

# **Social Studies**



# Social Studies

Years 9 – 11

## **SĀMOA SECONDARY SCHOOL CURRICULUM**

Curriculum Development Unit  
Ministry of Education Sports and Culture

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# INTRODUCTION

## CURRICULUM PRINCIPLES

This Social Studies curriculum is based on the Principles of the Samoa Secondary School Curriculum stated in the Samoa Secondary School Curriculum Overview Document. The Principles are that the curriculum:

- provides a challenge for all students and allows for individual differences;
- fosters and enhances the self-concept of all learners, and encourages them to be self-directed in their learning;
- provides all learners with a broad and balanced general education;
- will be based on what is best in Samoan tradition: fa'a Samoa;
- will be responsive to change so that it is relevant to the needs of the individual learner, to the well-being of the community, and ultimately to national development;
- provides for flexibility taking into account the context in which schools operate and the resources available to them;
- establishes a direction for learning and ensures each learner's school experience progresses in a systematic and coherent way;
- promotes the presentation of essential knowledge by means of a systematic bilingual methodology;
- promotes language learning in all areas of the curriculum;
- encourages the use of good assessment practice;
- reflects the need to be inclusive.

## SCOPE OF THE CURRICULUM STATEMENT

The national curriculum is made up of:

- the Samoa Secondary Curriculum Curriculum Overview Document which outlines the framework of underlying principles and required learning areas; and
- a set of subject curriculum statements which defines the learning principles, achievement aims and objectives which all Samoan schools are required to follow.

This Social Studies curriculum is for Years 9–11. It sets out progressions of skills and knowledge for students in Samoan secondary schools. This curriculum statement applies to:

- all Samoan secondary schools;
- all students irrespective of gender, ethnicity, belief, ability, social or cultural background;
- Years 9–11 of secondary schooling.



Each school provides programmes of learning, which may be part, or all of the national curriculum, in response to local needs, priorities, and resources. The learning programmes offered by schools must provide the learning activities and the opportunity for the students to achieve the standards that are included in the national curriculum.

## **THE SOCIAL STUDIES CURRICULUM**

### **ORGANISATION OF THE SOCIAL STUDIES CURRICULUM**

The Social Studies curriculum statement provides information for teachers, students, parents, families and the wider community, on what students are expected to be able to do in each year of secondary schooling in Social Studies.

All national subject curriculum statements are organised to show the:

1. General aim of the subject curriculum
2. Organising strands of the curriculum
3. Specific aims that organise the learning within the strands
4. Achievement objectives to be achieved at each year level.

### **GENERAL AIM**

Social Studies aims to enable students to participate in a changing society as informed, confident and responsible citizens.

### **ORGANISING STRANDS**

Students will achieve the general aim by developing knowledge and understandings about society as they study the five Social Studies strands of:

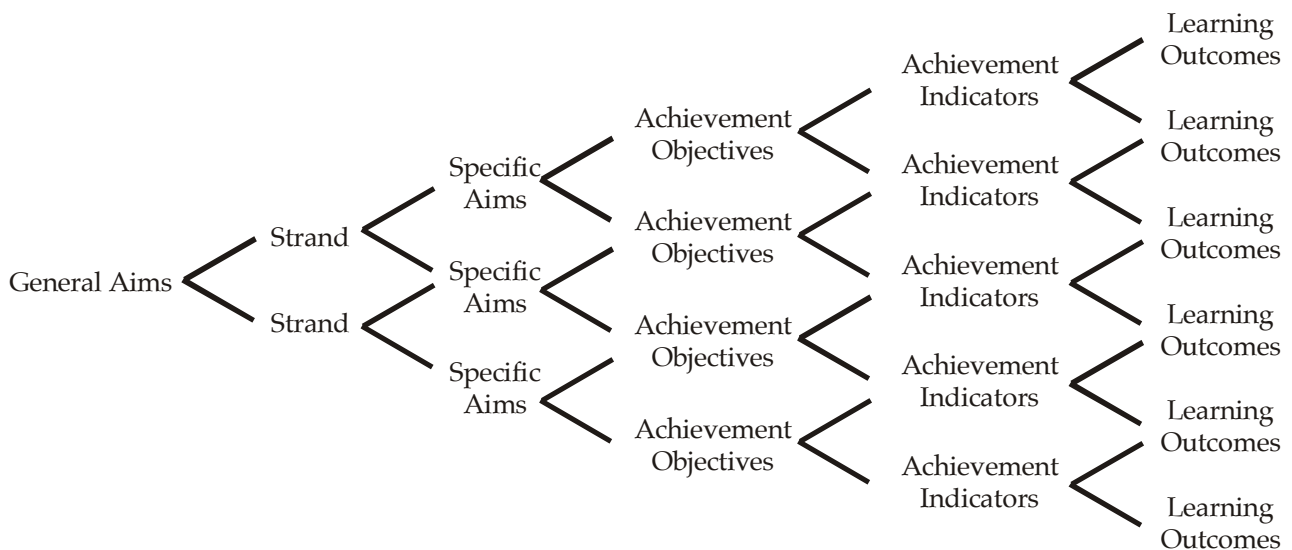
- Social Living
- Culture and Heritage
- Place and Environment
- Resources and Economic Activities
- Development and Change.

### **SPECIFIC AIMS**

Each strand has two specific aims that develop the general aim of Social Studies. The two specific aims of each Social Studies strand establish a clear and structured progression of achievement objectives that span the years 9–11.







## THE FIVE STRANDS AND SPECIFIC AIMS

Social Studies knowledge, skills and processes have been organised into five strands. Strands are broad groupings of knowledge, skills and processes within a learning area. The strands have been adapted from the previous Social Education Scope and Sequence Document and a new strand of Culture and Heritage has been added. The continuity of each strand enables students to develop knowledge and understanding from Years 9–11.

The five strands must be covered in each year for Years 9–11.

From their study of SOCIAL LIVING, students will understand:

- people's organisation in groups;
- the rights, roles, and responsibilities of people as they interact within groups.

