

# **Social Studies**



# **Social Studies**

**Years 1–8**

**PRIMARY SCHOOL CURRICULUM**

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Curriculum Materials and Assessment Division  
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# Introduction

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Social Studies is a subject within the Social Sciences learning area. It 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. They learn about how interactions occur among cultures, societies and environments. They 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 Sāmoan Primary School Curriculum is to state what all students should learn and achieve in Years 1 to 8. Social Studies programmes emphasise learning about people, cultures and groups in various time and place settings. Such learning includes the development of understandings of the local, national and international settings.

Social Studies in the Sāmoan Curriculum establishes achievement objectives and learning outcomes for three strands: Society, Culture and Heritage; Place and Environment; Resources and Economic Activities. Within these strands, the curriculum sets out a clear and structured progression of achievement objectives that span all levels of primary schooling.

Achievement objectives and learning outcomes are also established for three Social Studies processes: Inquiry, Values Exploration, and Social Decision Making. These processes incorporate the essential skills of the Sāmoan Curriculum Framework.

## General aim

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### 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:

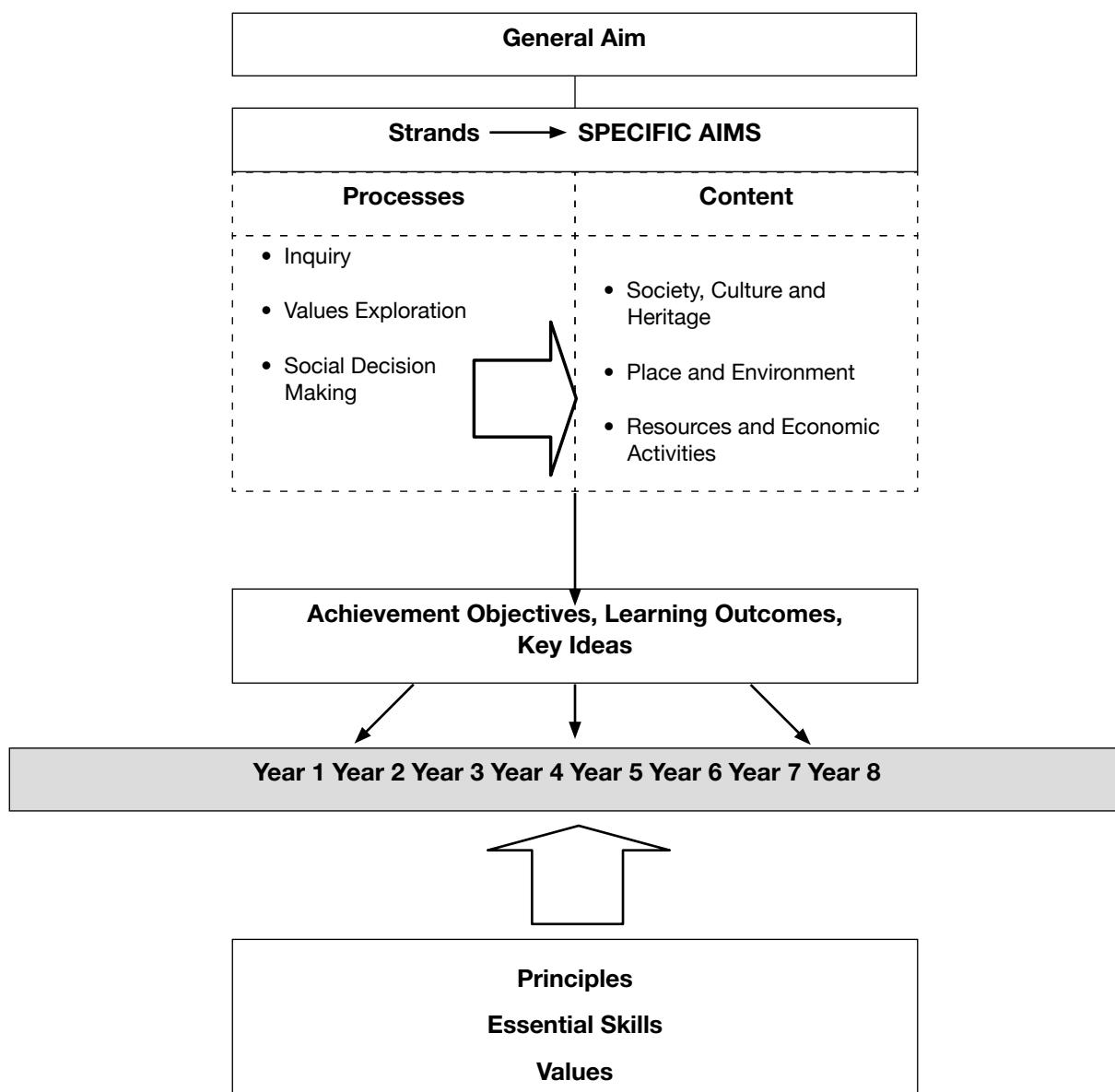
- people's organisation in groups and their rights, roles and responsibilities as they interact within groups;
- the contribution of culture and heritage to identity and the nature and consequences of cultural interaction;
- people's interaction with places and the environment and the ways in which people 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 structure of the Social Studies Curriculum

