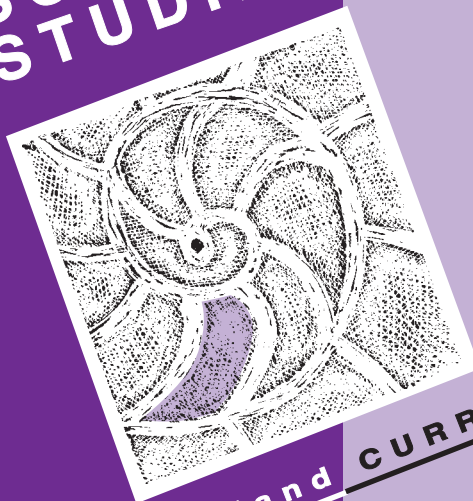


SOCIAL STUDIES



in the New Zealand CURRICULUM

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in the New Zealand CURRICULUM

Ministry of Education

Learning Media
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Foreword

Social Studies in the New Zealand Curriculum is the core statement for the Social Sciences, one of the seven essential learning areas identified in *The New Zealand Curriculum Framework*. The statement provides a clear indication of the Ministry's expectations for students' achievement in social studies from year 1 to year 13. Programmes based on *Social Studies in the New Zealand Curriculum* will provide students with relevant knowledge, essential skills, and experience in using important processes for the new millennium.

This statement defines, in English, the aims and achievement objectives required to deliver social studies education in New Zealand schools. A parallel statement in Māori, *Tikanga ā Iwi*, is under development and will be released in its final form towards the end of 1998.

Social studies helps students to understand their world and gives them the skills and knowledge to play their part in society. This statement focuses on the study of society and of human activity in the contexts of continuity, change, and contemporary issues. Students will be able to investigate and explore important social issues, make decisions, work cooperatively, and build their knowledge of their history, their land, and their society.

Social studies is important to the whole community. It emphasises the skills and processes involved in social participation, which, along with the prescribed settings and perspectives, will help students to become informed, confident, and effective citizens. Students will be challenged to think clearly and critically about human behaviour and to explore different values and viewpoints. An emphasis is placed on learning about New Zealand society and the countries and regions that have significance for New Zealand.

This statement is the result of extensive debate about and consideration of the aims and purposes of social studies and the best way of implementing them in our classrooms. Two draft statements have been released and have generated a wide range of responses. These responses have been carefully analysed and have informed the development of this final national curriculum statement. The implementation of the earlier national curriculum statements (for mathematics, science, English, and technology) has also provided information that has been useful in the development of this statement.

I am grateful to all the people who have contributed to the development of this curriculum statement, many of whom gave freely of their time, expertise, and experience.

Howard Fancy
Secretary for Education



Unuhia te rito o te harakeke kei whea te kōmako e ko?
Whakataerangitia - rere ki uta, rere ki tai;
Ui mai koe ki ahau he aha te mea nui o te ao,
Māku e kī atu he tangata, he tangata, he tangata!

*Take away the heart of the flax bush
and where will the kōmako sing?
Proclaim it to the land, proclaim it to the sea,
Ask me what is the greatest thing in the world,
I will reply
It is people, it is people, it is people!*

Introduction

Social studies is the systematic study of an integrated body of content drawn from the social sciences and the humanities. It enables students to develop their knowledge and understandings of the diverse and dynamic nature of society and of how interactions occur among cultures, societies, and environments. Students develop and apply skills as they investigate society, explore issues, make decisions, and work cooperatively with others. The understandings and skills they develop enable them to participate in society as informed, confident, and responsible citizens.

The purpose of *Social Studies in the New Zealand Curriculum* is to state what students should learn and achieve within the essential learning area of social sciences. This curriculum statement outlines learning in the social sciences for all students in years 1-10. It also provides the basis for courses in years 11-13 in schools where social studies is an option in the senior secondary school curriculum along with such subjects as geography, history, and economics.

In New Zealand schools, social studies programmes emphasise learning about New Zealand peoples, cultures, and groups in various time and place settings. Such learning includes the development of understandings of the Treaty of Waitangi, of New Zealand's bicultural heritage, and of the multicultural nature of our society.

Social Studies in the New Zealand Curriculum establishes achievement objectives for five strands: Social Organisation; Culture and Heritage; Place and Environment; Time, Continuity, and Change; and Resources and Economic Activities. Within these strands, the curriculum sets out a clear and structured progression of achievement objectives that span all levels of schooling.

Achievement objectives are also established for three social studies processes – Inquiry, Values Exploration, and Social Decision Making. These processes incorporate the essential skills of *The New Zealand Curriculum Framework*.

The Aim of Social Studies Education

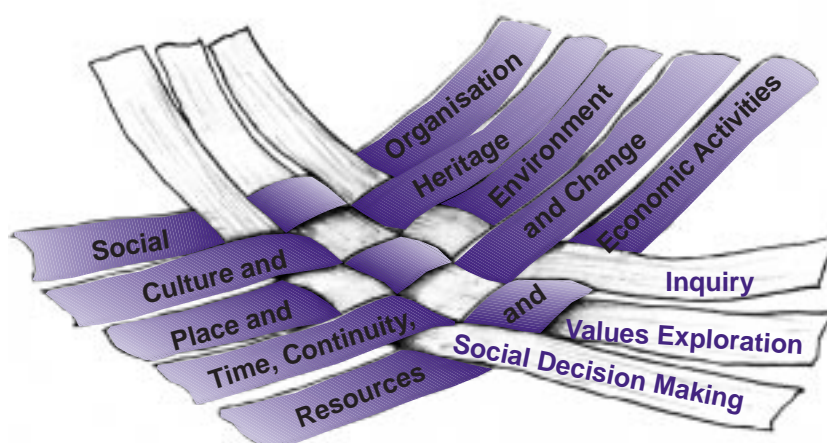
Social studies education aims to enable students to participate in a changing society as informed, confident, and responsible citizens.

Students will achieve this aim by developing **knowledge and understandings about human society** as they study:

- people's organisation in groups and the rights, roles, and responsibilities of people as they interact within groups;
- the contribution of culture and heritage to identity and the nature and consequences of cultural interaction;
- people's interaction with places and the environment and the ways in which people represent and interpret place and environment;
- relationships between people and events, through time, and interpretations of these relationships;
- people's allocation and management of resources and people's participation in economic activities;

and by developing **skills** as they use the **social studies processes**:

- to learn about society and to enable them to participate responsibly in society.



The social studies strands and processes are inextricably linked.

Teaching and learning in *Social Studies in the New Zealand Curriculum* is built around five strands and three processes.

The Indicators for the Achievement Objectives

Indicators for the strands are expressed as sets. As a group, each set indicates how one of the achievement objectives could be met. Each set of indicators gives examples of what students may come to know or understand as a result of their learning experiences at a particular level, and each set reflects concepts and ideas that relate to a particular achievement objective.

The indicators provided with each achievement objective are not exclusive.

Further indicators may be devised by teachers to supplement or replace those provided.

The indicators for the strands are intended to show how students could demonstrate knowledge and understandings. These indicators use only four verb stems: “give examples of ...”, “identify ...”, “describe ...”, and “explain ...”. When developing specific learning outcomes, teachers will use a wide range of verb stems to reflect the many skills involved in developing students’ knowledge and understandings.

**The aim of
social studies education
is achieved through learning in
FIVE STRANDS
with
two achievement aims for each strand,
two achievement objectives for each strand at eight levels,
and one set of indicators for each achievement objective.**

The Five Strands

Social Organisation

Whāia te iti kaburangi.

Strive for the things in life that are important to you.

ACHIEVEMENT AIMS

From their study of Social Organisation, students will understand:

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

Because people are social beings, they live their lives as members of a variety of groups. Students will study the kinds of groups people form, the kinds of groups they join, the ways in which groups function, and the ways in which interaction occurs within and between groups. They will learn about different groups that exist in society, the reasons why groups are formed, and the dynamic nature of groups. They will find out how groups operate to meet particular goals, challenges, and crises.

Students will understand the rights, roles, and responsibilities people have as they participate in groups and will learn about the rules and laws that determine people's behaviour in groups. They will discover how individuals, communities, and nations exercise their rights and meet their responsibilities. They will understand the effects of change on these rights, roles, and responsibilities.

Culture and Heritage

He taonga tuku iho nā ngā tīpuna.

A cultural treasure handed down from our ancestors.

ACHIEVEMENT AIMS

From their study of Culture and Heritage, students will understand:

- **the contribution of culture and heritage to identity; and**
- **the nature and consequences of cultural interaction.**

Students will consider how culture and heritage contribute to their own identity and to the identity of others, as individuals and as group members. They will learn about the identities that are important to people, including national identity and cultural identity. Students will compare the features of their own culture and heritage with those of others. They will discover how communities reflect the cultures and heritages of their people and find out how and why culture and heritage are developed, transmitted, and maintained. Culture is dynamic, and students will learn how and why cultures adapt and change. They will understand how culture influences people's perceptions of, and responses to, events, issues, and activities. They will discover how communities and nations respond when their identity is challenged.

Students will examine the nature and consequences of cultural interaction as they investigate the customs and traditions associated with cultural activities and find out how people interact within cultural groups and how cultural groups interact with other cultural groups. Students will learn how cultures and heritages are influenced by the movement of people and the spread of ideas and technology. In studying people's attitudes and responses to diversity, students will become aware that people often operate in several cultural settings.

Place and Environment

Toitū te whenua, whatungarongaro te tangata.

People come and go, but the land remains.

ACHIEVEMENT AIMS

From their study of Place and Environment, students will understand:

- **people's interaction with places and the environment; and**
- **the ways in which people represent and interpret place and environment.**

Students will understand the importance of places and the 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 and consider how and why people move between places and how places and environments change. They will learn that environments include both natural and cultural features. They will learn how people regulate the use of places and environments and how differences over their use can be resolved.

Throughout this strand, students will learn how people record and describe the nature of places and environments. They will come to understand that people perceive and describe places differently because they experience them differently. They will discover how and why different kinds of representations and descriptions may be used. They will understand how people find out about places, how people express their sense of belonging to particular places, and why particular places and environments become significant for people.

