at expectation Curriculum levels)

Overall throughout the school we have **97.9 %** of the female students working **at** the Achievement band expectation.

Maori Students :

Number of Maori students assessed across Year 1-6 is **85 students.** Of these students 81 are **at** the Achievement Band Expectation.

For our Maori students this is a result of **95%** working **at** the Achievement band expectation.

Pasifika Students:

8 students at the time of this unit. Of these students 8 students are at the Achievement Band expectation.

100% at the Achievement band expectation.

For our Maori students and Pasifika students this is a result of **95.6 %** working **at** or **above** the Achievement band expectation. ***This is also an excellent result.***

Students not achieving at expectation levels – 22 students

Of these 22 students, 11 are 'English as a Second Language' students, at a lower stage of development with literacy oral/written language development.

14 of these students feature in our Learning Support roll and all of them have been identified within their teaching team with appropriate remediation processes in place.

What went well with this unit of learning

Year 1-2

- Making lanterns, dragons and other crafts based around the lantern festival that children could see from the ready to read big book "Chinese New Year." This book was a helpful resource and was used in reading and topic sessions. It gave an excellent context to look at comparisons within their own culture and the differences between what is a celebration and a festival.
- Students shared about their culture by preparing a short talk and bringing in a special item from home. Some classes videoed these talks and shared them with families through Seesaw.
- Parent involvement through having a guest speaker come to share her experiences about coming from China and being part of these celebrations. She brought things in and had a great powerpoint. Children were able to ask questions to help with their understanding of the concepts in this unit.
- Our Chinese children were empowered and encouraged to share their culture and they loved being the 'expert' in the room.
- There was enthusiasm and excitement around the unit which led to high levels of engagement.
- Children enjoyed learning about other peoples' cultures and were beginning to ask questions.
- Integration of the Technology curriculum in the form of designing and making red envelopes for money as per the tradition.
- The class learned a dragon poem for presenting at a sharing assembly with dragons on sticks.
- An easy topic for integration especially into Reading and Writing due to the large number of online and printed material resources available.

Year 3-4

- I think this unit was an important unit for our Chinese Community and these children enjoyed sharing their knowledge and experiences with the classes.
- The unit was very affirming for our Chinese Community.
- The technology aspect of making envelopes and writing positive notes to others was a great conclusion to the unit.
- The unit provided with a variety of learning opportunities such as independent tasks and activities, writing opportunities, group work and technology challenges.
- Development of vocabulary around different celebrations and festivals from around the world with an emphasis on Chinese legends and stories.
- Using a variety of reading materials that were available with children working in small groups and pairs.
- Art and design was used to bring creative aspects especially as the Chinese Lantern Festival is full of colour.
- The children enjoyed searching for and looking at different lantern designs.
- Fortunately we had a couple of celebrations that happened during the term to compare with the Chinese New Year (Eid and Easter). It was a great opportunity for children in the class to share what their family traditions were during these special occasions.
- The introduction of the skill in working in groups and what this should look like. Using our group rules to help with working together.
- Learning alongside other children was wonderful to see.
- Use of school community experts (parents) to come and visit classes to answer inquiry questions the class had.
- We added dumpling making activities and recipe writing to the unit from the TKI site.

- The photo resources were very useful for our ESOL learners and the ESOL teachers were impressed with the labelling skills and the interpretation of what was happening in the photos.
- Good cooperation between the two year 3 and 4 teams for this unit.
- Children enjoyed the 'colourful' aspect of the unit with focuses on red envelopes, lion dancing, zodiac animals and plenty of art opportunities.
- During the small group discussions where the children were sorting, discussing the similarities and differences between celebrations and festivals there were rich conversations where all children could participate.

Year 5-6

- The enthusiasm among the students was very high and they enjoyed sharing experiences from their own cultural celebrations. I have quite a few Chinese children in my class and they felt extremely valued to be learning and sharing their knowledge about their culture.
- As the beginning of Ramadan fell in week 11 we were able to use this as a comparison to the Chinese New Year celebrations.
- A brilliant unit that encouraged great teamwork as most tasks were team orientated, particularly during the research phase.
- Youtube clips and the TKI plan made a solid basis for the unit and there was lots of age appropriate information available for independent research.
- A high interest, engaging unit which integrated very well with Reading, Technology, PE and Writing.
- Presentations of research findings using a range of physical displays (Christmas tree, A tree of cultures, a thanksgiving dinner etc)
- I was proud that my Chinese students were able to bring in photos, dress and items to share with their classmates. This was powerful learning for them and gave the others a tangible, first hand experience from their peers.
- Use of venn diagrams for comparison of 2 or more celebrations.
- Using the research component to teach the children about locating information from websites through careful searching and reading.
- I enjoyed seeing my students helping each other with pronunciation when reading stories and articles.
- Some lovely discussions with parents about where they were born and how different life in New Zealand is compared to where they grew up.
- There were a lot of discussion based lessons throughout the unit, which the children really enjoyed and got involved in.

Curriculum integration occurred with the essential learning areas of **Social Science**, **Learning Languages**; correct pronunciation of words connected to a variety of celebrations and festivals from other cultures,
Technology(construction and digital), research using ipads and search engines, designing and developing a product - red envelopes,
The Arts; Music and Visual Arts. A range of connections to the arts including - dance (Lion) - lanterns, music from other cultures through story, cultural stories
Technology - designing and making a lantern and red envelopes for money.

Ideas for Future Action of this or a similar unit - (Linked to our future Strategic Planning.)

- Continue to foster the links with the Chinese Community through connections to their culture.

- Continue to focus on Cultural Diversity in our Social Sciences curriculum, particularly within our own community and further develop our student's understandings and empathy in this area.
- We need to continue to target resource purchases in the Social Science Learning Area towards the specific teaching and learning contexts selected within the teaching year as we build up a bank of successful teaching resources. Continuing to purchase resources that reflect our multicultural school is important for our students.
- Continue to explore at least one school-wide focus each year in Social Science to build teacher knowledge in the Social Science Learning Area as staff professional development. Curriculum knowledge of concepts and units need to be shared to ensure that we have a common understanding of the levels of the curriculum, where our expectations for student learning are and where the students are currently achieving at. The other Social Science units during the year can be at the team or class level in response to the needs of the students. The Curriculum Manager is to closely monitor planning and teaching in this curriculum area.
- E.S.O. L. students need to continue to receive specific curriculum and vocabulary support from our E.S.O.L. teachers and teacher aides to maximize their learning opportunities in this learning area.

This document on student achievement in Social Science and other integrated Curriculum areas - Term 1 2021 was reported to the Board of Trustees Meeting on 27th May 2021.

The valuable input of all staff is acknowledged in the preparation of this report.

**Jo Stewart
(Deputy Principal and Curriculum Manager)**