In order to achieve its general aim, teaching and learning in Social Studies in the Sāmoan Curriculum is built around three strands and three processes. **The strands and processes are tied and linked together.**

- **The Three Strands**
  - Society, Culture and Heritage;
  - Place and Environment; and
  - Resources and Economic Activities.
- **Three Processes in Social Studies**
  - Inquiry,
  - Values Exploration, and
  - Social Decision Making.

The structure of the Social Studies Curriculum is illustrated in the following diagram.





## Strand specific aims, achievement objectives, and learning outcomes

Each of the strands has two specific aims. All achievement objectives are derived from these aims. There are two achievement objectives for each strand for Years 1–3, three for Years 4–6 and four for Years 7 and 8.

Achievement objectives describe what students need to know and be able to do for each subject and year level.

The achievement objectives are expressed at eight progressive levels, in accordance with the Sāmoan Curriculum Framework. The objectives at each level are appropriate to students' development and maturity as they move from primary to secondary schools. Students learn at different rates and, therefore, at any time, individual students or groups of students of the same age could be working towards achieving objectives at different levels within and across the strands.

## The learning outcomes for the achievement objectives

Learning outcomes are statements that describe what learners demonstrate they know and are able to do as a result of a learning activity. They indicate students' level of learning as they grow in knowledge and skills.

Learning outcomes 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 learning outcomes 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 aim of  
Social Studies education  
is achieved through learning in

**THREE STRANDS**

with

two achievement objectives for each strand for Years 1–3,  
three achievement objectives for each strand for Years 4–6 and  
four achievement objectives for each strand for Years 7 and 8.

## The Three Strands

### Strand 1: Society, Culture and Heritage

#### *Specific aims*

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

- people's organisation in groups, their rights, roles and responsibilities as they interact within groups;
- the contribution of culture and heritage to identity, as well as the nature and consequences of cultural interaction.

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 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.

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 perception 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.

## Strand 2: Place and Environment

### *Specific 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 places and environments.

Students will understand the importance of places and the environment to people and the ways in which people influence places and environments 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.

