Social Inquiry Overview Level 4

Focus of learning/topic

What is our tax for in our community?

Level 4 AO: Understand how formal and informal groups **make decisions** that **impact** on communities.

Key concepts

Decision-making (about tax)

Related concepts: Choices, formal groups (government, IR), informal groups (lobby groups) monetary policy, budget, vote/spending.

Impacts on communities

Related concepts: Positive impacts, differences in opinion, distribution of tax, social well-being, social justice, economic growth.

Conceptual understandings

That **decisions** about taxation **impact** on the needs of individuals and communities in New Zealand.

That formal groups (e.g. government and IR) **make decisions** about how tax is spent through monetary policy.

That people think differently about the **impact** of tax spending on New Zealand's communities and how decisions about tax spending should be made.

Developed through

Finding out information

What is tax?

What's in it for our community?

Who are the formal and informal groups that make decisions about tax?

Where can we find information about who decides about what taxes we pay and what tax money is spent on?

Exploring values and perspectives

What are the different points of view in our community about what tax should be spent on?

Why do they believe this (what are their underlying values)?

Considering responses and decisions

How does tax spending impact on our community and school?

How can formal and informal groups in our community seek to influence decisions about tax?

Reflecting and evaluating

Is there anything more we need to know regarding decision-making about tax?

What should people in our community know about tax decision-making?

Do we understand the values people in our community have in relation to taxation?

Leading to

So what?

So what do we know about this?
How have our understandings changed regarding how decision-making about tax spending impacts on our community?

So what does this mean for others?
How is this learning important for our community?

Now what?

Now what further learning do we need?
What are our next learning steps?

Now what might be done about it?
What can we do with this information? How could it positively influence others?

Further inquiry within the current focus of learning

Further inquiry within future learning