Time, Continuity, and Change

Anō te toka tū moana, he ākinga nā ngā tai.

Like a rock in the sea lashed by the tides.

ACHIEVEMENT AIMS

From their study of Time, Continuity, and Change, students will understand:

- **relationships between people and events through time; and**
- **interpretations of these relationships.**

Students will develop understandings of time through learning experiences that draw on past, present, and possible future settings. They will examine the ways in which people's values, aspirations, and actions have been shaped and continue to be shaped by social change and social continuity. As they study relationships between events and people, students will learn to recognise short-term and long-term causes of events and of people's actions and to predict the consequences of these for society.

Throughout this strand, students will examine ways in which the past can be remembered and recorded. They will learn how people experience events in differing ways and that people's views of time and events may differ. Students will consider how past experiences and actions are perceived, interpreted, and revised and how these perceptions and interpretations may influence people's views and actions in the future.

Resources and Economic Activities

Mē te buruburu te manu ka rere.

A bird relies on its wings to fly.

ACHIEVEMENT AIMS

From their study of Resources and Economic Activities, students will understand:

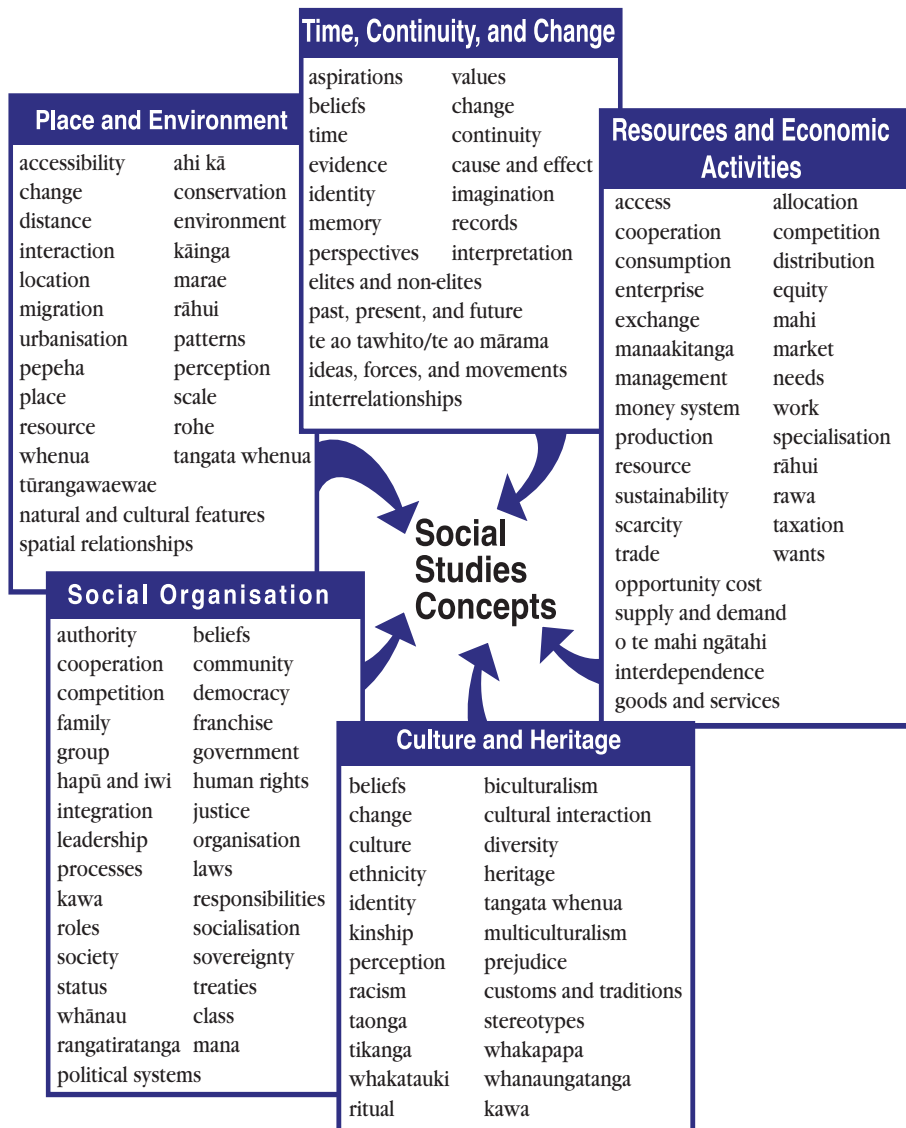
- **people's allocation and management of resources; and**
- **people's participation in economic activities.**

Students will develop their knowledge of the nature of resources and of the ways people work to obtain resources. Students will learn that resources are limited and that, as a consequence, the allocation and management of resources involves difficult choices, which may sometimes lead to conflict. Students will study the ways in which economic systems are constructed to provide a means of managing and regulating economic activities and find out how these systems can create advantages and disadvantages for particular individuals, groups, institutions, and nations.

Throughout this strand, students will examine the nature of work and discover how changes come about in work opportunities and conditions. They will find out how societies organise the production, distribution, and consumption of goods and services. They will discover how specialisation results in exchange and trade and learn about the rights of consumers and workers and how these may change. Students will consider how the policies and actions of institutions, businesses, governments, and international organisations affect economic activities and have consequences for people and for society.

Concepts in Social Studies

The diagram below highlights some of the concepts that are reflected in the five strands of this curriculum statement. The lists provided are not comprehensive. Teachers will use these lists selectively when planning concepts to study within their programmes and add to them as appropriate. Some concepts are repeated in more than one strand; this emphasises the integrated nature of the strands.



The Social Studies Processes

The social studies processes are:

- Inquiry;
- Values Exploration; and
- Social Decision Making.

Processes Aim, Achievement Objectives, and Indicators

The three social studies processes share one achievement aim. There are three achievement objectives for the social studies processes, one for each process. Each achievement objective is derived from the achievement aim and covers all eight levels.

One set of indicators is provided for each achievement objective at levels 1-2, 3-4, 5-6, and 7-8. These indicators reflect the main elements of the particular process at increasingly complex and sophisticated levels and provide examples of what students will be able to do as a result of their learning experiences at these levels. The sets of indicators provided for each process are not exclusive. Further indicators may be devised by teachers to supplement those provided. The indicators for the processes at all levels are intended to be used in combination with the achievement objectives and indicators for the strands.

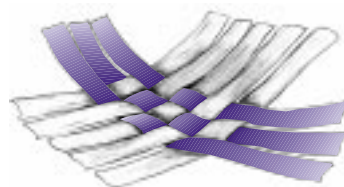
**The aim of
social studies education**

**is achieved through
THREE PROCESSES**

**sharing
one achievement aim**

**with
one achievement objective for each process**

**and four sets of indicators each covering two levels
for each achievement objective.**



How the Processes Interrelate

Students may work with one, two, or all three of the social studies processes in any appropriate order during a particular study. In some studies, students may focus on the process of Inquiry without extending their investigation into exploring values or considering possible decisions about action. However, because values are so fundamental to the actions of people and society, Values Exploration is likely to occur to some degree in most studies. And, in some studies, students will find it desirable or necessary to make decisions about what could or should be done about the issues that they are investigating. This will mean that students extend their study into the Social Decision Making process. Within one unit of work, students may move from Inquiry to Values Exploration and back again several times. Similarly, Social Decision Making may be considered more than once during a particular study.

Throughout all the processes, it is important that students reflect upon their thinking and findings and evaluate them.



The processes of Inquiry, Values Exploration, and Social Decision Making interrelate and complement each other.

The Three Processes

Rapua te ara tika mōu ake.

Search for the path in life that is right for you.

ACHIEVEMENT AIM

Students will develop skills as they use the social studies processes:

- **to learn about society and to enable them to participate responsibly in society.**

Inquiry

The Inquiry process involves students in collecting and analysing information about people, groups, communities, and societies. Inquiry is focused through the use of questions or hypotheses. Students collect information and process it in relation to the inquiry focus. From the processed information, they make generalisations, draw conclusions, and communicate them. They reflect upon the process and their findings and evaluate them.

Inquiry can be undertaken at varying stages of learner independence and is not necessarily sequential. For example, once the inquiry has begun and information has been gathered, students may need to return to the original questions or hypothesis, which may need to be modified in the light of the information collected.

Values Exploration

The Values Exploration process involves students in examining and clarifying their own values and those of others in relation to issues in society. Students will also examine the collective values upon which social structures and systems are based.

Students will be challenged to think clearly and critically about human behaviour, and to explore different values and viewpoints. Such learning will help them to clarify their own values and to make informed judgments. Commonly held values, such as concern for social justice and the welfare of others, acceptance of cultural diversity, and respect for the environment will be fostered ...

The New Zealand Curriculum Framework, page 14

Values Exploration usually begins with students identifying and explaining a range of values positions in relation to a concept or issue. By identifying and explaining these values positions, students can critique particular viewpoints and reflect on their own position, re-evaluating it in the light of their findings. They can also come to an understanding of the ways in which communities and societies attempt to deal with values conflict and seek to come to some agreement on underlying values in order to establish a basis for people and groups to live and work together.

When students explore values, they are challenged to think about the nature of social justice, the welfare of others, acceptance of cultural diversity, and respect for the environment. They come to recognise that people's values are formed by many influences and that they may change over time. Throughout the process of Values Exploration, students will reflect upon and evaluate their thinking and their findings.

Social Decision Making

The Social Decision Making process involves students in applying their knowledge and developing their skills as they make decisions about actions that could be taken on a range of issues and problems in society.

Students identify and clarify a social issue, and then suggest a range of possible strategies to address the issue. They establish criteria against which these strategies can be evaluated. They select strategies on the basis of the criteria and decide what action should be taken. Throughout the process of Social Decision Making, students will reflect upon and evaluate their thinking and their findings.

The Essential Skills

The essential skills are developed and practised through the social studies processes. The following table provides examples of the relationship between the essential skills and the three social studies processes. These examples from *The New Zealand Curriculum Framework* are illustrative only. Many of the essential skills can be related to more than one process.

