



Good Shepherd
Lutheran School
ANGASTON

SOSE

Studies of Society and Environment

Policy

Last Reviewed 2008

Preface

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

1. Aims

The society and environment Learning Area aims to develop in all children:

Knowledge, understanding and appreciation of:

- societies locally, nationally and globally, and of changing environments and systems (natural, socio-cultural, economic, legal and political), over time
- the nature, causes and consequences of interactions between, and interdependence of, environments and societies
- power, power relationships, inequality and the distribution of wealth in society
- cultural diversity and social cohesion, and the different perspectives people have, acknowledging that these develop and change over time
- new careers emerging from the creation of new knowledge, technologies and demographic patterns.

These aims reflect the following beliefs:

Successful students will learn about Time Continuity and Change to,

- identify differences between their life and the lives of other generations in their society and explains some reasons for this.
- examine information from a range of sources about people in different periods of time and places in Australia, and interprets them in relation to historical events.
- identify and explain sequences of change that have occurred in Australia over time, and recognises various perspectives on events.
- presents events and life stages in sequence.
- describe and record ages and sequences using timelines, calendars and flow-charts to present historical information.
- research and discuss the importance of understanding events and ways of life of some past periods, using primary and secondary sources.
- identify and value aspects of environments, and of family and community ways of life, that have endured or changed, and makes predictions about the future in relation to these.
- analyse aspects of people's lives and heritages in relation to broader social issues and events, and imagines future possibilities.

- explain why local and international communities have changed and are likely to change in the future.

Successful students will learn about Place, Space and Environment to,

- explain and communicate how people interact and identify with environments.
- show and report on understanding of the interrelationships between natural and built environments, resources and systems.
- identify and describe significant resources, explains the threats which endanger them, and suggests strategies to combat threats.
- represent and categorise features of places and resources, using maps, contextual language and models.
- use symbols, maps, models and flow-charts to describe the location of places and demonstrate relationships.
- interpret and represent data about natural and built environments, resources, systems and interactions, both global and local, using maps, graphs and texts.
- participate actively in projects to show understanding of the importance of caring for local places and natural environments.
- understand that people cause changes in natural, built and social environments, and they act together in solving problems to ensure ecological sustainability.
- identify factors affecting an environmental issue, and reports on ways to act for sustainable futures.

Successful students will learn about Societies and Cultures to,

- understand that, although all people are unique, they also have characteristics in common, and contribute in a variety of ways to their local and wider communities.
- describe the diversity of practices, customs and traditions of groups and communities.
- consider factors which contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia.
- listen to and retell local Aboriginal stories and stories from cultures other than their own, and explains their relevance for Australians.
- describe the diversity amongst Aboriginal and Torres Strait Islander peoples and their cultures, past and present, and moves for Reconciliation.
- learn from rural and urban Aboriginal peoples and other minorities about their histories and present day experiences, and acts to counter prejudice.
- demonstrate a capability to see and value points of view other than their own.
- participate in and share cultural experiences and events in the wider community, and analyses values embedded in them.
- demonstrate responsible and respectful participation in group discussion and, in a team, plans and negotiates social action to enhance human rights in community contexts.

Successful students will learn about Social Systems to,

- describe the meaning of 'needs' and 'wants', and identifies how people cooperate in society to meet current and future needs.
- describe examples of the provision of goods and services in societies, past and present, and proposes alternatives for the future.
- Describe examples of forms and structures of Australian and other governments over time in terms of how they impact on people's lives.
- identify the sources of some goods and services, and can explain the ways our daily living depends on them.
- identify and critically examines work, paid and unpaid, of people whose roles involve providing goods or services for a community.
- analyse an example of the flows in provision of a product or service, including links to resources, money, transport, technology and communication, and considering fairness for human and environmental sustainability.
- take an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules.
- describe and participate in decision-making processes and interprets the effects of decisions on people.
- recognise that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good.

2. Principles for Effective Teaching of SOSE

The understandings, capabilities and dispositions encompassed in the essential learnings may be achieved by learners through:

- using constructivist approaches to learning
 - practising the relevant skills within supportive and enabling learning environments
 - active involvement in their learning
 - applying their learning to new and different contexts
 - processes that are learner-centred
- are developed in authentic contexts
- are built on over time
- identify evidence of learning over time.

3. Content

Society and environment expands learners' knowledge and understandings of their own and other societies, of local and global environments, and of the interdependence between people, their society and their environment. It promotes knowledge, skills, attitudes and values that lead to active participation in their local and the global society.

The Learning Area of society and environment is organised around four strands:

- time, continuity and change
- place, space and environment
- societies and cultures
- social systems.

The four strands are interrelated and are of equal importance. The Curriculum Scope for each strand is organised around three Key Ideas which follow a particular pattern:

- knowledge in context
- skills in context
- values and active participation in context.

The framework weaves the strands together in many ways: through the integration of the five Essential Learnings, incorporating literacy, numeracy and information and communication technologies with the fundamental concepts of the area; through the processes applied in the four conceptual strands; a shared focus on equity and cross-curriculum perspectives; and through a common approach to values.

The Lutheran Curriculum Framework has been developed for use in all Lutheran Schools to support teachers in their planning and programming. The SOSE Scope and Sequence is used to allow for a consistent approach across every year level.

4. Assessment

Assessment in SOSE has a number of purposes. These include providing information to:

- Students about their progress and achievements
- Teachers to inform planning and programming
- Parents and caregivers about their children's learning

Judgments' about the student's achievements will be based on clear and explicit criteria.

Assessments draw on a comprehensive range of strategies including anecdotal records based on observations, work samples, portfolios, self assessment tasks, checklists, teacher made lists, standardized tests, audio tapes, video tapes and interviews, etc.

Students are encouraged to monitor and reflect on their progress.

Student development will be mapped across year levels.

5. Teacher's Professional Development

Teachers keep themselves well informed both with content knowledge and teaching strategies and practices. This is achieved through;

- professional reading
- sharing of best practice e.g. at staff meetings, hub groups
- release time for attendance at conferences, workshops, seminars, etc
- related and relevant association memberships.

6. Timetable

It is expected the time allocation for SOSE will be a minimum of 90 minutes per week. Where possible, teachers need to explore opportunities for integration with other curriculum areas.

7. Resources

Effective resourcing relies on:

- an annual meeting of the Principal, the SOSE Key Teacher and Business Manager to review spending of the current year's budget and to determine proposed budget for the next year.
- the administration of adequate budgetary commitments for the provision of teacher and student equipment, materials including library resources and software programs, access to the internet and related technology
- a key teacher accepting responsibility for coordinating the selection and purchase of equipment and materials to support the program
- adequate budgetary commitment to ongoing professional development for teachers.

8. Parents

At enrolment interviews, caregivers are informed about curriculum areas making up the school program and studies in which their students will participate.

Both new and existing caregivers of students of the school are given the ongoing opportunity to learn about the key learning area.

This information may be provided:

- parent information nights
- in printed form, through class and school newsletters
- by teachers according to individual need
- internet access to SACSA and LEA website.

9. Scope and Sequence – Studies of Society and Environment

The Lutheran Curriculum Framework has been developed for use in all Lutheran Schools to support teachers in their planning and programming. The SOSE Scope and Sequence is used by Good Shepherd to allow for a consistent approach across every year level.

Attached is the Lutheran Curriculum Framework SOSE Scope and Sequence.