## Strand 3: Resources and Economic Activities

### *Specific aims*

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

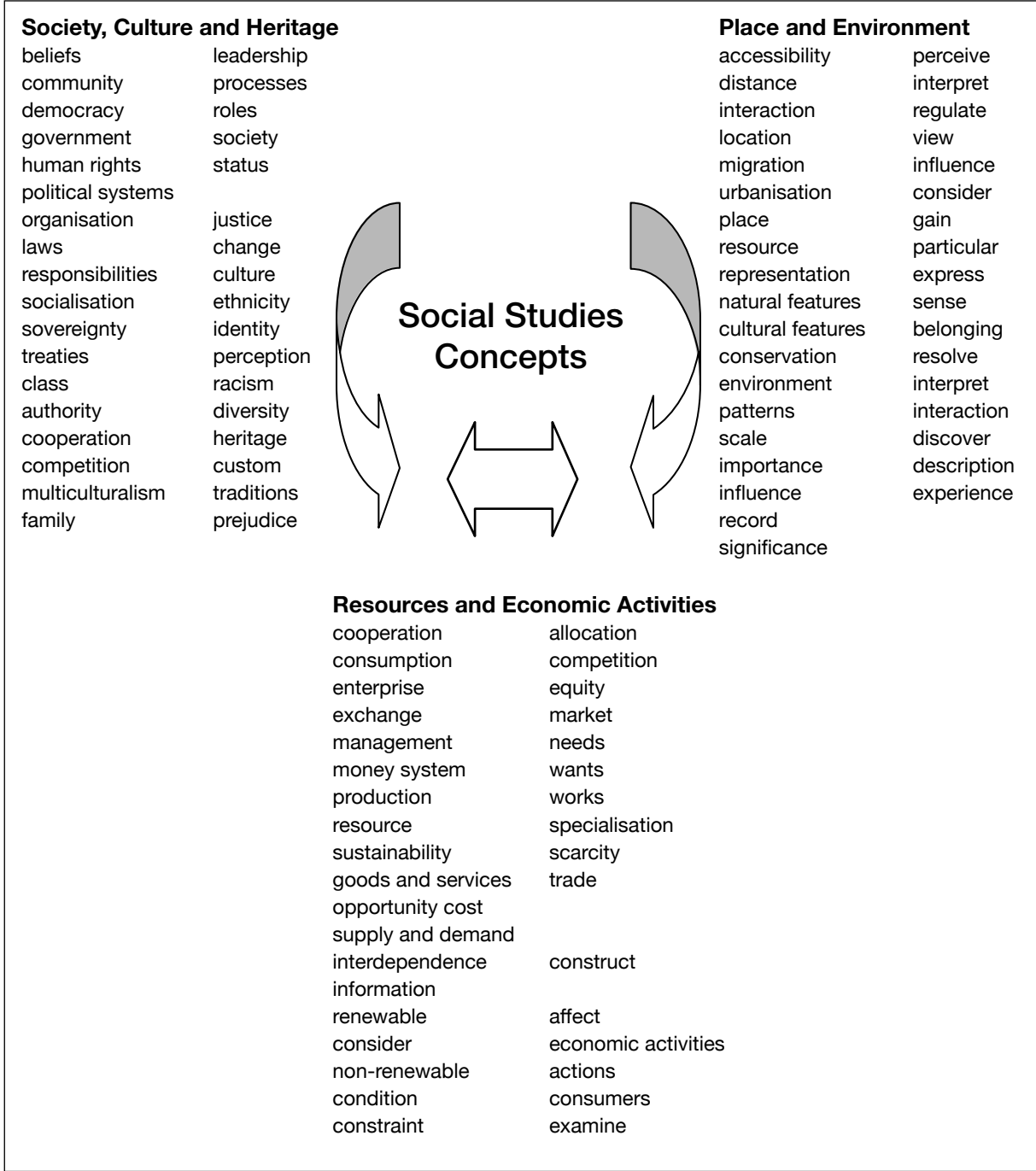
- people's allocation and management of resources; and
- people's participation in economic activities.

Students will develop their knowledge of the nature of resources and of the ways people use them. Resources include human, natural, capital and information. Students will learn that resources may be considered renewable or non-renewable and that the management of resources involves choices. Students will study the ways in which economic systems are constructed to manage economic activities and will find out how these systems can create opportunities and constraints for particular individuals, groups, enterprises and nations.

Throughout this strand, students will examine the changing nature of economic activities, including 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 and interdependence relate to 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.

## Concepts in Social Studies

The diagram on page 12 highlights some of the concepts that are reflected in the three 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; which emphasises the integrated nature of the strands.



## Planning programmes for Social Studies

When planning programmes, teachers will combine the achievement objectives and learning outcomes 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 emphasis 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 of 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.

## Approaches to teaching and learning

In Primary Schools, teachers often prefer to use an integrated approach to teaching and learning. The role of teaching and learning involves learners, teachers, parents, support personnel and the community in a process where learners go through a sequence of transitions and insights to construct new understandings. The process is learner-centred and friendly with the teacher providing meaningful, realistic contexts, activities and effective instruction. The emphasis on learning focuses attention on what students are able to do and say as a result of what they have been taught and what they have learned. The teacher also creates a programme that is appropriate, engaging and motivating to the students.

Students need to be able to:

- relate new ideas to previous knowledge and experience;
- engage in debate and reflection;
- investigate;
- apply knowledge to generate and create meaning.

Teachers play a key role in this process and much of the quality of the learning that occurs is a direct result of the quality of the teacher. In Social Studies, the main way of learning is through active participation in the community. Reflection on and evaluation of this participation leads to more awareness and responsible participation in community life. The integration approach is consistent with the Primary way of learning and teaching through observation, trial and error, as well as the Social Studies processes.

## 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 materials include:

- the experiences of the students themselves and of their families, friends and neighbours;

- community resources such as historical sites, malae, cemetery, 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 if possible.

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.

## Providing a balanced programme in Social Studies

The **Achievement Objectives** or major learning outcomes provide illustrations of what students learn at each level in the Social Studies curriculum. The language of the achievement objective is aimed at teachers and seeks to capture the expectations of over-arching, long-range outcomes. The achievement objectives also provide illustrations of the types of purposes, knowledge and intellectual processes that students should demonstrate in student products. The purposes identify the reasons why it is important to study each theme. Learners build knowledge as they work to integrate new information into existing cognitive constructs, and engage in processes that develop their abilities to think, reason, conduct basic interviews and attain understanding as they encounter new concepts, principles and issues.