Examples Showing the Relationship between the Essential Skills and the Social Studies Processes

	Inquiry	Values Exploration	Social Decision Making
Communication Skills	<ul style="list-style-type: none"> communicate confidently and competently by listening, speaking, reading, and writing 	<ul style="list-style-type: none"> develop skills of discrimination and analysis in relation to the media, and to aural and visual messages from other sources 	<ul style="list-style-type: none"> argue a case clearly, logically, and convincingly
Numeracy Skills	<ul style="list-style-type: none"> analyse and respond to information in graphs, tables, charts, or percentages 	<ul style="list-style-type: none"> understand information which is presented in mathematical ways 	<ul style="list-style-type: none"> organise information to support logic and reasoning
Information Skills	<ul style="list-style-type: none"> gather and process information from a range of sources 	<ul style="list-style-type: none"> identify, describe, and interpret different points of view, and distinguish fact from opinion 	<ul style="list-style-type: none"> present information clearly, logically, concisely, and accurately
Problem-solving Skills	<ul style="list-style-type: none"> inquire and research, and explore, generate, and develop ideas 	<ul style="list-style-type: none"> analyse problems from a variety of different perspectives 	<ul style="list-style-type: none"> identify, describe, and redefine a problem
Self-management and Competitive Skills	<ul style="list-style-type: none"> manage time effectively 	<ul style="list-style-type: none"> develop the skills of self-appraisal and self-advocacy 	<ul style="list-style-type: none"> develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure
Social and Cooperative Skills	<ul style="list-style-type: none"> develop good relationships with others and work in cooperative ways to achieve common goals 	<ul style="list-style-type: none"> learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours 	<ul style="list-style-type: none"> take responsibility as a member of a group for jointly decided actions and decisions
Physical Skills	<ul style="list-style-type: none"> learn to use materials efficiently and safely 		<ul style="list-style-type: none"> develop specialised skills related to cultural activities
Work and Study Skills	<ul style="list-style-type: none"> work effectively, both independently and in groups 	<ul style="list-style-type: none"> take increasing responsibility for their own learning and work 	<ul style="list-style-type: none"> make career choices on the basis of realistic information and self-appraisal

Settings in New Zealand and Beyond

Social studies programmes should be planned so that all students gain knowledge and understandings about events, places, and people of significance to New Zealand, in the past and present. As well as learning about New Zealand, students will study communities and societies in places beyond New Zealand. Settings in the Pacific, Europe, and Asia have been emphasised because of their particular significance to New Zealand. These settings must be included in a school's social studies programme. Teachers may also use other relevant and appropriate settings in their programmes.

New Zealand

It is important that all New Zealand students understand their own society and environment and develop a sense of belonging to their community and their nation. All students of social studies will investigate and come to understand particular aspects of New Zealand society as they work towards the achievement objectives of the curriculum.

The Pacific

New Zealand has close relationships, interactions, and historical links with its South Pacific neighbours. Students will develop understandings of the societies, cultures, and environments of Tagata Pasifika. New Zealand also has close relationships, interactions, and historical links with Australia. Students will develop understandings of the societies, cultures, and environments of Australia.

Europe

New Zealand has close relationships, interactions, and historical links with the British Isles and other parts of Europe. Students will develop understandings of the societies, cultures, and environments of British and other European societies.

Asia

New Zealand has close relationships, interactions, and historical links with many Asian countries. Students will develop understandings of the societies, cultures, and environments of South and East Asia.

Other Settings

New Zealand has close relationships with many other parts of the world. Studies may include examples from North America, the Middle East, Africa, or other places.

Global Settings

New Zealand's society, economy, environment, and national identity have been and continue to be shaped by events and processes that affect the world as a whole. Students will develop understandings of international organisations and global issues that affect New Zealand, of the roles and responsibilities that New Zealanders have within such international organisations as the United Nations and the Commonwealth, and of the ways in which New Zealand continues to be involved in international issues.

Perspectives

There are five perspectives that are integral to a balanced programme in social studies. They are bicultural perspectives; multicultural perspectives; gender perspectives; perspectives on current issues; and perspectives on the future.

Bicultural Perspectives

New Zealand's bicultural heritage is unique and is important to all New Zealanders.

Me āhukahuka, me uara hoki te marautanga o te kura i te tūnga ahurei o te Māori i roto i te porihanga o Aotearoa ... Me āhukahuka te marautanga o te kura i te tino whai take o ngā tikanga, kōrero nehe, uara hoki o ngā Māori me ngā Pākehā, mō ngā tāngata katoa o Aotearoa.

Te Anga Marautanga o Aotearoa, wharangi 7

The school curriculum will recognise and value the unique position of Māori in New Zealand society ... The school curriculum will acknowledge the importance to all New Zealanders of both Māori and Pākehā traditions, histories, and values.

The New Zealand Curriculum Framework, page 7

Students of social studies will:

- understand the nature of biculturalism and the partnership between Māori and Pākehā;
- explore the bicultural heritage of New Zealand society, a heritage that contributes to their identity as New Zealanders.

When incorporating Māori perspectives in social studies programmes, teachers should:

- endeavour to ensure that the perspectives are in accordance with the views of iwi kāinga and tangata whenua;
- recognise that te reo Māori and ngā tikanga Māori are taonga and have an important place within the social studies curriculum.

Multicultural Perspectives

The school curriculum will encourage students to understand and respect the different cultures which make up New Zealand society. It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Islands societies in New Zealand society, and New Zealand's relationships with the peoples of Europe, Asia, and the South Pacific.

The New Zealand Curriculum Framework, page 7

Students from a diverse range of cultural groups are present in many New Zealand classrooms. When exploring cultural experiences and cultural diversity, social studies programmes in schools will:

- recognise and value the traditions, histories, and languages of the cultures within New Zealand;
- examine issues related to racism and explore ways to promote non-racist attitudes and behaviour in the school and wider community;
- recognise that students may need to meet more than one set of cultural expectations;
- consider members of cultural groups within the local and wider community when including aspects of content related to those cultures.

Gender Perspectives

The New Zealand Curriculum ... is a gender-inclusive curriculum, which acknowledges and includes the educational needs and experiences of girls equally with those of boys, both in its content, and in the language, methods, approaches, and practices of teaching.

The New Zealand Curriculum Framework, page 1

Many social studies curriculum materials have traditionally focused on the experiences of boys and men. The experiences of girls and women have often not been visibly represented, and, where they have been visible, have often been stereotyped or trivialised. Social studies programmes in schools will:

- use inclusive language;
- include the interests, perspectives, and contributions of both women and men in programme content, resources, and methods of teaching;
- examine issues related to sexism and explore ways to promote non-sexist attitudes and behaviour in the school and the wider community;
- develop learning experiences that encourage students to explore and value both traditional and non-traditional gender roles and the contribution and status of both women and men in different cultures, places, and times;
- ensure that both girls and boys take active and valued leadership roles in activities and that boys and girls have equitable access to resources, including teachers' time, learning assistance, and technological equipment.

Perspectives 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 investigate and make informed judgments on current issues that are important to them, their local communities, New Zealand, and the wider world;
- build students' interest in current events and issues and develop their knowledge and understanding of these;
- enable students to analyse information critically by developing their understanding of the various functions of such information sources as the news media;
- encourage students to recognise the importance of becoming active citizens and to understand the ways in which they can participate in their local community, their national community, and the global community.

Perspectives on the Future

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 in schools 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 global trends;
- develop understandings of how future changes in work patterns and in technology may affect society and individual people;
- examine a range of perspectives on the future.

Summary of Essential Learning about New Zealand Society

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

- ▲ Māori migration, settlement, life, and interaction in various areas of New Zealand over time;
- ▲ the subsequent migration, settlement, life, and interaction of British and other cultural groups in various areas of New Zealand over time;
- ▲ the effects of colonisation for Māori and Pākehā;
- ▲ Māori culture and heritage and the influence of this heritage on New Zealand's social, cultural, political, and religious beliefs and systems;
- ▲ European cultures and heritages and the influence of these heritages on New Zealand's social, cultural, political, and religious beliefs and systems;
- ▲ perspectives of tangata whenua as these affect contemporary systems, policies, and events;
- ▲ the Treaty of Waitangi, its significance as the founding document of New Zealand, how it has been interpreted over time, and how it is applied to current systems, policies, and events;
- ▲ characteristics, roles, and cultural expressions of the various groups living in New Zealand;
- ▲ major events in New Zealand's history;
- ▲ people in New Zealand's history;
- ▲ the physical environment of New Zealand and how people interact with the landscape;
- ▲ changing patterns of resource and land use;
- ▲ changing patterns of economic activity and trade;
- ▲ the origins, development, and operation of systems of government and law, of the franchise, and of local and national democratic institutions;
- ▲ the nature and organisation of paid and unpaid work;
- ▲ the development over time of New Zealand's identity and ways in which this identity is expressed;
- ▲ the location and significance of important natural and cultural features of the landscape;
- ▲ current events and issues within New Zealand;
- ▲ New Zealand's participation in significant international events and institutions and its possible roles in world affairs in the future.

Summary of the Structure

Students use the

Social Studies Processes

*which draw on the essential skills
to develop
knowledge and understandings
in the*

Social Studies Strands

through

the Settings and Perspectives

and through

Essential Learning about New Zealand Society

and achieve the

Aim

of social studies education.

Summary of Requirements

Social Studies Strands

Schools will be able to show the progress of individual students, within any two-year period, in relation to achievement objectives from all five strands.

Social Studies Processes

Schools will be able to show the progress of individual students, within any two-year period, in relation to the achievement objectives of all three processes.

Settings

New Zealand settings will be incorporated into class programmes each year. A New Zealand setting may stand alone or feature in the programme as part of a comparative study. Schools will also be able to show that students have had learning experiences in all of the settings beyond New Zealand within any two-year period. Social studies programmes will reflect the diversity of societies within the settings.

Perspectives

Schools will be able to show that students' learning experiences reflect a balance of the perspectives within any two-year period.

Essential Learning about New Zealand Society

This learning, or aspects of it, will be used as a context or focus for study related to specific achievement objectives where appropriate. Each school will develop a balanced programme that includes essential learning about New Zealand.

Planning Programmes for Social Studies

When planning programmes, teachers will combine the achievement objectives and indicators of the strands and the processes. It is intended that students will demonstrate their ability to carry out the processes in the context of the knowledge and understandings they are developing in the strands.