Students will study and examine the nature and functions of groups and organisations and the interactions within and between groups. They will understand the rights, roles and responsibilities that people have as they participate in groups. They will learn about making rules, laws and different types of government. They will understand the effects of change on people's rights, roles and responsibilities.

From their study of CULTURE AND HERITAGE students will understand:

- that everyone's identity is influenced by culture and heritage;
- what happens when cultures interact.



Students will understand how culture and heritage contribute to their identity and to the identity of others, as individuals and as group members. They will discover how communities reflect the cultures and heritage of the people and find out how culture and heritage are developed, passed on and maintained. Students will examine the nature and consequences of cultural interactions as they investigate the customs and traditions associated with cultural activities.

From their study of PLACE AND ENVIRONMENT students will understand:

- that people identify with place and environment through past and present experiences;
- the significance of people's interaction with their environment.

Students will understand the importance of place and environment to people and the ways in which people influence place and environment and are influenced by them. They will examine the different ways people and groups view places and environments. Students will learn how and why people regulate the use of places and environment and how differences over their use can be resolved. They will investigate how people represent and interpret place and environment.

From their study of RESOURCES AND ECONOMIC ACTIVITIES students will understand:

- that people access, manage and use resources to live;
- that people allocate, distribute and share resources through economic activities.

Students will develop their knowledge of the nature of resources and of the ways people utilise and exploit resources. Students will learn that resources can be renewable and non-renewable and that the management of resources involves choice. They will learn how conflicts might arise from the use of resources and participation in economic activities and how these conflicts might be resolved.

Students will examine the changing nature of economic activities. They will find out how societies organise production, distribution, and consumption of goods and services. Students will examine how specialisation and interdependence relate to exchange and trade. They will consider how the policies and actions of groups, institutions, businesses, governments, regional and international organisations affect economic activities and have consequences for people and for society.



From their study of DEVELOPMENT AND CHANGE students will understand:

- that development and change involve interaction with, and interdependence of, peoples and places;
- how and why development and change occur and the resulting influences on society.

Development and change are processes that occur in the individual, family and institutions, within communities and the nation. Students will understand that development and change can be physical, social, spiritual, economic, political and technological. They will examine relationships and issues arising from development and change. They will learn about the causes and the influences of development and change on society.

## **APPROACHES TO TEACHING AND LEARNING**

The national curriculum is aimed at enabling students to learn. Learning is a process by which new understandings are constructed. Students learn best when they take action themselves to generate and create meaning, and to apply the new knowledge in meaningful situations. Teaching practices must aim for effective learning. Students are more likely to be involved in effective learning if teachers use activities such as discussion, investigation and reflection, problem solving, and working together. These types of activities help students to think deeply about the content they are learning.

### **LANGUAGE AND LEARNING**

The language associated with learning in Social Studies is often abstract and demanding for any learner. For students who must learn through the medium of their second language, English, learning is even more complex. Such students are required to develop English language for school learning at the same time as attending to the requirements of content learning.

They are expected to use English to:

- reason through to conclusions;
- read and understand expository texts;
- develop arguments;
- analyse, synthesise and evaluate ideas.

Furthermore they are assessed in English on how well they express themselves either orally or in writing. English as second language learners may take at least 5 to 7 years to develop English language skills for academic learning compared to those students for whom English is the first language.

All students must develop the language associated with learning in Social Studies. In practice it requires Social Studies programmes to have specific English language objectives.



The language students will need in order to:

- understand;
- talk about Social Studies content;
- participate effectively in learning activities;

should be identified and taught together with the appropriate content.

In this way, language is developed in relevant and meaningful contexts. The development of English language skills for learning needs to be supported in all areas of the curriculum.

- Social Studies programmes will have these features:
- a planned integration of content and language learning in interesting contexts;
- the provision of opportunities for students to use language for both social and academic purposes;
- a balance of learning activities through listening and reading, speaking and writing, viewing and presenting;
- focused instruction on language structures from word forms and meanings to sentence patterns, to whole texts and the structures and conventions that go with them;
- opportunities for learners to interact with others in the classroom, school and wider community in Samoan and English languages;
- frequent opportunities for meaningful interaction between teachers and students, with teachers providing good models of language use and a balanced use of either language separately;
- the provision of opportunities for students to share their own knowledge, attitudes, values and viewpoints in learning activities;
- an inclusive learning environment which is gender-inclusive, non-racist and non-discriminatory;
- the involvement of students in the full range of thinking skills (cognitive processes) from recall of information to analysing information and making conclusions and generalisations;
- the provision of fair, valid, appropriate and consistent assessment activities that are integrated with learning;
- opportunities for learners to develop their knowledge and understandings about Samoan society and the settings that have significance for Samoa;
- learning experiences that enable the learner to investigate and explore important social issues now and in the future, make decisions and work co-operatively;
- the provision of activities aimed at increasing the learner's knowledge of their history, their land and their society.



# PROVIDING A BALANCED PROGRAMME IN SOCIAL STUDIES

The Social Studies Curriculum strands, specific aims and achievement objectives provide guidelines for the content of any Social Studies unit in any year level. The achievement objectives will be used to write specific learning outcomes for the knowledge to be covered and the skills to be used and developed.

## SETTINGS FOR STUDIES

Students will study communities and societies in a range of different times, different places and environments in order to meet the achievement objectives. These times, places and environments are called the 'settings' for studies.

The settings for Social Studies units must include learning about Samoan society (see Summary of Essential Learning about Samoa).

There will also be opportunities for students to study communities and societies in places beyond Samoa. Students will study people as social beings in other times and places to help them have a better understanding of themselves.

Settings in the Pacific are of particular importance to Samoa. Samoa has close historical, cultural, sporting and economic links with Pacific nation neighbours including Australia, New Zealand and Japan.

At least one setting from the Pacific must be included in the Social Studies programme for each year.

Settings in other parts of the world may include Asia, the Middle East, South and North America, Africa, Europe and Russia.