## Settings for studies

Students will study local, national and international communities in certain periods of time, various places and different environments. The *settings* are selected from times, places and environments.

Students will study different local groups as well as exploring how people interact among themselves and the environment. There will also be opportunities for students to study other communities and places different from Sāmoa to enable them to gain a clear understanding of themselves.

It's important for Sāmoan students to look at Pacific settings because they are similar in terms of history, culture, sports and economic activities. Moreover, these existing links facilitate correspondence among themselves and other nations of the Pacific like New Zealand, Australia and Japan.

There should be one setting selected from the Pacific to be included in the Social Studies programme for each year level. Regional and international settings are important parts of the Social Studies curriculum. Teachers may also use other relevant and appropriate settings in their programmes.

## International organisations and events

Sāmoa has involvement in a range of international organisations, e.g. the United Nations, and participates in international events, e.g. the Commonwealth Games. Sāmoa also participates in regional events, e.g. peacekeeping forces in the Solomons and Timor Leste. Students will develop understandings of international organisations, events and global issues that affect Sāmoa.

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

The school Social Studies programme for Years 1 to 8 will therefore reflect a balance of settings. The selection of settings provides flexibility in planning for teachers and depends on the range of resources available to the school.

## Essential learning about Sāmoa

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

YEAR LEVEL	ESSENTIAL LEARNING ABOUT SĀMOA	UNIT/TOPIC
YEAR 1	The origins, purpose and celebrations associated with unique national holidays and celebrations in Sāmoa, e.g. Independence; White Sunday . . .	Why do we celebrate . . .? What do we do to celebrate this event? E.g. INDEPENDENCE YEAR 1
YEAR 2	Local economic activities	What are some of the ways that children can earn money, or help their families to earn income? E.g. BOTTLE COLLECTION YEAR 2
YEAR 3	Development and expression of identity – personal, collective, national	Who am I? What does it mean to be Sāmoan? What about our relatives overseas – how do they maintain their identities as Sāmoans? What are the key features of Sāmoa’s national identity? How has its national identity formed? E.g. ME AND MINE YEAR 3
YEAR 4	The historical influence of other cultures and heritages on belief systems in Sāmoa (social or political or religious)	What other groups have influenced Sāmoan culture and heritage in the past and/or present? E.g. KALE, SAPASUI, AND PISUPO: ORIGINS YEAR 4
YEAR 5	The influence of the knowledge and perspectives of groups of elders in the community, on community activities and events	Which groups in our community make decisions that affect us? How do they make such decisions? How and why are they important? E.g. THE ROLES AND RESPONSIBILITIES OF THE PULENU’U YEAR 5
YEAR 6	Movement and settlement of people within villages and districts (past, present), and the influence of changes (e.g. technology, natural disasters, government planning)  The origins, purpose and celebrations associated with unique national holidays and celebrations in Sāmoa, e.g. Independence; White Sunday . . .	Where do people in our village live? Why do they live there? Have families in our village (or district) always lived in these locations, places? E.g. INQUIRY-BASED INVESTIGATION OF VILLAGE/DISTRICT SETTLEMENT PATTERNS YEAR 6
YEAR 7	The influence of media such as radio, newspapers, television on Sāmoan society, culture and heritage	What are some of the media influences on our society, culture and heritage? How and why do these influences work? E.g. INQUIRY-BASED INVESTIGATION OF PEOPLE’S PERSPECTIVES OF TELEVISION YEAR 7
YEAR 8	Leaders and leadership in local and national history	Who is . . .? Why is he/she a leader? What were the qualities that made him/her such an important leader for . . .? E.g. SALAMĀSINA YEAR 8

## **Developing Social Studies skills**

As students are learning in Social Studies, they will be developing knowledge, skills and attitudes to further develop their investigative skills and values.

### **Acquiring information and manipulating data**

To develop this skill category, the Social Studies programme should be designed to increase the student's ability to read, study, search for information, use Social Studies technical vocabulary and methods, and use computers and other electronic media.

### **Developing and presenting policies, arguments and stories**

To develop this skill category, the Social Studies programme should be designed to increase the student's ability to use the writing process and to classify, interpret, analyse, summarise, evaluate, research, observe in fieldwork activities, and present information in well-reasoned ways that support decision making for both individuals and society.

### **Constructing new knowledge**

To develop this skill category, the Social Studies programme should be designed to increase the student's ability to conceptualise unfamiliar categories of information, establish cause/effect relationships, determine the validity of information and arguments, and develop a new story, model, narrative, picture or chart that adds to the student's understanding of an event, ideas or persons while meeting criteria of valid social studies research.

