

**STUDIES OF SOCIETY AND ENVIRONMENT POLICY
NEERIM SOUTH PRIMARY SCHOOL**

1. PURPOSE

- 1.1. To allow children to develop knowledge, skills and values that enable them to participate as active and informed citizens in a democratic society and in a global community.
- 1.2. To use approaches which emphasise the principles of democratic process, individual rights and responsibilities, social justice and ecologically sustainable development.
- 1.3. Approaches should be based on examination of information from a number of perspective's such as: Anthropology, Ecology, Economics, Business Studies, Geography, History and Sociology.

2. GUIDELINES

Students will engage in activities that

- 2.1. extend student's knowledge of society and environment
- 2.2. enhance student's understanding of concepts in the disciplines underpinning SOSE
- 2.3. develop the skills needed to investigate and communicate information related to SOSE
- 2.4. enable students to develop and justify views about issues related to SOSE
- 2.5. develop in students an appreciation of cultures other than their own
- 2.6. Five strands of the SOSE key learning area will be covered using the CSF as a guide for development.
 - 2.6.1. Time, continuity and change
 - 2.6.2. Place and space
 - 2.6.3. Culture
 - 2.6.4. Resources
 - 2.6.5. Natural and social systems
- 2.7. The curriculum focus for each of the C.S.F. SOSE strands will be at the following levels
 - 2.7.1. Level 1 Prep
 - 2 Grades 1 and 2
 - 3 Grades 3 and 4
 - 4 Grades 5 and 6
 - 5 Extension
- 2.8. The degrees of emphasis on the stands will vary across the levels, however students should be given the opportunity to experience courses based on all the strands comprising SOSE.
- 2.9. Underpinning courses in SOSE is the inquiry-based method of learning which is based on three essential activities.
- 2.10. Investigation
 - This develops students' skills in researching, processing and interpreting data. It is the foundation for predicting possible solutions to problems, constructing hypothesis, considering different approached, and designing methods for gathering, organising and processing information.
- 2.11. Communication

This develops student's skills in using all forms of communication - spoken, written, graphic and statistical. Students learn to collect,

process, analyse and present information using a range of formats and a variety of media.

2.12. Participation

This develops students' skills and confidence in collaborative work and decision-making. Students are encouraged to value the relevance of these skills to their own lives and futures.

2.13. Application of the inquiry method should include

2.13.1. teacher assistance from dependence to independence

2.13.2. progressive development of students' skills

2.13.3. use of a range of scales (comparisons) to evaluate data

2.13.4. increasing complexity of materials and product.

2.14. Assessment

2.15. Teachers will need to monitor each student's progress towards the learning outcomes of the C.S.F.

2.16. Teachers will frequently collect assessment information covering a number of learning outcomes from the CSF often across strands.

2.17. Assessment may include, but not be limited to

- Presentations
- oral and written
- demonstrations
- anecdotal evidence
- tests