General Considerations for Programme Planning

Each school will plan school-wide programmes that integrate all the requirements in a balanced, relevant, and manageable way. Such school-wide programmes will also reflect the emphases of the school's charter. Teachers may begin their programme planning by considering any of the following:

- the needs and experiences of students;
- the achievement objectives for the strands;
- the achievement objectives for the processes;
- the settings;
- the perspectives;
- focus themes or topics.

Programme planning may be organised in various ways. These include:

- integration across strands;
- studies based on a single strand;
- approaches based on issues, themes, or topics.

Important considerations for teachers planning social studies programmes include:

- using a variety of teaching approaches;
- using a comparative approach;
- linking social studies with other curriculum areas;
- establishing clear assessment criteria;
- using a variety of resources;
- meeting the needs of all students and utilising their prior experiences;
- choosing a range of assessment methods.

Teaching and Learning Materials

There should be a range of materials available so that all students have access to information and ideas that enable them to meet the achievement objectives. Some examples of teaching and learning resources (including both human and material resources) are:

- the experiences of the students themselves and of their families, friends, and neighbours;
- community resources, such as historical sites, marae, museums, shops, farms, and factories;
- biographies, myths and legends, literature, diaries, newspaper articles, yearbooks, and letters;
- interpretations of the past, present, and possible future;
- photographs, charts, maps, radio interviews, posters, films, and television programmes;
- the Internet, the World Wide Web, and simulation software.

Teaching and learning materials should provide opportunities for teachers to reinforce, challenge, and expand the students' existing knowledge and skills. The materials should present a range of viewpoints and perspectives. Although materials are sometimes chosen to illustrate a particular point of view (for example, letters to the editor, submissions to a public inquiry, or historical documents), they should generally be selected to provide balance and, in particular, to avoid perpetuating stereotypes of people.

Assessment in Social Studies

Social studies teachers are required to monitor the progress of students in relation to the achievement objectives outlined in this curriculum statement. Teachers will use their professional judgment when deciding which achievement objectives will be used as the basis for assessing, recording, and reporting on students' work. They will do this by devising specific learning outcomes based on the achievement objectives and sets of indicators.

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. In social studies, specific learning outcomes may be written to describe what students will do or produce to show that they have acquired certain knowledge or skills or can carry out a particular process.

Learning activities give students opportunities to meet the achievement objectives. Some of the learning activities will be assessment activities, which will provide opportunities for collecting evidence of progress or achievement for use in assessment.

Through a wide range of assessment activities, social studies teachers can ensure that, over time, sufficient information is gathered to enable them to identify the progress of individual students in relation to the achievement objectives.

Recording and Reporting

Schools need to plan in advance so that teachers know what assessment information they need to gather and how this will be aggregated for reporting purposes. Teachers will develop appropriate ways of recording students' knowledge and understandings and their progress in developing and using the essential skills through the social studies processes. Evidence of increasing competence can include work samples, comments on oral or visual presentations, self-assessments provided by students, and the results of written assessment activities. Teachers should discuss students' progress with the individual students as well as recording and reporting on what has been achieved.

Level 1

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **why people belong to groups;**

Students could demonstrate such knowledge and understandings when they:

- explain what a group is;
- describe a number of groups that people belong to;
- give examples of the benefits of belonging to groups.

- **the different roles people fulfil within groups.**

Students could demonstrate such knowledge and understandings when they:

- describe roles that an individual can have within a group and across a range of groups;
- give examples of how people may acquire roles;
- explain what people do when they fulfil particular roles.

Level 2

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why groups are organised within communities and societies;**

Students could demonstrate such knowledge and understandings when they:

- describe a range of groups;
- describe the functions of those groups;
- explain ways in which people are part of various communities.

- **how participation within groups involves both responsibilities and rights.**

Students could demonstrate such knowledge and understandings when they:

- identify the rights and responsibilities individuals have within a group;
- explain how rights and responsibilities might vary in different groups;
- give examples of ways in which rights have accompanying responsibilities within particular groups.

Level 3

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how leadership of groups is acquired and exercised;**

Students could demonstrate such knowledge and understandings when they:

- identify leaders in different groups and situations;
- describe ways people can become leaders (e.g., through inheritance, election, appointment, use of force, volunteering);
- explain how different styles of leadership affect members of groups;
- describe ways leaders seek to resolve differences within and between groups.

- **how and why people make and implement rules and laws.**

Students could demonstrate such knowledge and understandings when they:

- explain why groups have rules and laws;
- describe processes that groups use to make rules and laws (e.g., discussion and agreement, meetings, local government processes, parliamentary processes);
- give examples of what happens when rules and laws are broken.

Level 4

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how people organise themselves in response to challenge and crisis;**

Students could demonstrate such knowledge and understandings when they:

- identify types of challenges and crises that people face (e.g., social, technological, economic, political, cultural);
- identify groups trained to help in different types of crises;
- explain how groups and individuals can work together to deal with challenges and crises.

- **how and why people exercise their rights and meet their responsibilities.**

Students could demonstrate such knowledge and understandings when they:

- identify the rights people have at different ages and in different groups;
- describe processes that can be used to exercise rights within society;
- describe factors (e.g., economic, cultural, age-related, status-related, religious) that shape people's responsibilities and the ways in which people meet these responsibilities.

Level 5

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how systems of government are organised and affect people's lives;**

Students could demonstrate such knowledge and understandings when they:

- identify the features of different political systems;
- explain how decisions (e.g., about franchise, legislative processes, and policy) are made and implemented in a parliamentary democracy and in a contrasting system;
- explain how government decisions affect people's lives.

- **how and why people seek to gain and maintain social justice and human rights.**

Students could demonstrate such knowledge and understandings when they:

- describe factors (e.g., legislation, social and economic status, ethnicity, gender, war, working conditions) that lead individuals and groups to seek social justice and human rights;
- explain ways people press for changes in relation to social justice and human rights or resist such changes;
- explain the effects of change or lack of change in social justice and human rights on the lives of people;
- explain the role of governments and institutions in ensuring that people's human rights are respected.

Level 6

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why people organise themselves to review systems and institutions in society;**

Students could demonstrate such knowledge and understandings when they:

- identify some types of institutions in society (e.g., families, political parties, religious institutions, education systems);
- explain why some systems or institutions are easier to change than others;
- explain reasons for changes and people's motivations for seeking change;
- describe procedures for reviewing systems or institutions and ways of making changes (e.g., through referenda, petitions, marches, conferences).

- **the effects of changes in society on people's rights, roles, and responsibilities.**

Students could demonstrate such knowledge and understandings when they:

- identify changes in society (e.g., technological, social, political, economic) that have affected people's rights, roles, and responsibilities;
- explain ways in which rights, roles, and responsibilities have changed in response to changes in society;
- describe how changes in rights, roles, and responsibilities affect the interactions of people.

Level 7

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why international organisations become established and influence people and societies;**

Students could demonstrate such knowledge and understandings when they:

- identify a variety of international organisations and describe their purposes and activities;
- describe the development of an international organisation;
- describe the impact of international organisations on individuals, cultures, communities, and nations.

- **how communities and nations meet their responsibilities and exercise their rights.**

Students could demonstrate such knowledge and understandings when they:

- describe how the establishment of rights (e.g., through treaties, bills of rights, constitutions, declarations) places obligations on communities and nations;
- explain how communities within a nation can exert pressure to uphold rights;
- explain how nations exert pressure internationally to uphold individual and national rights.

Level 8

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **different ideas about how society should be organised;**

Students could demonstrate such knowledge and understandings when they:

- identify a range of ideas about how society should be organised;
- explain why individuals and groups (e.g., political parties, interest groups, minority groups) hold differing ideas about how society should be organised;
- explain the consequences of people holding differing ideas about how society should be organised.

- **the nature of reform and the impact reforms have on the rights, roles, and responsibilities of individuals and communities.**

Students could demonstrate such knowledge and understandings when they:

- identify particular social, political, economic, and legal reforms and the relationships between them;
- describe reforms that have affected people's rights, roles, and responsibilities;
- explain the impact of some major reforms on the rights, roles, and responsibilities of individuals and communities.

Level 1

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **features of the culture and heritage of their own and other groups;**

Students could demonstrate such knowledge and understandings when they:

- identify cultural groups in their community;
- describe features of their own culture and heritage (e.g., language, ways of doing things, names, greetings, food, dress, music);
- describe similarities and differences between features of their own culture and heritage and those of other groups.

- **customs and traditions associated with participation in cultural activities.**

Students could demonstrate such knowledge and understandings when they:

- identify activities associated with their own and other cultures;
- give examples of customs and traditions associated with cultural activities;
- describe the customs and traditions associated with an activity from a particular culture.

Level 2

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **ways in which communities reflect the cultures and heritages of their people;**

Students could demonstrate such knowledge and understandings when they:

- identify the cultures and heritages of people who live in particular communities;
- describe ways community activities (e.g., on special occasions) and features of the community (e.g., buildings) reflect the cultures and heritages of the people who live there;
- explain how certain features of the community (e.g., historic places, street names, place names, museums) reflect people's heritage.

- **how people interact within their cultural groups and with other cultural groups.**

Students could demonstrate such knowledge and understandings when they:

- identify ways people interact within their cultural groups (e.g., meeting everyday needs, on special occasions, for education);
- describe customs and traditions that influence the ways in which people interact within a cultural group;
- describe the ways people from different cultures interact within communities.

Level 3

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how practices of cultural groups vary but reflect similar purposes;**

Students could demonstrate such knowledge and understandings when they:

- identify needs that are common across cultures;
- describe similarities and differences in the ways cultural groups meet common needs;
- identify similarities in the purposes and activities of cultural practices across a range of cultural groups;
- describe how cultural practices reflect tradition (e.g., through gift-giving, rites of passage, food gathering and preparation).

- **ways in which the movement of people affects cultural diversity and interaction.**

Students could demonstrate such knowledge and understandings when they:

- identify the places of origin of individuals and groups in a community;
- describe ways in which the movement of people has affected the cultural diversity of a community;
- describe various kinds of interactions that occur as a consequence of people moving to new places.