### **Participating in groups**

To develop this skill category, the Social Studies programme should be designed to increase the student's ability to express and advocate reasoned personal convictions within groups, recognise mutual ethical responsibility in groups, participate in negotiating conflicts and differences or maintain an individual position because of its ethical basis, work individually and in groups, and accept and fulfil responsibilities associated with citizenship in a democratic country.

## **Values**

Some values are so central to our way of life and view of the common good that we need to develop student commitment to them through systematic social studies experiences. These include such fundamental rights as the right to life, individual dignity, equality of opportunity, justice, privacy, security and ownership of private property. They include as well the basic freedom of worship, thought, conscience, expression, inquiry, assembly and participation in the political process. In some instances, the Social Studies curriculum will focus on how values are formed and how they influence human behaviour rather than on building commitment to specific values. In other instances, the emphasis will be placed upon helping students weigh priorities in situations in which a conflict exists between or among desirable values (i.e. those that form our common beliefs about rights, freedom and responsibilities of human beings in a democratic society).



## Values in the curriculum

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Like the essential skills, values transcend traditional subjects and are central to the personal development of each individual and the way the broader society operates. Values are not only developed by schools but by the broader community, including the media. Values are the internal beliefs and attitudes held by individuals and groups that are used in responding to everyday events. The school curriculum will help individuals to develop and clarify their own beliefs and values. The values that underpin the Sāmoan curriculum include:

*Fairness, collaboration, acknowledgement and consultation, in order to ensure that:*  
decisions and practices are viewed as having respected the opinion of others and where outcomes are accepted as just.

*Love and honesty, in order to ensure that:*  
there is a consistency and sincerity in what is said and done.

*Wisdom and excellence, in order to ensure that:*  
high achievement is valued and celebrated.

*Responsibility and hospitality, in order to ensure that:*  
students are accountable for their actions to assist others.

*Honour and respect, in order to ensure that:*  
others are treated with consideration and sensitivity, the physical environment is maintained as well as adopting cultural, spiritual and societal rules.

*Tolerance, in order to ensure that:*  
the differences and diversity within society are respected and accommodated.

*Respect, in order to ensure that:*  
everyone is treated fairly and that people from different social and cultural backgrounds communicate effectively with others while feeling good about themselves.

*Citizenship, in order to ensure that:*  
people play an active role in improving the community for the benefit of all, and take responsibility for their actions.

*Adaptability, resilience and creativity, in order to ensure that:*  
people are able to adapt to change and confront challenges.

*Justice and fairness, in order to ensure that:*  
decisions about the application of rules and laws, and the allocation of resources, are fair and just regardless of a person's background and status, and that people's human rights are protected.

*Tolerance and understanding, in order to ensure that:*  
the beliefs and values of others are accepted and respected regardless of people's culture, socio-economic background, gender and abilities.

*Inclusive education, in order to ensure that:*

the school is a place where all children participate and are treated equally. This involves a change in how we think about education. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning-centred methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all children. Strengthening links with the community is also vital. Relationships between teachers, students, parents and society at large are crucial for developing inclusive learning environments.

## Key principles

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The National Curriculum Framework lists five key principles which underpin all aspects of Sāmoan education including the development of the curriculum. They are:

### Equity

Equity requires that the system will treat all individuals fairly and justly in the provision of educational opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

### Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behaviour and results from a complex interplay of professional and technical factors, and social and cultural practices. Policies promoting these will focus on the learning institutions and specifically on day-to-day classroom practices, including the monitoring, assessment and reporting of student outcomes and teaching effectiveness.

### Relevance

Relevance in education implies a system that is meaningful, recognised, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

### Efficiency

Efficiency in education is demonstrated by leadership and management practices that ensure optimum use of resources – human, financial and material – at all levels, efficient service delivery, and the need to be both efficient and effective.

### Sustainability

This requires the wise utilisation of human, financial and material resources, to ensure balanced and ongoing development in the system. Transparency and accountability are necessary at all levels. The collective values of trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

## Curriculum principles

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The National Curriculum Framework outlines the following curriculum principles to give direction and consistency to the development of programmes and related policies.

### All students can be successful learners

The Sāmoan Curriculum recognises that all students can be successful learners when they are provided with sufficient time and support.

### Students need to be engaged in learning

The Sāmoan Curriculum recognises that for students to succeed, curriculum experience must relate to student interests, needs and learning styles in order to engage students in their learning.

### Programmes must be planned

The Sāmoan Curriculum recognises that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.

### Programs must develop the whole person

The Sāmoan Curriculum recognises that programmes must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and further study.

### Assessment must inform practice

The Sāmoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching strategies as well as provide an indication of student achievement against established standards.

### Teachers make a difference

The Sāmoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.