Settings from at least two of these areas must be included in the Social Studies programme for each year. Teachers may also use other relevant and appropriate settings in their programmes.

## INTERNATIONAL ORGANISATIONS AND EVENTS

Samoa has involvement in a range of international organisations e.g., the United Nations, and participates in international events e.g., the Commonwealth Games. Students will develop understandings of international organisations, events and global issues that affect Samoa.



A setting that addresses global issues, international organisations and events must be included in the Social Studies programme for each year.

The school Social Studies programme for years 9 to 11 will therefore reflect a balance of settings. The selection of settings provides flexibility in planning for teachers and depends on the range of resources available to the school.

## **SUMMARY OF ESSENTIAL LEARNING ABOUT SAMOA (E.L.A.S.)**

Students will have opportunities to develop their knowledge and understandings about Samoan society through studying:

1. Pacific migration, settlement, life and interaction in various areas of the Pacific over time;
2. the migration, settlement, life and interaction of Samoans within Samoa;
3. the subsequent migration, settlement, life and interaction of Americans, British, German, New Zealand and other cultural groups in various areas of Samoa over time;
4. the effects of colonisation for Samoans and immigrants;
5. the influence of Samoa's culture and heritage on the social, political and religious beliefs and systems;
6. the influence of other cultures and heritages on Samoa's social, cultural, political and religious beliefs and systems;
7. the perspectives of the matai as these affect contemporary systems, policies and events;
8. the perspectives of tama-a-le-eleele (tagata moni o le aiga ma le nu'u);
9. characteristics, roles, and cultural expressions of the various groups living in Samoa
10. major events in Samoa's history;
11. people in Samoa's history;
12. the physical environment of Samoa and how people interact with the landscape;
13. the treaties between Samoa and other countries and their significance for Samoa;
14. changing patterns of resource and land use;
15. changing patterns of economic activity and trade;
16. the origins, development and operation of systems of government and law, of the franchise and of local and national democratic institutions;
17. the nature and organisation of tautua and employment;
18. the development over time of Samoa's identity and ways in which that identity is expressed;



19. the location and significance of important natural and cultural features of the landscape;
20. current events and issues within Samoa;
21. Samoa's participation in international events and institutions and its possible role in world affairs in the future.

## VIEWPOINTS

The first Principle in the Samoa Secondary Curriculum: Overview Document states that the curriculum:

*...acknowledges that learners in any classroom bring different perceptions of learning and proceed through any learning experience at their own preferred styles, at different levels and at their own rates. To ensure that learning opportunities are not restricted all school programmes will be gender-inclusive, non-racist and non-discriminatory.*

Social Studies encourages students to acknowledge the experiences and viewpoints of a range of people that may be different from their own. Students will be challenged to think clearly and critically about human behaviour and to explore different values and viewpoints.

Teachers must incorporate different viewpoints into Social Studies programmes so that students' views are broadened by being able to 'see the world as others see it'. Included in this section are viewpoints on gender inclusiveness, multi-cultural issues, current and future issues.

### 1. GENDER INCLUSIVE VIEWPOINTS

Many Social Studies materials have traditionally focused on the experiences of boys and men. The experiences of girls and women have often not been visible and where they have been visible they have often been stereotyped or considered of less importance.

Social Studies programmes will:

- use inclusive language e.g people instead of mankind, they or he and she instead of just using he to mean everybody. Police officers rather than policemen when talking about everybody;
- include the interests, views and contributions of both women and men, girls and boys in the use of settings, planning of learning and teaching activities, selection and use of resources and methods of teaching;
- examine issues related to sexism and explore ways to promote nonsexist attitudes and behaviour in the school and wider community, e.g., the need to promote the training and access of women to male dominated professions eg. engineers and mechanics;



- develop learning experiences that create awareness of students to value both traditional and non-traditional gender roles;
- develop learning experiences that recognise the contribution and status of both women and men, girls and boys in different cultures, places and times;
- incorporate skills in understanding different viewpoints on gender issues;
- ensure that both girls and boys take active and valued leadership roles in activities, and that girls and boys have equitable access to resources, including teachers' time, learning assistance and technological equipment.

## 2. DIFFERENT VIEWPOINTS

Students in Samoan schools will understand the characteristics, roles and cultural expressions of the various groups of people living in Samoa. They will have opportunities to know about the different viewpoints and values held by different people living in Samoa. The Summary of Essential Learning about Samoa chart provides students with opportunities to develop their knowledge and understandings about how Samoan society has been influenced by other cultural and ethnic groups through studying:

- the subsequent migration, settlement, life and interaction of Americans, British, German, New Zealand and other cultural groups in various areas of Samoa over time;
- the effects of colonisation for Samoans and immigrants;
- the influence of Samoa's culture and heritage on its social, political and religious beliefs and systems;
- the influence of other cultures and heritages on Samoa's social, cultural, political and religious beliefs and systems.

Social Studies programmes in schools will:

- examine what is meant by the terms 'culture' and 'ethnic groups';
- examine issues related to stereotyping and prejudice;
- explore ways to promote understanding of different viewpoints;
- consider members of cultural and ethnic groups within the local and wider Samoan community when including aspects of content related to those cultural and ethnic groups.

## 3. VIEWPOINTS ON CURRENT ISSUES

Social Studies programmes provide many opportunities for students to examine current issues and events.

Social Studies programmes in schools will:

- provide opportunities for students to know about current issues that are important to them, their local communities, Samoa, the Pacific communities and the wider world;
- develop students' interest in current events and issues;





- develop students' understanding and ability to analyse information e.g., news media;
- encourage students to become active citizens and to understand the ways that they can participate in their local community, the wider Samoan community, and the Pacific and global communities.

#### **4. VIEWPOINTS ON FUTURE ISSUES**

A major task of Social Studies programmes is to prepare students to live in a rapidly changing world. In order to do this, Social Studies programmes will:

- encourage students to practise creative problem-solving;
- develop in students the confidence that they can contribute to the future of their society and help to shape it;
- examine the possible future impact of current directions in Samoa, the Pacific region and global communities;
- develop understandings of development and change and explore what might happen in the future.

