

<b>Curriculum - Social Studies</b> Strand -Identity,Culture and Organisation Level 2 Year 4 Term 1 2008	<b>Vocabulary</b>	<b>Resources</b>  world map, calendar, celebration pictures/books, flags, symbols, whakapapa, lanterns, kiwiana exhibits, video, I-Movie
	<b>Academic</b> rights, responsibilities, respect, Y-Chart, Brainstorm, Keynote, Save = Apple s, Print = Apple p, font, colour, inspector, Student Disk, transition, <b>Subject</b> The Pinehill Way, friends, rules, bully, routines, share, care, I-Statement, walk the talk	

<b>Learning Outcomes</b> <b>I am learning to ...</b>	<b>Learning Experiences</b>	<b>Formative Assessment</b> <b>I know I can do this when ...</b>	<b>Key Competencies /</b> <b>Thinking Tools</b>	<b>ICT Integration</b>
<p>know that when we belong to groups we have special roles, rights and responsibilities</p> <p>describe how we all have our customs, traditions and values ...New Zealanders are unique and special</p> <p>understand that we belong to groups for particular reasons</p>	<p>Belonging to Room 4,16,18 and Pinehill School            - class routines, responsibilities            - school routines, assembly, fitness, interval and lunch behaviour - expectations            - The Pinehill Way discuss and create a display to refer to during the year            - Camp Maynard (wk 4/5)</p> <p>Other cultures (wk.2) - maths stats            -world map/ calender significant celebrations/ flags/ symbols/whakapapa            Chinese New Year (wk 2)            Kiwiana</p> <p>Whakapapa - discuss meaning of geneology, ancestry, history, cultural identity, heritage and pride. Share T. example showing my special places and people - whanau family, moana beach, roto lake, maunga mountain, motu island, waka canoe, awa river, marae meeting place. Children to discuss and draw their own whakapapa for display in classroom</p> <p>- maths stats, graphs on ourselves (eye, hair colour), family nos, birthdays, our families, our cultures, our interests, our hobbies, our favourites            - joining groups in and out of school - why</p>	<p>I follow routines</p> <p>I can walk the talk</p> <p>I complete a chinese lantern - the year of the rat</p> <p><b>Summative Assessment</b></p> <p>The Pinehill Way I can describe in my video what the Pinehill Way is and what it means to me</p> <p>Where we come from what we bring to class - creation of our own personal/ New Zealand lantern</p>	<p>Self motivated learners</p> <p>Socially aware and responsible</p> <p>Critical and creative thinkers</p> <p>Socially aware and responsible</p>	<p>Each class to create an I-Movie to show their classes understanding of the Pinehill Way both in the playground and in the classroom. List the examples on Inspiration mind map. Act out the scenes in groups. Using basic editing features.</p> <p>Camp Maynard each pair responsible for a time of the day to be recording the events of the Camp. Use the material to cut and fade in and out, label during editing. Focus on team building, sharing, caring moments</p> <p>Maths Stats - use numbers spreadsheet to determine and create pie graphs, charts etc to show the different ethnicities in our school and the events they celebrate insert investigative material in column a and results next to it in column b. Click on table and choose required graph</p>