### Community involvement assists learning

The Sāmoan Curriculum recognises that fa'asāmoa must be upheld and that the community plays a large role in the education of students.

### A Sustainable future

The Sāmoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

## Essential skills

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Essential skills transcend the compulsory curriculum and are the broader skills that are developed throughout the years of schooling. The essential skills are developed as a result of the quality of the experiences provided in all classroom and school activities and are used by students in all school activities as well as in their social and cultural world outside the school.

### Communicating effectively

Communication underpins all learning and includes reading, writing, speaking and listening, visual and graphic representation, non-verbal communication or sign language and the use of number and data to convey meaning.

In Social Studies, this means students are required to communicate information in a variety of ways and are encouraged to be creative in their approach. They give oral and written presentations. The use of role plays, posters, diagrams, tables, graphs, debates, cartoons, mind maps, speeches and so forth are some ways in which students may present information.

### Solving problems

This involves the use of inquiry and reasoning, of gathering data and processing information, posing creative solutions and evaluating outcomes. Mathematical concepts and skills are often used when solving problems.

In Social Studies, these skills are used in an inquiry approach. Students carry out basic research through gathering information, analysing data, drawing conclusions from the data gathered, making informed judgements and presenting information in an effective way. Students also interpret graphs and diagrams, photographs and cartoons which require problem-solving skills.

### Utilising aesthetic judgement

This involves the use of the visual and performing arts as a means of expression and requires an appreciation of the aesthetic value of objects and experiences.

In Social Studies, this means students perform songs, dramas, dances and speeches based on traditional knowledge and experiences to enrich their understanding of people's relationship with nature. Students explore, generate, shape and communicate ideas in a creative way. This can be done through writing, creating posters, songs, dance and role plays. Students learn to develop empathy so they become more sensitive to issues like human rights, Christian beliefs and cultural values.

### Developing social and cultural skills and attributes

This involves the capacity to operate socially and to work effectively with others. It requires an understanding of context, of the cultural norms and expectations that exist, as well as the ability to negotiate and reach consensus. It also involves individuals developing their ethical framework, including an informed understanding of the issues associated with gender.

In Social Studies, this means that students are expected to establish good relationships in cooperative groups, show responsibility and respect for others, compassion and understanding and develop the ability to negotiate and reach consensus.

## Managing oneself and developing work and study skills

Students need to be able to manage their time effectively to allow them to pursue personal, spiritual, sporting and academic interests. They need to know how to resolve conflict in constructive ways that allows all involved to feel that they have been treated with fairness and respect. They need to take personal responsibility for their choices and actions and learn from both their mistakes and successes. This includes responsibility for personal health and fitness.

In Social Studies, this means skills such as time management, setting goals, and planning to meet those goals. These skills are required in particular when carrying out inquiry tasks and completing assignments. Students are encouraged to monitor their own learning and reflection is a large part of the process.

## Integrating knowledge

While learning areas are used as the organisers of knowledge, the prime purpose of education is for students to understand the world around them and see the links between the various areas. This requires a deep and thorough understanding of subjects so the knowledge gained can be linked to experience and complex interrelated understanding developed.

In Social Studies, this means that students learn key social studies concepts and identify linkages with other learning areas. Students are provided with opportunities to relate social studies ideas and skills to familiar contexts and later in the challenging world around them.

## Effective using technology

Technology involves the development of the skills and knowledge used to make and construct objects and products used in day-to-day living and in the pursuit of special interests. Technology also involves the use of information technology to access information stored electronically. Over time, information technology will become more widely available and be increasingly used in all areas of the curriculum to create, locate and store information.

In Social Studies, students are encouraged to use technology in the learning process. They will make use of the Internet for information gathering and may use different technologies when designing posters and pamphlets, carrying out research, creating role plays and so forth.

## Gender

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The Sāmoan curriculum ensures that the learning experiences of girls as well as boys are catered for equally. It enables learners to:

- understand that a person's sex is genetically determined but gender roles are not, but rather change over time, from place to place, and from individual to individual;
- play an active role in making meaning from their experiences, and in deciding to adopt or reject ways of behaving;
- challenge gender stereotypes.

Gender is what it means to be a female or a male. It refers to those behaviours and attitudes that are culturally accepted, and acceptable, as ways of being a woman and of being a man. Addressing gender issues goes well beyond ensuring that males and females have the same opportunities to receive an education and to fulfil their learning potential. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In Sāmoa there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males. The curriculum provides learners with subjects, resources and experiences that value the needs of girls and boys.