## **ASSESSMENT AND EVALUATION**

Assessment is the process of gathering meaningful information which is used to make judgements on aspects of the learning cycle such as learners' performance against the achievement objectives and the quality and effectiveness of learning programmes. Assessment and evaluation of Social Studies teaching and learning must reflect the principles in the Samoa Secondary Curriculum: Overview Document.

The national curriculum recognises the relationship between the principles and purposes of the curriculum and methods of assessment. Assessment methods are an important factor in influencing and constraining teaching methods. The things that are assessed are seen as important. The way assessment is conducted emphasises the need to gain the skills that are assessed. Written examinations focus on a narrow range of knowledge and skills that can be assessed in written forms. The domination of assessment by pen and paper examinations legitimises the focus on a narrow range of skills and as a result confirms a narrow range of teaching methods.

It is important therefore that:

- a range of assessment procedures is used to provide useful information on students' progress against the achievement objectives stated in the Social Studies strands;
- skills and knowledge such as independent inquiry, oral language, and many practical skills need to be assessed. These are not easily assessed by examination and need assessment through school based activities;



- assessment and evaluation be ongoing and help improve the ways in which Social Studies programmes are meeting the students' needs;
- where appropriate, families and communities be involved as participants in the assessment and evaluation process;
- students be involved in the assessment of their own progress in Social Studies.

Effective assessment in Social Studies seeks to:

- be valid, reliable and authentic;
- help students and teachers focus better on learning;
- be rewarding - in terms of offering guidance about progress and skills;
- give feedback.

Teachers evaluating their programmes or units can use information from assessment.

Evaluation is used to measure the success or otherwise of programmes or units. It requires a teacher to judge what worked well, how well the teaching improved students' learning, and what needs changing to improve the unit or programme for next time. Teachers should involve colleagues and students in the process of evaluation, by asking them for their feedback on how well the teaching programme or unit met their learning needs.



# **SOCIAL STUDIES**

**Achievement Objectives**

**for Years 9 - 11**



# SOCIAL LIVING

**AIM:** From their study of SOCIAL LIVING students will demonstrate knowledge and understandings of people's organisation in groups and the rights, roles and responsibilities of people as they interact within groups:

Year 9	Year 10	Year 11
Students will demonstrate knowledge and understanding of:		
<p><b>1. How and why groups are organised within communities and societies when they:</b></p> <ul style="list-style-type: none"> <li>· Gather information and describe a range of groups;</li> <li>· Communicate findings about the functions of those groups;</li> <li>· Make some general statements about the groups that people belong to.</li> </ul> <p><b>2. How participation within groups involves both rights and responsibilities when they:</b></p> <ul style="list-style-type: none"> <li>· Define what rights and responsibilities are;</li> <li>· Identify the rights and responsibilities that individuals have within a group;</li> <li>· Explain how rights and responsibilities might vary in different groups.</li> </ul>	<p><b>1. How systems of government are organised and affect people's lives when they:</b></p> <ul style="list-style-type: none"> <li>· Identify features of different political systems;</li> <li>· Ask questions and draw conclusions about how the implementation of government decisions affect people's lives;</li> <li>· Explain how decisions (e.g., laws made, policies written, voting) are made and put in place in a parliamentary democracy and in a different system of government.</li> </ul> <p><b>2. How and why people seek to gain and maintain social justice and human rights when they:</b></p> <ul style="list-style-type: none"> <li>· Collate (sort and put together) information about human rights and social justice;</li> <li>· Explain how and why people seek to gain and maintain human rights and social justice;</li> <li>· Predict what might happen to people seeking to gain and maintain human rights and social justice.</li> </ul>	<p><b>1. How and why people organise themselves to review systems and institutions in society when they:</b></p> <ul style="list-style-type: none"> <li>· Identify some types of institutions in society (e.g., families, political parties, religious institutions, education systems);</li> <li>· Describe ways for reviewing and evaluating systems or institutions and ways of making changes (e.g., through referenda, petitions, marches, conferences);</li> <li>· Make conclusions and generalisations as to why some systems or institutions are easier to change than others.</li> </ul> <p><b>2. The effects of changes in society on people's rights, roles and responsibilities when they:</b></p> <ul style="list-style-type: none"> <li>· Label and classify examples of changes in people's rights, roles and responsibilities brought about by changes in society;</li> <li>· Debate how changes in society affect the rights and responsibilities of people.</li> </ul>

# CULTURE AND HERITAGE

**AIM:** From their study of CULTURE AND HERITAGE students will demonstrate knowledge and understanding that everyone’s identity is influenced by culture and heritage and understanding what happens when cultures interact.

Year 9

Year 10

Year 11

Students will demonstrate knowledge and understanding of:

**1. How and why culture and heritage are passed on and sustained in society when they:**

- Give examples of practices and symbols of culture and heritage that have been passed on and are sustained;
- Communicate findings about the ways that culture and heritage might be passed on and sustained (e.g. through myths, legends, stories, adornments, songs, dances, arts and crafts, ceremonies);
- Identify a symbol and explain what it tells about identity.

**2. The impact of the spread of new technology and ideas on culture and heritage when they:**

- Gather information on how technological changes have affected the ways in which people maintain and pass on their heritage;
- Label and classify different types of new technologies and ideas;
- Describe the ways that new technologies and ideas have changed culture and heritage.

**1. The ways in which cultural and national identity develop and are maintained when they:**

- List and classify cultural and national activities that maintain and develop national identity;
- Describe the nature of their cultural identities (e.g. youth, ethnic) and national identity;
- Explain how and why national identity is developed, maintained and expressed.

**2. The effects of the interactions of culture and heritage when they:**

- Give examples of the changes caused by cultural interactions;
- Suggest the consequences that may occur from the interaction of cultures;
- Communicate how different cultures interact.

**1. How people respond to the diversity of cultures and heritages and the consequences of such responses when they:**

- Communicate findings about how the diversity of cultures and heritages is expressed;
- Carry out an investigation of how and why people respond to the diversity of cultures and heritages and the consequences of such responses.