Level 4

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **why and how individuals and groups pass on and sustain their culture and heritage;**

Students could demonstrate such knowledge and understandings when they:

- explain why people attach importance to their culture and heritage;
- describe various ways in which cultural practices and heritage are recorded and passed on to others (e.g., through myths, legends, stories, carvings, paintings, songs, schooling);
- give examples of ways in which people can retain their culture and heritage when they move to a new community.

- **the impact of the spread of new technology and ideas on culture and heritage.**

Students could demonstrate such knowledge and understandings when they:

- identify changes that have occurred in aspects of culture and heritage as a result of technological change;
- give examples of ways technological change has exposed cultures to a range of ideas;
- identify consequences for cultures of such exposure to new ideas;
- describe how technological change has affected the ways in which people maintain and pass on their heritage.

Level 5

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **ways in which cultural and national identity develop and are maintained;**

Students could demonstrate such knowledge and understandings when they:

- describe the nature of their own cultural identities (e.g., ethnic, youth) and of their national identity;
- describe ways in which groups (e.g., ethnic groups, youth groups, music groups, sports groups) establish and maintain their culture and identity within society;
- explain how national identity is developed, maintained, and expressed.

- **the effects of cultural interaction on cultures and societies.**

Students could demonstrate such knowledge and understandings when they:

- explain the different types of relationships that can exist between cultural groups (e.g., assimilation, segregation, integration, genocide, biculturalism, multiculturalism);
- describe ways in which cultural interaction can enrich communities and societies;
- explain causes of prejudice, discrimination, and inequity, and identify possible solutions to problems arising from these.

Level 6

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why cultures adapt and change;**

Students could demonstrate such knowledge and understandings when they:

- identify ways cultures may adapt and change in response to new ideas;
- explain factors (e.g., isolation, homogeneity, strength of values and beliefs) that influence the extent to which a culture will adopt new ideas;
- explain how cultural groups adopt and adapt the cultural practices of other groups.

- **how people respond to diversity of cultures and heritages, and the consequences of such responses.**

Students could demonstrate such knowledge and understandings when they:

- explain why people may respond differently to diversity of cultures and heritages;
- describe ways in which institutions and organisations respond to cultural diversity;
- give examples of rules and laws designed to resolve difficulties arising from cultural diversity;
- explain the consequences of the responses of people and institutions to cultural diversity.

Level 7

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **ways in which people's culture influences their perceptions of and responses to events, issues, and the activities of other cultures;**

Students could demonstrate such knowledge and understandings when they:

- identify and explain various cultural perspectives on an issue or event;
- identify ways in which an individual's perception of the activities of other cultures may be influenced by their own cultural background;
- identify and explain problems that can arise from ethnocentrism and explain ways in which these problems can be resolved.

- **ways in which individuals and groups can operate across cultures.**

Students could demonstrate such knowledge and understandings when they:

- give examples of circumstances where people move from one cultural setting to another (e.g., in their daily work, leisure activities, religious observances, travelling to another country);
- describe the implications of moving from one cultural setting to another;
- explain adjustments people may make when they move from situations dominated by one cultural group into those dominated by a different cultural group.

Level 8

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how communities and nations respond to challenges to their identity;**

Students could demonstrate such knowledge and understandings when they:

- explain how internal pressures can threaten or support cultural and national identity;
- explain how external pressures can threaten or support cultural and national identity;
- explain how communities and nations respond to challenges to their cultural and national identities.

- **attitudes of individuals and groups towards cultural diversity within communities and nations, and the implications of these attitudes.**

Students could demonstrate such knowledge and understandings when they:

- identify factors that shape people's attitudes towards cultural diversity;
- describe attitudes that people hold towards diversity of cultures and heritages;
- explain how the attitudes and actions of individuals and groups have influenced public opinion in relation to cultural diversity;
- describe institutional and governmental policies and actions that relate to issues arising from cultural diversity.

Place and Environment

Level 1

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **why particular places are important for people;**

Students could demonstrate such knowledge and understandings when they:

- identify a place that is important and explain why it is important;
- describe activities that happen at particular places;
- describe the natural and cultural features of a place that are important to people.

- **how and why people record the important features of places and environments.**

Students could demonstrate such knowledge and understandings when they:

- describe ways in which people can record features of places and environments (e.g., mapping, tape recording, photography);
- identify people who use descriptions of places and environments (e.g., bus drivers, holidaymakers);
- describe how these people make use of different types of descriptions of places and environments (e.g., maps for directions, pictures for postcards).

Level 2

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how people's activities influence places and the environment and are influenced by them;**

Students could demonstrate such knowledge and understandings when they:

- give examples of ways people's activities (e.g., sports, farming, communications, defence) are influenced by the location and physical features of a place;
- describe how people's activities can have a damaging effect on natural or cultural features of the environment;
- describe how people can restore or enhance natural or cultural features of the environment.

- **how and why people describe places and environments in different ways.**

Students could demonstrate such knowledge and understandings when they:

- explain what place names reveal about places and environments;
- explain why people record descriptions of places and environments in different ways (e.g., through pictures, sound and video recordings, maps);
- explain why people choose to record particular features of places and environments.

Level 3

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how different groups view and use places and the environment;**

Students could demonstrate such knowledge and understandings when they:

- identify different types of environment in which people live (e.g., tundra, plains, atolls, war-torn, polluted);
- explain how people seek to overcome the limitations of places and environments;
- give examples of different views (e.g., spiritual, historical, economic, aesthetic, recreational) that people hold about the same places and environments;
- give examples of different ways in which people use the same places and environments.

- **how and why people express a sense of belonging to particular places and environments.**

Students could demonstrate such knowledge and understandings when they:

- identify features of places that reflect people's relationships to the places (e.g., monuments, plaques, street names);
- explain why people return to particular places (e.g., schools, holiday places, birthplaces);
- describe ways people remember places and environments (e.g., through photographs, diaries) and ways people express their feelings for particular places (e.g., through poetry, paintings, music).

Level 4

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how places reflect past interactions of people with the environment;**

Students could demonstrate such knowledge and understandings when they:

- identify features of a landscape that reflect people's past activities;
- explain how features of a landscape may result from interactions between people and the environment;
- explain why some features resulting from past interactions endure while others disappear (e.g., considering the effects of legislation, isolation, durability of the features, and significance of the features to people).

- **why and how people find out about places and environments.**

Students could demonstrate such knowledge and understandings when they:

- identify different reasons people have for finding out about places and environments;
- give examples of different ways people find out about places and environments (e.g., through direct experience, discussion, books, television);
- explain the reasons why individuals or groups (such as explorers, navigators, or groups of travellers) have undertaken journeys and recorded ideas about places and environments.

Place and Environment

Level 5

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **why people move between places and the consequences of this for the people and the places;**

Students could demonstrate such knowledge and understandings when they:

- identify examples of past and current movements of people;
- explain common factors that account for the movements of people between places;
- explain how the movement of people affects the people themselves (e.g., through their identity and sense of belonging to a place, through their relationships);
- explain how the movement of people can affect the place they leave and the place to which they move.

- **why particular places and environments are significant for people.**

Students could demonstrate such knowledge and understandings when they:

- describe factors (e.g., cultural, historical, geographical, aesthetic, economic, strategic) that influence the value that communities and nations attach to places and environments;
- give examples of places and environments that are significant to particular communities and nations and explain their significance;
- explain why particular places and environments become important to individual people.

Level 6

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **the implications of changes to places, for people and for the environment;**

Students could demonstrate such knowledge and understandings when they:

- identify factors that lead to changes to places and changes in the environment;
- explain the process by which one change to a place can lead to further changes for people, for the place, and for the environment;
- explain the effects of population change in a place on people and on natural and cultural features of the environment.

- **how people's descriptions of places and the environment reflect particular purposes and points of view.**

Students could demonstrate such knowledge and understandings when they:

- identify the purposes people have for describing places and the environment (e.g., archaeological, aesthetic, legal);
- explain the different ways in which places and environments can be described (e.g., through different kinds of maps, visual images, models, texts, sound recordings);
- explain how people's points of view influence their descriptions of places and the environment.

Place and Environment

Level 7

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **why and how people regulate the use of places and the environment;**

Students could demonstrate such knowledge and understandings when they:

- explain why people seek to regulate the use of places and environments (e.g., for conservation, to ensure that people do not attempt to use land for incompatible purposes, for reasons relating to safety, culture, profit, history);
- identify places and environments that are protected by legislation (e.g., national parks, historic sites, zones in a city);
- describe ways in which people regulate the use of places and environments (e.g., through treaties, laws, cultural mores).

- **how people's perceptions of places and environments are reinforced or changed by information or experience.**

Students could demonstrate such knowledge and understandings when they:

- identify sources (e.g., direct experience, talking to others, reading, television, promotional campaigns) from which people receive information about places and environments;
- explain how the perceptions people have about places and environments are influenced by the information available to them and the experience they have had of places;
- explain the extent to which information about places and environments is accurate and how people seek to correct misconceptions;
- explain how people's direct experience (e.g., as tourists, migrants, working travellers) can change their perceptions of places.

Level 8

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why people seek to resolve differences over how places and environments should be used;**

Students could demonstrate such knowledge and understandings when they:

- explain why people hold different views about how places and environments should be used;
- give examples of the consequences of these different views;
- explain ways in which different societies resolve issues that arise from conflicting ideas about how places and environments should be used;
- explain why particular views about the use of places and environments prevail over others in different societies.

- **how new technology influences the ways people find out about and describe places and environments.**

Students could demonstrate such knowledge and understandings when they:

- identify types of technology that people have used to find out about and describe places and environments (e.g., transport and communications technology, navigation equipment, satellite and computer technology);
- explain how technology has provided new information about places and environments;
- explain how new technology provides information that may challenge previously held ideas about places and environments;
- explain how maps of an area, drawn at different time periods, reflect changing levels of technology.

Time, Continuity, and Change

Level 1

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **ways in which time and change affect people;**

Students could demonstrate such knowledge and understandings when they:

- give examples of changes that have affected family and community life (e.g., changes in clothing, transport, games, family activities, buildings, gathering food);
- describe ways in which people's lives are influenced by time (e.g., through seasons, days of the week, calendars, timetables).