To be inclusive, teachers need to ensure that all girls and boys have the opportunity to participate in

learning. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able and encouraged to participate fully in all learning activities. Teachers must be sensitive to the kinds of classroom practices that discourage girls or boys from succeeding and persevering with their studies.

Materials used in teaching must give learners the opportunity to understand how men and women, and boys and girls, can have a wide range of occupations, tasks and responsibilities. Materials must also use gender-neutral language wherever possible.

School programmes and classroom learning tasks should reflect the diversity of roles available to women and men and girls and boys. Teachers need to ensure that gender is not an obstacle to learning success or individual value. To ensure this, learning programmes must:

- include the interests, perspectives and contributions of both females and males in programmes, content, resources and methods of teaching;
- ensure that both males and females have equal access to learning resources, and teachers' time, and take part fully in all forms of learning activity;
- ensure that both females and males take active and valued leadership roles in learning activities.

## Inclusive education

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The Ministry of Education, Sports and Culture is committed to providing high-quality inclusive education to all Sāmoan students within a school culture based on respect and acceptance. A key component of quality education is the provision of appropriate programmes and support for a diverse range of students including those with disabilities, those at risk because of social or economic circumstances, and those in the gifted range. The principle that '*All students can be successful learners*' recognises that all students can succeed when they are provided with sufficient time, support and effective teaching. This ensures that the aims of social justice and equity are seen in practice as all students, irrespective of race, ethnicity, disability or socio-economic background can achieve quality educational outcomes. It acknowledges the right of all students to be successfully enrolled in schools and experience success through participating in inclusive educational programmes.

For all students, the need to cater for their individual needs and develop appropriate skills, knowledge and personal attributes through a holistic approach to learning is at the centre of all educational programmes. All students have the right to be included in their local school where they will have the opportunity to access the rich social and cultural setting to best develop the social and cultural skills necessary to be included in the broader community.

### Supporting the process of inclusive education

Inclusive education is a process whereby the school systems, strategic plans and policies adapt and change to include teaching strategies for a wider, more diverse range of children and their families. Inclusive education means to identify a child's learning style and adapt the classroom and teaching strategies to ensure high-quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school.

Students who are gifted in one or more areas also have educational needs. For these students it is important that programmes are provided that extend their abilities and assist them to develop their intellectual, artistic or other talents to their fullest potential.

## Language learning through Social Studies

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The language associated with learning in every subject in the curriculum is often abstract and demanding for any learner. Learning becomes even more complex as the medium of instruction in basic education moves from Sāmoan to English. So it is important for teachers to regard every lesson in every subject as a language lesson in which students' competence in the use of both Sāmoan and English is improved.

Language functions refer to the purpose for which language is used. For example, language can be used to give instructions, ask for help, give reasons and so on. Much of this language is common to all subjects in the curriculum. However, in addition to developing their general competence in the functional use of Sāmoan and English, it is necessary for students to understand and use the concepts and language functions that are especially relevant to Social Studies.

In Social Studies the language functions that are especially important to learn to use include:

- Mapping concepts ;
- Location and landform;
- Physical and Natural features of places;
- Human and Natural characteristics of the environment;
- Physical and Social needs;
- Ways of transportation;
- Means of communication;
- Human Environment interaction;
- Spiritual and Cultural values;
- Cities and Capitals
- Governments;
- History;
- Law, rules, policies, processes and procedures;
- Economic and political connections;
- Trading and Industries
- Population Growth
- Advantages and disadvantages of places;
- Decision Making;
- Conflicts, Resolutions and Problem Solving.

## Multi-grade teaching

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Multi-grade teaching is a situation in which one teacher has to teach many class levels all at the same time. Some multi-grade teachers may teach two different class levels, but some teach three or four levels. Such a situation exists in very small schools, usually at the remote village primary schools in Sāmoa, where teachers may teach up to six or seven grades at the same time under one roof. Multi-grade teaching/learning is also considered in the teaching/learning of Social Studies in the Primary School Curriculum.

## Assessment in Social Studies

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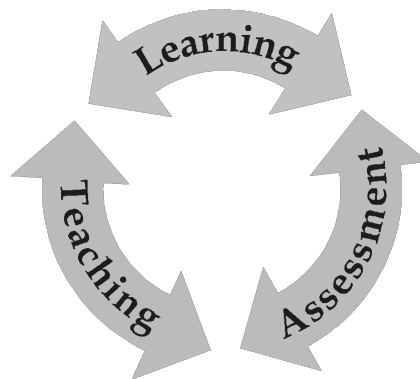
Assessment is not separate from the curriculum but is a cornerstone of outcomes- based learning in all subjects. It is the process of collecting and interpreting evidence in order to determine the learner's progress, to make judgements about a learner's performance and, above all to improve each student's learning.