**2. How and why cultures adapt and change when they:**

- Demonstrate (based on personal experiences) the ways that cultures adapt and change in response to new ideas;
- Explain how changes and adaptations of their culture affect people’s values;
- Predict what happens when people adapt and change to new environments.

# PLACE AND ENVIRONMENT

**AIM:** From their study of PLACE & ENVIRONMENT students will demonstrate knowledge and understanding that people identify with place and environment through their past and present experiences and the significance of people's interaction with their environment.

Year 9

Year 10

Year 11

Students demonstrate knowledge and understanding of:

**1. How places reflect the past interactions of people and their environment when they:**

- Gather information about places and environments that are important to people in the past and still significant today;
- Identify traditions that originated from past interactions of people and their environments;
- Explain how traditions and cultural practices reflect past interactions of people with their environments.

**2. Why people move between places and the consequences of this for the people and the places when they:**

- Gather information about people moving between places;
- Communicate findings on the reasons why people move;
- Describe the effects on people and the environment when people move between places.

**1. The implications of changes to places for people and the environment when they:**

- Identify factors that lead to changes to places and changes in the environment;
- List and select the changes in traditions and cultural practices caused by changes to places and the environment;
- Discuss the effects of population change in a place, on people and on natural and cultural features of the environment.

**2. How and why people seek to resolve differences over how places and the environment should be used when they:**

- Discuss the conflicts that may arise from the use of an environment;
- Describe the ways in which people deal with difficulties that arise from the use of an environment;
- Analyse information on how conflicts over the use of an environment may be resolved.

**1. How and why people perceive place and environment in different ways when they:**

- Record findings about how people maintain and develop important places;
- Describe the different ways that people perceive places and environments;
- Explain how and why different people value different places and environments.

**2. How and why people manage and regulate the use of places and the environment when they:**

- Give examples of laws made to manage places and environments;
- Report on people's responses to the regulation of places and environments;
- Carry out an investigation on how places and environments are managed and regulated.

# RESOURCES AND ECONOMIC ACTIVITIES

**AIM:** From their study of RESOURCES AND ECONOMIC ACTIVITIES students will demonstrate knowledge and understanding that people access, manage and use resources to live and that people allocate, distribute and share resources through economic activities.

Year 9	Year 10	Year 11
Students demonstrate knowledge and understanding of:		
<p><b>1. How and why people use resources differently and the consequences of this when they:</b></p> <ul style="list-style-type: none"> <li>· Gather information on the different ways in which different cultural groups may use the same resource;</li> <li>· Report on the different values that people may attach to a resource (e.g., in work, worship, sport, nature);</li> <li>· Explain what happens when resources are viewed or used in new and different ways.</li> </ul> <p><b>2. How and why different systems of exchange operated in the past when they:</b></p> <ul style="list-style-type: none"> <li>· Gather information to show different systems of exchange of goods and services that have occurred over time;</li> <li>· Report the reasons why people need to exchange goods and services;</li> <li>· Compare the difference of a past system of exchange of goods and services to a current system.</li> </ul>	<p><b>1. Factors that influence people’s access to resources when they:</b></p> <ul style="list-style-type: none"> <li>· Identify economic factors that can influence the ability of individuals and groups to obtain resources, goods and services;</li> <li>· Record findings on how social factors can influence the ability of individuals and groups to obtain resources, goods and services;</li> <li>· Communicate the ways in which the access of less advantaged groups to resources, goods and services can be improved.</li> </ul> <p><b>2. How participation in economic activities has changed and the consequences of this when they:</b></p> <ul style="list-style-type: none"> <li>· Gather and present information on the factors that have changed people’s participation in economic activities.</li> <li>· Analyse how these factors have changed people’s participation in production, distribution, consumption and exchange;</li> <li>· Suggest what the consequences of these changes might be for people.</li> </ul>	<p><b>1. How and why people regulate the management of resources when they:</b></p> <ul style="list-style-type: none"> <li>· Identify factors (e.g. price, opportunity cost, enterprise, technology) that influence people’s decisions about the use of resources, goods and services;</li> <li>· Design and answer questions on how groups, communities and businesses make decisions about the use of resources, goods and services;</li> <li>· Suggest the likely consequences of regulations on the management of resources, goods and services;</li> </ul> <p><b>2. How and why the international distribution and allocation of resources influence people’s lives when they:</b></p> <ul style="list-style-type: none"> <li>· Gather and process information on the ways that government actions have resulted in economic changes;</li> <li>· Compare the ways that the actions of international organisations have resulted in economic changes;</li> <li>· Communicate findings about the social consequences of economic policies and the economic consequences of social policies.</li> </ul>

# DEVELOPMENT AND CHANGE

**AIM:** From their study of DEVELOPMENT AND CHANGE students will demonstrate knowledge and understanding that development and change involve interaction with, and interdependence of, peoples and places and how and why development and change occur and the resulting influences on society

Year 9

Year 10

Year 11

Students demonstrate knowledge and understanding of:

**1. The meaning of development and why development and change occur when they:**

- Select and list examples of development and change in communities;
- Communicate the meaning of the term development;
- Give reasons why development and change occur.

**2. The causes and effects of development and change on people's lives when they:**

- Give examples of causes and effects of development and change on people's lives;
- Describe how these changes affect people's lives;
- Explain how people might react to the effects of development and change.

**1. The influences of development and change on peoples and places when they:**

- Organise information about the influences of development and change on people and places;
- Identify and describe places which have been influenced by development and change ;
- Present the responses of people towards development and change on places.

**2. The role of technology in development and change and the consequences of this when they:**

- Give examples of technology being used in the process of development and change;
- Carry out an investigation on the role of technology in development and change and the consequences of using technology.

**1. Interdependence and co-operation among nations and the consequence of this for development and change when they:**

- Collect and display information on interdependence and co-operation among nations;
- Process and interpret information on why and how nations co-operate in development and change programmes;
- Communicate the consequences of interdependence and co-operation among nations.