- **important events in their own lives.**

Students could demonstrate such knowledge and understandings when they:

- identify personal and family events;
- describe milestones and stages in the lives of family members;
- identify special events people may share within their communities.

Level 2

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how past events changed aspects of the lives of communities;**

Students could demonstrate such knowledge and understandings when they:

- explain the difference between the recent past and the distant past;
- identify events that people in a community experienced in the recent past and the distant past;
- give examples of ways that past events changed or affected the lives of communities.

- **how and why the past is important to people.**

Students could demonstrate such knowledge and understandings when they:

- give examples of ways in which people are connected with their past;
- give examples of ways in which knowing about their past helps people to understand who they are;
- explain why people are interested in the past.

Time, Continuity, and Change

Level 3

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how the ideas and actions of people in the past changed the lives of others;**

Students could demonstrate such knowledge and understandings when they:

- give examples of why particular women, men, and children in the past are remembered (e.g., for their courage, inventiveness, creativity, charisma, use or abuse of power);
- describe people's ideas and actions that changed the lives of other people in particular times and places;
- explain consequences of ideas and actions of people in the past;
- explain the likely future significance of these ideas and actions.

- **how the past is recorded and remembered in different ways.**

Students could demonstrate such knowledge and understandings when they:

- identify ways people can find out about their past;
- explain how people's experiences and activities have been recorded in different time and place settings (e.g., through culture, language, technology, art);
- explain what people in the present can learn about people in the past through records.

Level 4

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **causes and effects of events that have shaped the lives of a group of people;**

Students could demonstrate such knowledge and understandings when they:

- describe events a group of people has experienced over time (e.g., natural disasters, wars, diseases and epidemics, cultural contacts);
- identify possible causes of particular events that people experience;
- explain how events can be linked through cause and effect;
- explain the past and likely future consequences of a series of events for a group of people.

- **how and why people experience events in different ways.**

Students could demonstrate such knowledge and understandings when they:

- identify various groups that have experienced a particular event;
- describe how events impact on people's lives in different ways (e.g., conquests, refugee movements, colonisation);
- explain why different groups of people may experience the same event differently (e.g., in terms of their culture, gender, status, isolation).

Time, Continuity, and Change

Level 5

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how past events have influenced relationships within and between groups of people and continue to influence them;**

Students could demonstrate such knowledge and understandings when they:

- identify past events that have been important for particular communities, cultures, and nations;
- give examples of the ways in which past events influenced relationships between groups involved in those events;
- explain the extent to which past events and experiences continue to shape relationships between groups, today and in the possible future;
- explain how events can be linked to social movements (e.g., humanitarian movements, indigenous rights movements, the spread of popular culture).

- **how the ideas and actions of individuals and groups that have shaped the lives and experiences of people are viewed through time.**

Students could demonstrate such knowledge and understandings when they:

- identify individuals and groups whose actions have shaped the lives and experiences of others;
- describe how their actions were viewed at the time;
- explain how their actions are now viewed;
- explain why the actions of individuals and groups are continually being reinterpreted.

Level 6

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **beliefs and ideas that have changed society and continue to change it;**

Students could demonstrate such knowledge and understandings when they:

- give examples of beliefs and ideas that have changed society;
- give examples of the ways beliefs and ideas spread and become powerful forces for change or for continuity;
- describe movements that have influenced individuals, cultures, and societies in the past and that continue to influence them in the present and may do so in the future.

- **how people find out about the past and how records of the past reflect particular experiences and points of view.**

Students could demonstrate such knowledge and understandings when they:

- explain ways in which evidence about the past can be accessed through different sources (e.g., myths, legends, books, people);
- describe ways in which records of past experiences have been transmitted and continue to be passed on within cultures and society;
- give examples of ways in which records of past experiences reflect the views of various groups.

Time, Continuity, and Change

Level 7

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how events have short-term and long-term causes and consequences;**

Students could demonstrate such knowledge and understandings when they:

- identify short-term causes of events;
- identify long-term causes of events;
- explain the short-term and long-term consequences of particular events and their likely future significance.

- **how and why people's views of time and of past events differ.**

Students could demonstrate such knowledge and understandings when they:

- describe the ways in which various cultural groups view the past, present, and future;
- identify a past event and describe perspectives that different groups in the present have on that event;
- explain how consequences of an event may have influenced perspectives that individuals or groups have on that event;
- describe possible future consequences of individuals or groups having different perspectives on an event.

Level 8

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **ways in which present beliefs, issues, and events reflect social change and continuity;**

Students could demonstrate such knowledge and understandings when they:

- identify the present belief systems of selected communities, cultures, and nations and explain why these are significant;
- explain how and why these belief systems have endured or changed over time;
- describe ways in which issues and events in the present reflect social changes;
- explain how events that are significant to people are linked to the past and may influence the future.

- **how and why people's past experiences are reinterpreted and how records of past events are revised.**

Students could demonstrate such knowledge and understandings when they:

- identify the perspectives of people who interpret the past experiences of individuals and nations (e.g., as historians, documentary makers, novelists);
- explain why certain records of people's experiences and actions, which previously were little known, are now readily available;
- explain why individuals, communities, cultural groups, and nations seek new evidence about the past actions and experiences of individuals and groups;
- give examples of how cultures and nations change or adapt their views in the light of new evidence and reinterpretations of the past.

Resources and Economic Activities

Level 1

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **different resources that people use;**

Students could demonstrate such knowledge and understandings when they:

- describe what resources are;
- give examples of different types of resources;
- describe different ways people use resources to meet their needs and wants.

- **different types of work that people do.**

Students could demonstrate such knowledge and understandings when they:

- describe what work is;
- describe the different types of work done in a community;
- give examples of the various work roles that children, women, and men may have.

Level 2

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why people work together to obtain resources;**

Students could demonstrate such knowledge and understandings when they:

- identify reasons why people may need to work together or depend on others to obtain resources;
- identify different situations in which people work together to obtain resources (e.g., hunting, harvesting, working bees);
- explain how people work together in different situations to obtain resources.

- **how people participate in the production process.**

Students could demonstrate such knowledge and understandings when they:

- identify categories of goods and services that people produce and use (e.g., food, leisure products, visiting the doctor);
- give examples of ways in which people produce and use goods and services;
- explain the interaction that occurs and the roles that people take in the production and consumption processes.

Resources and Economic Activities

Level 3

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why people manage resources;**

Students could demonstrate such knowledge and understandings when they:

- give examples of different types of resources that are managed (e.g., human, natural, renewable, non-renewable);
- describe ways people attempt to conserve resources (e.g., customary practices, regulations);
- explain consequences of depletion of resources (e.g., price rises, resource substitution, technological innovation).

- **how and why different systems of exchange operate.**

Students could demonstrate such knowledge and understandings when they:

- identify reasons why people need to exchange goods and services;
- explain different processes by which goods and services are exchanged (e.g., barter, buying with money, electronic processes);
- explain why different processes of exchange develop in different societies.

Level 4

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why people view and use resources differently and the consequences of this;**

Students could demonstrate such knowledge and understandings when they:

- identify different values people may attach to a resource (e.g., aesthetic, industrial, spiritual, recreational);
- describe different ways in which different cultural groups may use the same resource;
- explain why people's views about a resource and their uses of it may change over time (e.g., because of technological change, depletion of resources, legislation);
- explain how opportunities and limitations may arise when resources are viewed or used in new and different ways.

- **how and why individuals and groups seek to safeguard the rights of consumers.**

Students could demonstrate such knowledge and understandings when they:

- explain what a consumer is and why consumers have rights;
- explain the processes consumers utilise to protect or assert their rights;
- describe the origin, development, and work of a consumer protection agency.

Resources and Economic Activities

Level 5

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **factors that influence people's access to resources, goods, and services;**

Students could demonstrate such knowledge and understandings when they:

- describe how economic factors can influence the ability of individuals and groups to obtain resources, goods, and services (e.g., supply and demand, income, productivity);
- describe how social factors can influence the ability of individuals and groups to obtain resources, goods, and services (e.g., gender, race, culture);
- explain how resource distribution has consequences for people's lives, aspirations, and decisions (e.g., education, leisure);
- explain ways in which the access of less advantaged groups to resources, goods, and services can be improved.

- **the changing nature of work and the consequences of this for individuals and for society.**

Students could demonstrate such knowledge and understandings when they:

- explain how the nature of work has changed over time;
- describe ways in which the nature of work may change in the future;
- explain consequences of changes in the nature of work for people's lives, aspirations, and decisions.

Level 6

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why individuals and groups make decisions about the use of resources, goods, and services;**

Students could demonstrate such knowledge and understandings when they:

- identify factors (e.g., price, opportunity cost, enterprise, technology) that influence people's decisions about the use of resources, goods, and services;
- explain how individuals, households, and businesses make decisions about the use of resources, goods, and services;
- explain how producers make decisions about the use of resources, goods, and services (e.g., investment in technology, capital, and infrastructures);
- identify likely consequences of particular decisions people make about the use of resources, goods, and services.

- **factors that affect people's work opportunities and conditions.**

Students could demonstrate such knowledge and understandings when they:

- identify factors that influence people's work opportunities (e.g., relevant legislation, the prevailing economic climate, gender, social class, disabilities, educational qualifications, innovation, risk-taking);
- describe how factors (e.g., technological factors, employment contract conditions, type of job) influence people's working conditions;
- explain how factors affecting people's working conditions have had both positive and negative consequences.

Level 7

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how and why individuals and organisations gain access to the resources of nations other than their own, and the consequences of this;**

Students could demonstrate such knowledge and understandings when they:

- explain why people and organisations seek to gain access to the resources of nations other than their own;
- explain how individuals, organisations, and nations can compete or cooperate in the use of resources and in international trade, and the consequences of this for people and societies;
- describe how globalisation is changing the nature of trade and the relationships between nations;
- explain how nations and international organisations attempt to resolve issues related to international trade and the sharing of resources.

- **how and why people's participation in economic activities has changed, and the consequences of this.**

Students could demonstrate such knowledge and understandings when they:

- identify factors that have changed people's participation in economic activities (e.g., technological developments; changing social attitudes towards the working week, the environment, and women in paid work; the availability of labour; business decisions);
- explain how these factors have changed people's participation in production, distribution, consumption, and exchange;
- describe consequences of these changes for people and for societies.