**2. How and why people plan for development when they:**

- Identify and record the priorities of a specific plan;
- Explain the significance of the plan and describe how it is being implemented;
- Discuss how different people might feel about this development plan.



# SOCIAL STUDIES

## ACHIEVEMENT OBJECTIVES BY YEAR LEVEL



# 9

## **SOCIAL LIVING**

From their study of SOCIAL LIVING students will demonstrate knowledge and understandings of people's organisation in groups and the rights, roles and responsibilities of people as they interact within groups:

### **PEOPLE'S GROUP ORGANISATION**

Students will demonstrate knowledge and understanding of:

How and why groups are organised within communities and societies when they:

- Gather information and describe a range of groups;
- Communicate findings about the functions of those groups;
- Make some general statements about the groups that people belong to.

### **RIGHTS ROLES AND RESPONSIBILITIES**

Students will demonstrate knowledge and understanding of:

How participation within groups involve both rights and responsibilities when they:

- Define what rights and responsibilities are;
- Identify the rights and responsibilities that individuals have within a group;
- Explain how rights and responsibilities might vary in different groups.



# 9

## CULTURE AND HERITAGE

From their study of CULTURE AND HERITAGE students will demonstrate knowledge and understanding that everyone's identity is influenced by culture and heritage and understanding what happens when cultures interact.

### CULTURE AND HERITAGE

Students will demonstrate knowledge and understanding of:

How and why culture and heritage are passed on and sustained in society when they:

- Give examples of practices and symbols of culture and heritage that have been passed on and are sustained;
- Communicate findings about the ways that culture and heritage might be passed on and sustained (e.g. through myths, legends, stories, adornments, songs, dances, arts and crafts, ceremonies);
- Identify a symbol and explain what it tells about identity.

### INTERACTION OF CULTURES

Students will develop their knowledge and understanding of:

The impact of the spread of new technology and ideas on culture and heritage when they:

- Gather information on how technological changes have affected the ways in which people maintain and pass on their heritage;
- Label and classify different types of new technologies and ideas;
- Describe the ways that new technologies and ideas have changed culture and heritage.



# 9

## PLACE AND ENVIRONMENT

From their study of PLACE & ENVIRONMENT students will demonstrate knowledge and understanding that people identify with place and environment through their past and present experiences and the significance of people's interaction with their environment.

### IDENTITY WITH PLACE AND ENVIRONMENT

Students will develop their knowledge and understanding of:

How places reflect the past interactions of people and their environment when they:

- Gather information about places and environments that are important to people in the past and still significant today;
- Identify traditions that originated from past interactions of people and their environment;
- Explain how traditions and cultural practices reflect past interactions of people with their environments.

### INTERACTION WITH THE ENVIRONMENT

Students will develop their knowledge and understanding of:

Why people move between places and the consequences of this for the people and the places when they:

- Gather information about people moving between places;
- Communicate findings on the reasons why people move;
- Describe the effects on people and the environment when people move between places.



# 9

## RESOURCES AND ECONOMIC ACTIVITIES

From their study of RESOURCES AND ECONOMIC ACTIVITIES students will demonstrate knowledge and understanding that people access, manage and use resources to live and that people allocate, distribute and share resources through economic activities.

### MANGEMENT OF RESOURCES

Students will demonstrate knowledge and understanding of:

How and why people use resources differently and the consequences of this when they:

- Gather information on the different ways in which different cultural groups may use the same resource;
- Report on the different values that people may attach to a resource (e.g., in work, worship, sport, nature);
- Explain what happens when resources are viewed or used in new and different ways.

### USE OF RESOURCES

Students will demonstrate knowledge and understanding of:

How and why different systems of exchange operated in the past when they:

- Gather information to show different systems of exchange of goods and services that have occurred over time;
- Report the reasons why people need to exchange goods and services;
- Compare the difference of a past system of exchange of goods and services to a current system.



# 9

## DEVELOPMENT AND CHANGE

From their study of DEVELOPMENT AND CHANGE students will demonstrate knowledge and understanding that development and change involve interaction with, and interdependence of, peoples and places and how and why development and change occur and the resulting influences on society

### PEOPLE AND PLACES

The meaning of development and why development and change occur when they:

- Select and list examples of development and change in communities;
- Communicate the meaning of the term development;
- Give reasons why development and change occur.

### INFLUENCE OF CHANGE ON SOCIETY

The causes and effects of development and change on people's lives when they:

- Give examples of causes and effects of development and change on people's lives;
- Describe how these changes affect people's lives;
- Explain how people might react to the effects of development and change.



# 10

## SOCIAL LIVING

From their study of SOCIAL LIVING students will understand people's organisation in groups and the rights, roles and responsibilities of people as they interact within groups

### GROUP ORGANISATION

Students will demonstrate knowledge and understanding of:

How systems of government are organised and affect people's lives when they:

- Identify features of different political systems.
- Ask questions and draw conclusions about how the implementation of government decisions affect people's lives;
- Explain how decisions (e.g., laws made, policies written, voting) are made and put in place in a parliamentary democracy and in a different system of government.

### INTERACTION WITHIN GROUPS

Students will demonstrate knowledge and understanding of:

How and why people seek to gain and maintain social justice and human rights when they:

- Collate (sort and put together) information about human rights and social justice;
- Explain how and why people seek to gain and maintain human rights and social justice;
- Predict what might happen to people seeking to gain and maintain human rights and social justice.



# 10

## CULTURE AND HERITAGE

From their study of CULTURE AND HERITAGE students will demonstrate knowledge and understanding that everyone's identity is influenced by culture and heritage and understanding what happens when cultures interact.

### CULTURE AND HERITAGE

Students will develop their knowledge and understanding of:

The ways in which cultural and national identity develop and are maintained when they:

- List and classify cultural and national activities that maintain and develop national identity;
- Describe the nature of their cultural identities (e.g., youth, ethnic) and national identity;
- Explain how and why national identity is developed, maintained and expressed.

### INTERACTION OF CULTURES

Students will develop their knowledge and understanding of:

Students will demonstrate knowledge and understanding of:

The effects of the interactions of culture and heritage when they:

- Give examples of the changes caused by cultural interactions;
- Suggest the consequences that may occur from the interaction of cultures;
- Communicate how different cultures interact.





# 10

## PLACE AND ENVIRONMENT

From their study of PLACE & ENVIRONMENT students will demonstrate knowledge and understanding that people identify with place and environment through their past and present experiences and the significance of people's interaction with their environment.

### IDENTITY WITH PLACE AND ENVIRONMENT

Students will develop their knowledge and understanding of:

The implications of changes to places for people and the environment when they:

- Identify factors that can lead to changes to places and changes in the environment;
- List and select the changes in traditions and cultural practices caused by changes to places and the environment;
- Discuss the effects of population change in a place, on people and on natural and cultural features of the environment.

### INTERACTION WITH THE ENVIRONMENT

Students will develop their knowledge and understanding of:

How and why people seek to resolve differences over how places and their environment should be used when they:

- Discuss the conflicts that may arise from the use of an environment;
- Describe the ways in which people deal with difficulties that arise from the use of an environment;
- Analyse information on how conflicts over the use of an environment may be resolved.



# 10

## RESOURCES AND ECONOMIC ACTIVITIES

From their study of RESOURCES AND ECONOMIC ACTIVITIES students will demonstrate knowledge and understanding that people access, manage and use resources to live and that people allocate, distribute and share resources through economic activities.

### MANGEMENT OF RESOURCES

Students will demonstrate knowledge and understanding of:

Factors that influence people's access to resources when they:

- Identify economic factors that can influence the ability of individuals and groups to obtain resources, goods and services;
- Record findings on how social factors can influence the ability of individuals and groups to obtain resources, goods and services;
- Communicate the ways in which the access of less advantaged groups to resources, goods and services can be improved.

### USE OF RESOURCES

Students will demonstrate knowledge and understanding of:

How people's participation in economic activities has changed and the consequences of this when they:

- Gather and present information on the factors that have changed people's participation in economic activities (e.g., technological developments, social attitudes towards the working week, the environment, women in paid work, availability of labour, business decisions, availability of resources);
- Analyse how these factors have changed people's participation in production, distribution, consumption and exchange;  
Suggest what the consequences of these changes might be for people.



# 10

## DEVELOPMENT AND CHANGE

From their study of DEVELOPMENT AND CHANGE students will demonstrate knowledge and understanding that development and change involve interaction with, and interdependence of, peoples and places and how and why development and change occur and the resulting influences on society

### PEOPLE AND PLACES

The influences of development and change on peoples and places when they:

- Organise information about the influences of development and change on people and places;
- Identify and describe places which have been influenced by development and change ;
- Present the responses of people towards development and change on places.

### INFLUENCE OF CHANGE ON SOCIETY

The role of technology in development and change and the consequences of this when they:

- Give examples of technology being used in the process of development and change;
- Carry out an investigation on the role of technology in development and change and the consequences of using technology.



# 11

## SOCIAL LIVING

From their study of SOCIAL LIVING students will understand people's organisation in groups and the rights, roles and responsibilities of people as they interact within groups

### GROUP ORGANISATION

Students will demonstrate knowledge and understanding of:

How and why people organise themselves to review systems and institutions in society when they:

- Identify some types of institutions in society (e.g., families, political parties, religious institutions, education systems);
- Describe ways for reviewing and evaluating systems or institutions and ways of making changes (e.g., through referenda, petitions, marches, conferences);
- Make conclusions and generalisations as to why some systems or institutions are easier to change than others.

### INTERACTION WITHIN GROUPS

Students will demonstrate knowledge and understanding of:

The effects of changes in society on people's rights, roles and responsibilities when they:

- Label and classify examples of changes in people's rights, roles and responsibilities brought about by changes in society;
- Debate how changes in society affect the rights and responsibilities of people.



# 11

## CULTURE AND HERITAGE

From their study of CULTURE AND HERITAGE students will demonstrate knowledge and understanding that everyone's identity is influenced by culture and heritage and understanding what happens when cultures interact.

### CULTURE AND HERITAGE

Students will demonstrate knowledge and understanding of:

How people respond to the diversity of cultures and heritages and the consequences of such responses when they:

- Communicate findings about how the diversity of cultures and heritages is expressed;
- Carry out an investigation of how and why people respond to the diversity of cultures and heritages and the consequences of such responses.

### INTERACTION OF CULTURES

Students will demonstrate knowledge and understanding of:

How and why cultures adapt and change when they:

- Demonstrate (based on personal experiences) the ways that cultures adapt and change in response to new ideas;
- Explain how changes and adaptations of their culture affect people's values;
- Predict what happens when people adapt and change to new environments.



# 11

## PLACE AND ENVIRONMENT

From their study of PLACE & ENVIRONMENT students will demonstrate knowledge and understanding that people identify with place and environment through their past and present experiences and the significance of people's interaction with their

### IDENTITY WITH PLACE AND ENVIRONMENT

Students will demonstrate knowledge and understanding of:

How and why people perceive place and environment in different ways when they:

- Record findings about how people maintain and develop important places.
- Describe the different ways that people perceive places and environments.
- Explain how and why different people value different places and environments.

### INTERACTION WITH THE ENVIRONMENT

Students will demonstrate knowledge and understanding of:

How and why people manage and regulate the use of places and the environment when they:

- Give examples of laws made to manage places and environments;
- Report on people's responses to the regulation of places and environments;
- Carry out an investigation on how places and environments are managed and regulated.



# 11

## RESOURCES AND ECONOMIC ACTIVITIES

From their study of RESOURCES AND ECONOMIC ACTIVITIES students will demonstrate knowledge and understanding that people access, manage and use resources to live and that people allocate, distribute and share resources through economic activities.