Level 8

Achievement Objectives and Indicators

Students will demonstrate knowledge and understandings of:

- **how decisions are made about the allocation of resources in contrasting economic systems;**

Students could demonstrate such knowledge and understandings when they:

- identify a range of contrasting economic systems;
- explain how the process of making decisions about resources differs within contrasting economic systems (e.g., capitalist, socialist);
- explain issues of inequity that arise from decisions made about the distribution of wealth within particular economic systems.

- **how the policies and actions of governments and international organisations result in economic change, and the social consequences of economic change.**

Students could demonstrate such knowledge and understandings when they:

- describe ways in which government actions have resulted in economic change;
- describe ways in which the actions of international organisations have resulted in economic change;
- give examples of social consequences of economic policies;
- give examples of economic consequences of social policies.

The Social Studies Processes at Levels 1-2

Inquiry

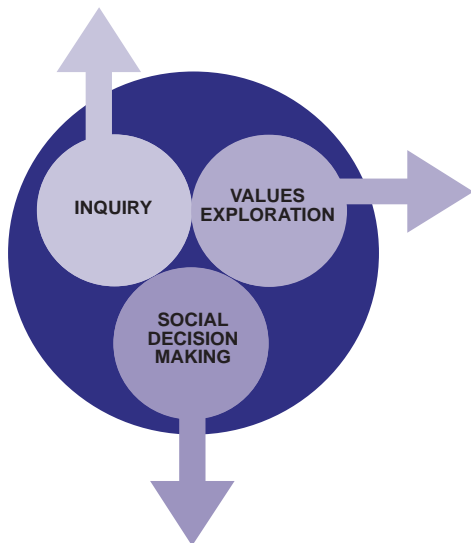
Achievement Objective

Students will demonstrate skills as they:

- **collect, process, and communicate information about human society.**

Within these levels, students could:

- use questions;
- collect and record information;
- sort information;
- make a generalisation based on findings;
- communicate findings.



Values Exploration

Achievement Objective

Students will demonstrate skills as they:

- **explore and analyse values.**

Within these levels, students could:

- explain their own values position;
- give reasons why people hold particular values positions.

Social Decision Making

Achievement Objective

Students will demonstrate skills as they:

- **make decisions about possible social action.**

Within these levels, students could:

- identify issues and problems;
- develop solutions to relevant problems;
- make a choice about possible action.

While implementing the processes and when concluding their studies, students will reflect upon and evaluate the steps they have taken and their findings.

The Social Studies Processes at Levels 3-4

Inquiry

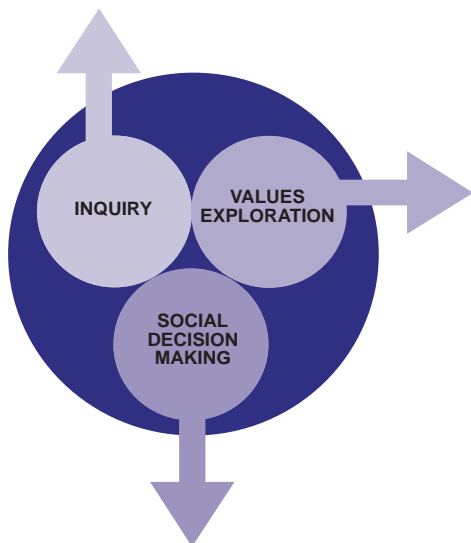
Achievement Objective

Students will demonstrate skills as they:

- **collect, process, and communicate information about human society.**

Within these levels, students could:

- frame questions to focus an inquiry;
- collect and record information from a range of sources;
- process information using appropriate conventions;
- make a valid generalisation supported by evidence;
- communicate findings using conventions appropriate to the mode of communication.



Values Exploration

Achievement Objective

Students will demonstrate skills as they:

- **explore and analyse values.**

Within these levels, students could:

- explain why people hold different values positions;
- explain the possible consequences of some different values positions;
- explain some ways in which groups accept or resolve differences related to values positions.

Social Decision Making

Achievement Objective

Students will demonstrate skills as they:

- **make decisions about possible social action.**

Within these levels, students could:

- identify possible causes of issues and problems;
- use criteria to evaluate a range of solutions to relevant problems;
- make a choice about possible action and justify this choice.

While implementing the processes and when concluding their studies, students will reflect upon and evaluate the steps they have taken and their findings.

The Social Studies Processes at Levels 5-6

Inquiry

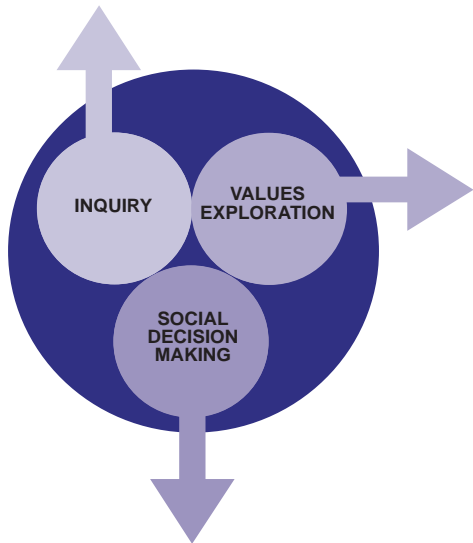
Achievement Objective

Students will demonstrate skills as they:

- **collect, process, and communicate information about human society.**

Within these levels, students could:

- establish a framework for inquiry;
- collect and record information from a range of primary and secondary sources;
- process information, using appropriate conventions and establishing the relevance of information;
- make a range of valid generalisations supported by evidence;
- communicate findings clearly and concisely, using conventions appropriate to the mode of communication.



Values Exploration

Achievement Objective

Students will demonstrate skills as they:

- **explore and analyse values.**

Within these levels, students could:

- explain how values positions develop and change over time;
- establish criteria to evaluate values positions;
- demonstrate how groups may share some values and agree to differ about others.

Social Decision Making

Achievement Objective

Students will demonstrate skills as they:

- **make decisions about possible social action.**

Within these levels, students could:

- identify a range of problems associated with an issue and identify underlying problems;
- generate a range of possible solutions;
- plan possible actions in relation to identified problems or issues and identify the likely consequences of these actions;
- make a choice about preferred action and justify that choice.

While implementing the processes and when concluding their studies, students will establish and use criteria to evaluate the steps they have taken and their findings.

The Social Studies Processes at Levels 7-8

Inquiry

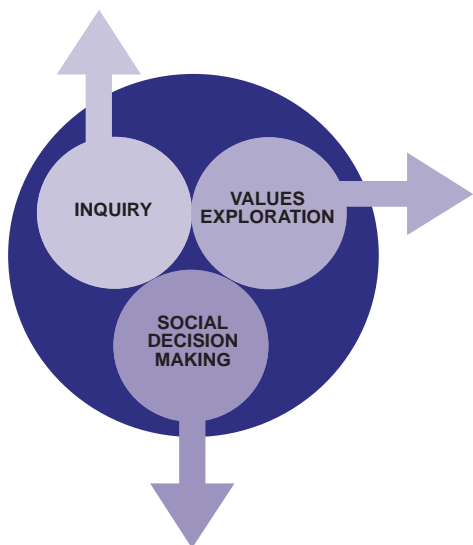
Achievement Objective

Students will demonstrate skills as they:

- **collect, process, and communicate information about human society.**

Within these levels, students could:

- establish a framework for inquiry independently;
- collect and record information from a range of sources reflecting a variety of perspectives;
- process information, using appropriate conventions and establishing the relevance and accuracy of the information;
- develop significant ideas about human social behaviour on the basis of a range of valid generalisations supported by evidence;
- communicate a logically developed position or argument;
- communicate findings clearly and concisely, using conventions appropriate to the mode of communication.



Values Exploration

Achievement Objective

Students will demonstrate skills as they:

- **explore and analyse values.**

Within these levels, students could:

- explain reasons for and consequences of differing values positions in society;
- identify ways of resolving conflict (or other issues) arising from differing values positions;
- explain how people prioritise values positions in order to come to a decision about action.

Social Decision Making

Achievement Objective

Students will demonstrate skills as they:

- **make decisions about possible social action.**

Within these levels, students could:

- identify the relationships between problems associated with an issue and identify underlying problems;
- generate a range of possible solutions;
- plan possible actions in relation to identified problems or issues, identify the likely consequences of these actions, and evaluate the proposed actions;
- make a choice about preferred action and justify that choice.

While implementing the processes and when concluding their studies, students will establish and use criteria to evaluate the steps they have taken and their findings.

Selected Glossary

The purpose of this glossary is to clarify the meanings of some key social studies words and concepts. The glossary also provides explanations, in English, of some Māori terms and concepts used in this book. Many of the words listed below have different meanings in different contexts. The definitions and explanations given here relate to the use of the terms in social studies and the social sciences.

ahi kā	the right to occupy land; in particular, rights to places where people have had their hearths and homes for a long time (literally, “lighting the fires”)
beliefs	principles, propositions, and ideas held to be true
bicultural	describing the interactions, relationships, and sharing of understandings, practices, and beliefs between two cultures; in New Zealand, these two cultures are Māori and Pākehā
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
continuity	an unbroken succession; the state of being connected through time or space
culture	understandings, patterns of behaviour, practices, 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)
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 or wealth of a community
enterprise	human activity involving such qualities as initiation, innovation, risk taking, coordinating, and acting decisively and imaginatively; in a narrower economics sense, an activity undertaken for entrepreneurial or commercial reasons
environment	physical surroundings; circumstances and influences affecting people’s lives and development
ethnicity	the state of belonging to a human group that shares some racial characteristics, a sense of identity and belonging, and a particular heritage and set of traditions
ethnocentrism	a tendency to see one’s own group as at 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 race or group