### MANGEMENT OF RESOURCES

Students will demonstrate knowledge and understanding of:

How and why people regulate the management of resources when they:

- Identify factors (e.g., price, opportunity cost, enterprise, technology) that influence people's decisions about the use of resources, goods and services.
- Design and answer questions on how groups, communities and businesses make decisions about the use of resources, goods and services.
- Suggest the likely consequences of regulations on the management of resources, goods and services.

### USE OF RESOURCES

Students will demonstrate knowledge and understanding of:

How and why the international distribution and allocation of resources influence people's lives when they:

- Gather and process information on the ways that government actions have resulted in economic changes.
- Compare the ways that the actions of international organisations have resulted in economic changes.
- Communicate findings about the social consequences of economic policies and the economic consequences of social policies.



# 11

## DEVELOPMENT AND CHANGE

From their study of DEVELOPMENT AND CHANGE students will demonstrate knowledge and understanding that development and change involve interaction with, and interdependence of, peoples and places and how and why development and change occur and the resulting influences on society

### PEOPLE AND PLACES

Students will demonstrate knowledge and understanding of:

Interdependence and co-operation among nations and the consequences of this for development and change when they:

- Collect and display information on interdependence and co-operation among nations.
- Process and interpret information on why and how nations co-operate in development and change programmes.
- Communicate the consequences of interdependence and co-operation among nations.

### INFLUENCE OF CHANGE ON SOCIETY

Students will demonstrate knowledge and understanding of:

How and why people plan for development when they:

- Identify and record the priorities of a specific plan;
- Explain the significance of the plan and describe how it is being implemented.
- Discuss how different people might feel about this development plan.





# GLOSSARY OF TERMS

## **Achievement objectives**

Broad statements of what students are expected to learn, showing progressions and continuity in learning for the years of the Samoa Secondary Curriculum.

## **Assessment**

Assessment is a process where students and teachers measure learning. The assessment process is based on the performance of learners against the achievement objectives.

## **Beliefs**

Principles, propositions and ideas held to be true.

## **Colonisation**

The establishment of the ideas, beliefs and values of one group within another group, or the imposition of the ideas, beliefs and values of one group on another group: in a narrower political sense, colonisation means the establishment by one country of a colony or colonies in another country.

## **Community**

A group of people who live in the same area, or work, study or do other activities together and who help each other in various ways.

## **Critically**

To think critically is to analyse, to consider and make decisions about issues, to inquire and research.

## **Culture**

Understandings, patterns of behaviour, symbols, practices, viewpoints and values shared by a group of people.

## **Cultural feature**

Any feature of a place or environment designed or made by people.

## **Customs**

Particular ways of behaving, within a group, that have been established by social habits (traditional or contemporary).

## **Constitution**

The rules that govern the way clubs, organisations or governments are run

## **Democratic government**

A government in which all citizens of the country have an equal right to elect members of parliament.

## **Distribution**

The spread or arrangement of natural or cultural phenomena (in terms of geographic areas, economic groupings or social classes); in a narrower sense: the extent to which different groups or individuals share in the total production of wealth of a community.

## **Environment**

Physical surroundings, circumstances and influences affecting people's lives and development.

## **Ethnic group**

A group of people with a distinctive physical appearance, usually with a distinctive culture and language (the term "race" is avoided because of ideas about the supposed superiority of some races over others - the form of discrimination known as racism).

## **Ethnocentrism**

A tendency to see one's own group as the centre of things, so that one evaluates other groups only in relation to one's own: having assumptions or preconceptions originating in the standards and customs of one's own ethnic group.



**Genealogy**

The ancestors of a family or clan/tribe/group of people, a family/clan's genealogy is often shown through a family tree.

**Heritage**

Ideas, material goods, or other resources that are the right of a person or groups of people by birth and are often passed down through the generations.

**Human rights**

Rights held to be justifiably belonging to any person.

**Identity**

The way a person or group views themselves in relation to the world including other people and groups.

**Indigenous**

Local or native peoples, plants or animals.

**Interdependence**

Reciprocal relationships where people and/or groups and/or physical phenomena have a strong influence on one another or depend on one another for support.

**Learning outcome**

Description of the knowledge and skills displayed at any year/level as a result of learning experiences.

A specific learning outcome is the expected learning that occurs as a result of a particular learning activity. Such learning generally relates to one or more aspects of an achievement objective.

**Market**

A demand for a commodity or service.

**Migrants**

People who leave one place to live in another place.

**Multicultural/multi ethnic country**

A country where there are several main cultural and ethnic groups attempting to keep together as a country but also allowing each group to follow its own customs and traditions.

**Natural features**

Features of a place or environment that occur naturally (as opposed to features designed and made by people).

**Parliament**

The place where the people elected to govern the country meet to make laws and to decide on the taxes citizens need to pay.

**Process**

A series of actions taking place in an ordered sequence to produce a particular result.

**Resource**

Anything used directly by people; in an economic sense resources may mean stock that can be drawn on (Natural resources are the 'stock' of the land, human resources are people and their knowledge, skills, inventiveness and ingenuity; and resources produced by people include available goods and financial capital).

**Settings for studies**

Students will study communities and societies in a range of different places and environments. These are called the 'settings' for studies.

The settings for social studies units will emphasise learning about Samoan society (see Summary of Essential Learning about Samoa in the Social Studies Curriculum Statement) but there will also be opportunities for students to study communities and societies in places beyond Samoa.



**Sexism**

People are often stereotyped (thought to have particular characteristics that belong to their sex). This thinking leads society to treat women in different ways to men and this may lead to discrimination against one sex.

**Stereotype**

A person or thing that fits a fixed view or picture that is often an unfair view; cause to conform or fit into a type.

**Strands**

Broad groupings of knowledge, skills and processes within a learning area.

**Symbol**

A thing that stands for something of importance ( e.g. a cross + in religion).

**Traditions**

Beliefs or customs handed down through generations, often orally or through accepted practices and ways of working.

**Values**

A person's principles or standards, judgements of what is valuable or important in life.

**Viewpoint**

An attitude or opinion, a perspective, a point of view, a standpoint.