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
humanities	learning or literature concerned with human society and culture, including philosophies, history, arts, and languages
identity	the way a person or a group perceives themselves in relation to the world, including other people and groups
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
kawa	protocol; ceremonial procedure
mahi	work; employment
manaakitanga	hospitality
market	a demand for a commodity or service
mores	the customs or conventions of a particular community
multicultural	encompassing understandings, practices, and beliefs from many cultures; describing the interactions, relationships, and sharing of many cultures
natural features	features of a place or environment that occur naturally (as opposed to features designed and made by people)
ngā tikanga Māori	Māori customs
opportunity cost	the cost of an undertaking in terms of the preferred opportunity foregone, that is, the alternative way that the user might have chosen to use the resources (an option that is no longer available when the decision is made)
o te mahi ngātahi	working together cooperatively (literally, “work as one”)
Pākehā	A New Zealand-born person of European descent who chooses to be called Pākehā to describe their ethnicity
pepeha	Māori proverb or saying, usually relating to a particular place or iwi and indicating a particular aspect of that iwi
process	a series of actions taking place in an ordered sequence to produce a particular result
rāhui	restriction or prohibition, especially in relation to resources and the environment
rangatiratanga	chieftainship; sovereignty
rawa	resource; property
resource	anything used directly by people; in an economics 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.)

rohe	boundary; area of land owned in common, tribal lands
scarcity	the concept that resources are always limited in relation to possible uses for them
socialisation	the modification from infancy of an individual's behaviour to conform with the demands of society
social sciences	the study of society and of the relationship of individual members within society; the social sciences include economics, history, political science, psychology, anthropology, and sociology
tagata Pasifika	people of the island nations of the Pacific
tangata whenua	people of the land, by right of birth; local people (may refer to all Māori or to hapū and iwi within their tribal boundaries)
te ao tawhito	ancient world; the distant past
te ao mārama	modern world; the present; the future (literally, the world of light)
tradition	belief or custom handed down through generations, often orally or through accepted practices and ways of working
tūrangawaewae	tribally derived rights and recognition; literally, a "place to stand" and often interpreted as "belonging" to a particular place or marae
values	a person's principles or standards; judgments of what is valuable or important in life
whanaungatanga	family relationships; the process of coming together and behaving as a family, in a cohesive manner
whakatauki	proverb or saying

The Processes

Inquiry

Values Exploration

Social Decision Making

Aim

Students will develop skills as they use the social studies processes:

- to learn about society and to enable them to participate responsibly in society.

Achievement Objectives

Students will demonstrate skills as they:

- collect, process, and communicate information about human society.

Indicators at levels 1–2

- use questions
- collect and record information
- sort information
- make a generalisation based on findings
- communicate findings
- While implementing the processes and when concluding their studies, students will reflect upon and evaluate the steps they have taken and their findings.

- explore and analyse values.

Indicators at levels 1–2

- explain their own values position
- give reasons why people hold particular values positions

- make decisions about possible social action.

Indicators at levels 1–2

- identify issues and problems
- develop solutions to relevant problems
- make a choice about possible action

Indicators at levels 3–4

- frame questions to focus an inquiry
- collect and record information from a range of sources
- process information using appropriate conventions
- make a valid generalisation supported by evidence
- communicate findings using conventions appropriate to the mode of communication
- While implementing the processes and when concluding their studies, students will reflect upon and evaluate the steps they have taken and their findings.

Indicators at levels 3–4

- explain why people hold different values positions
- explain the possible consequences of some different values positions
- explain some ways in which groups accept or resolve differences related to values positions

Indicators at levels 3–4

- identify possible causes of issues and problems
- use criteria to evaluate a range of solutions to relevant problems
- make a choice about possible action and justify this choice

Indicators at levels 5–6

- establish a framework for inquiry
- collect and record information from a range of primary and secondary sources
- process information, using appropriate conventions and establishing the relevance of information
- make a range of valid generalisations supported by evidence
- communicate findings clearly and concisely, using conventions appropriate to the mode of communication
- While implementing the processes and when concluding their studies, students will establish and use criteria to evaluate the steps they have taken and their findings

Indicators at levels 5–6

- explain how values positions develop and change over time
- establish criteria to evaluate values positions
- demonstrate how groups may share some values and agree to differ about others

Indicators at levels 5–6

- identify a range of problems associated with an issue and identify underlying problems
- generate a range of possible solutions
- plan possible actions in relation to identified problems or issues and identify the likely consequences of these actions
- make a choice about preferred action and justify that choice

Indicators at levels 7–8

- establish a framework for inquiry independently
- collect and record information from a range of sources reflecting a variety of perspectives
- process information, using appropriate conventions and establishing the relevance and accuracy of the information
- develop significant ideas about human social behaviour on the basis of a range of valid generalisations supported by evidence
- communicate a logically developed position or argument
- communicate findings clearly and concisely, using conventions appropriate to the mode of communication
- While implementing the processes and when concluding their studies, students will establish and use criteria to evaluate the steps they have taken and their findings

Indicators at levels 7–8

- explain reasons for and consequences of differing values positions in society
- identify ways of resolving conflict (or other issues) arising from differing values positions
- explain how people prioritise values positions in order to come to a decision about action

Indicators at levels 7–8

- identify the relationships between problems associated with an issue and identify underlying problems
- generate a range of possible solutions
- plan possible actions in relation to identified problems or issues, identify the likely consequences of these actions, and evaluate the proposed actions
- make a choice about preferred action and justify that choice

Social Studies in the New Zealand Curriculum: The Strands

Social Organisation

Aim

Students will understand:

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

Achievement Objectives

Level 1

Students will demonstrate knowledge and understandings of:

- why people belong to groups;
- the different roles people fulfil within groups.

Level 2

- how and why groups are organised within communities and societies;
- how participation within groups involves both responsibilities and rights.

Level 3

- how leadership of groups is acquired and exercised;
- how and why people make and implement rules and laws.

Level 4

- how people organise themselves in response to challenge and crisis;
- how and why people exercise their rights and meet their responsibilities.

Level 5

- how systems of government are organised and affect people's lives;
- how and why people seek to gain and maintain social justice and human rights.

Level 6

- how and why people organise themselves to review systems and institutions in society;
- the effects of changes in society on people's rights, roles, and responsibilities.

Level 7

- how and why international organisations become established and influence people and societies;
- how communities and nations meet their responsibilities and exercise their rights.

Level 8

- different ideas about how society should be organised;
- the nature of reform and the impact reforms have on the rights, roles, and responsibilities of individuals and communities.

Culture and Heritage

Aim

Students will understand:

- the contribution of culture and heritage to identity;
- the nature and consequences of cultural interaction.

Place and Environment

Aim

Students will understand:

- people's interaction with places and the environment;
- the ways in which people represent and interpret place and environment.

Level 1

- features of the culture and heritage of their own and other groups;
- customs and traditions associated with participation in cultural activities.

- why particular places are important for people;
- how and why people record the important features of places and environments.

Level 2

- ways in which communities reflect the cultures and heritages of their people;
- how people interact within their cultural groups and with other cultural groups.

- how people's activities influence places and the environment and are influenced by them;
- how and why people describe places and environments in different ways.

Level 3

- how practices of cultural groups vary but reflect similar purposes;
- ways in which the movement of people affects cultural diversity and interaction.

- how different groups view and use places and the environment;
- how and why people express a sense of belonging to particular places and environments.

Level 4

- why and how individuals and groups pass on and sustain their culture and heritage;
- the impact of the spread of new technology and ideas on culture and heritage.

- how places reflect past interactions of people with the environment;
- why and how people find out about places and environments.

Level 5

- ways in which cultural and national identity develop and are maintained;
- the effects of cultural interaction on cultures and societies.

- why people move between places and the consequences of this for the people and the places;
- why particular places and environments are significant for people.

Level 6

- how and why cultures adapt and change;
- how people respond to diversity of cultures and heritages, and the consequences of such responses.

- the implications of changes to places, for people and for the environment;
- how people's descriptions of places and the environment reflect particular purposes and points of view.

Level 7

- ways in which people's culture influences their perceptions of and responses to events, issues, and the activities of other cultures;
- ways in which individuals and groups can operate across cultures.

- why and how people regulate the use of places and the environment;
- how people's perceptions of places and environments are reinforced or changed by information or experience.

Level 8

- how communities and nations respond to challenges to their identity;
- attitudes of individuals and groups towards cultural diversity within communities and nations, and the implications of these attitudes.

- how and why people seek to resolve differences over how places and environments should be used;
- how new technology influences the ways people find out about and describe places and environments.

Time, Continuity, and Change

Aim

Students will understand:

- relationships between people and events through time;
- interpretations of these relationships.

Resources and Economic Activities

Aim

Students will understand:

- people's allocation and management of resources;
- people's participation in economic activities.

Level 1

- ways in which time and change affect people;
- important events in their own lives.

- different resources that people use;
- different types of work that people do.

Level 2

- how past events changed aspects of the lives of communities;
- how and why the past is important to people.

- how and why people work together to obtain resources;
- how people participate in the production process.

Level 3

- how the ideas and actions of people in the past changed the lives of others;
- how the past is recorded and remembered in different ways.

- how and why people manage resources;
- how and why different systems of exchange operate.

Level 4

- causes and effects of events that have shaped the lives of a group of people;
- how and why people experience events in different ways.

- how and why people view and use resources differently and the consequences of this;
- how and why individuals and groups seek to safeguard the rights of consumers.

Level 5

- how past events have influenced relationships within and between groups of people and continue to influence them;
- how the ideas and actions of individuals and groups that have shaped the lives and experiences of people are viewed through time.

- factors that influence people's access to resources, goods, and services;
- the changing nature of work and the consequences of this for individuals and for society.

Level 6

- beliefs and ideas that have changed society and continue to change it;
- how people find out about the past and how records of the past reflect particular experiences and points of view.

- how and why individuals and groups make decisions about the use of resources, goods, and services;
- factors that affect people's work opportunities and conditions.

Level 7

- how events have short-term and long-term causes and consequences;
- how and why people's views of time and of past events differ.

- how and why individuals and organisations gain access to the resources of nations other than their own, and the consequences of this;
- how and why people's participation in economic activities has changed, and the consequences of this.

Level 8

- ways in which present beliefs, issues, and events reflect social change and continuity;
- how and why people's past experiences are reinterpreted and how records of past events are revised.

- how decisions are made about the allocation of resources in contrasting economic systems;
- how the policies and actions of governments and international organisations result in economic change, and the social consequences of economic change.