An outcomes-focused approach to assessment involves:

- providing a range of opportunities for learners to be aware of and to demonstrate outcomes
- gathering and recording evidence of learners' demonstration of outcomes
- making judgements about learners' demonstration of outcomes
- guiding the planning of teaching and learning programmes
- reporting achievement to learners and parents in an effective way which encourages further learning

Assessment should be an integral part of teaching and learning. It should not merely test learner achievement at the end of a unit of work. For this purpose, teachers' guide/manuals provide assessment guidelines appropriate for each learning outcome – which need to be adapted to suit the circumstance of each classroom situation. For assessment to achieve its full potential, teachers need to ensure that learners receive immediate feedback on areas that need improvement.

**Figure 1: Learning-teaching-assessment cycle**



There are three purposes of assessment:

- 1 Assessment *for* learning
- 2 Assessment *as* learning
- 3 Assessment *of* learning.

### Assessment *for* learning

Assessment of individual learner's progress is, above all, diagnostic and informative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commences, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.



Assessment for learning is based on a variety of student activities. These include: questioning of and by students; class exercises and activities involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging, and aims to build confidence. It is mainly descriptive, emphasizing strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily.

No grades or scores are given.

## Assessment as learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome, and constant feedback to learners and parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the curriculum and classroom programme.

## Assessment of learning

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

## Recording and reporting in Social Studies

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.

## Time allocation

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The time allocation for Social Studies is three hours per week – or approximately 40 minutes per day.

However, the time allocation should be used in a flexible way. There will be times when it is preferable to devote a longer period of time to a particular activity rather than breaking teaching up into 20-minute or 40-minute periods. Examples are when engaging in outdoor activities, or when students are creating models or presentations.

# Strands, specific aims, achievement objectives

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## Strand 1: Society, Culture and Heritage

### Specific aims

Students will understand:

- people's organisation in groups;
- the rights, roles and responsibilities of people as they interact within groups;
- the contribution of culture and heritage to identity;
- the nature and consequences of cultural interactions.

### Year 1

- why people belong to groups and the different roles people fulfil within groups;
- features of the culture and heritage of their own and other groups.

### Year 2

- how and why groups are organised within communities and how participation within groups involves both responsibilities and rights;
- ways in which communities reflect the cultures and heritages of their people as well as cultural interaction within their groups and with other groups.

### Year 3

- how leadership of groups is acquired and exercised and why people make and implement rules and laws;
- how practices of cultural groups vary but reflect similar purposes as well as ways in which the movement of people affects cultural diversity.

### Year 4

- how people organise themselves in response to challenge and crisis;
- why people exercise their rights and meet their responsibilities;
- why and how individuals and groups pass on and sustain their culture and heritage.

### Year 5

- how systems of government are organised and affect people's lives;
- why people seek to gain and maintain social justice and human rights;
- ways in which cultural and national identity are developed and the effects of cultural interaction on cultures and societies.

### Year 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;
- how and why cultures adapt and change and how people respond to diversity of cultures and heritages.

**Year 7**

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

**Year 8**

- different ideas about how society should be organised;
- the nature and impacts of reforms on people's rights, roles and responsibilities;
- how communities and nations respond to challenges to their identity;
- the attitudes of individuals and groups towards cultural diversity.

**Strand 2: Place and Environment****Specific aims**

Students will understand:

- people's interaction with places and the environment;
- the ways in which people represent and interpret place and environment;
- why particular places are important for people.

**Year 1**

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

**Year 2**

- 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.

**Year 3**

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

**Year 4**

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

**Year 5**

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

### Year 6

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

### Year 7

- why people regulate the use of places and the environment;
- how people's activities affect places and environment;
- how people's perceptions of places and environment reflect changes by information;
- how people's activities are reinforced by experiences.

### Year 8

- how people seek to resolve differences over how places and environments should be used;
- why it is important for people to solve problems caused from using places and environments;
- how new technology influences the ways people find out about and describe places and environments;
- the impacts of new skills in describing places and environments.

## Strand 3: Resources and Economic Activities

### Specific aims

Students will understand:

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

### Year 1

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

### Year 2

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

### Year 3

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

### Year 4

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

### Year 5

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

### Year 6

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

### Year 7

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

### Year 8

- how decisions are made about the allocation of resources in contrasting economic systems;
- how inequality disadvantage some producers and benefit others;
- how the policies and actions of governments and international organisations result in economic change;
- the social consequences of economic change.



**Year Level:** strands, achievement objectives, learning outcomes

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# Year One

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1 Society, Culture and Heritage (SH)</b>	SH1.1 why people belong to groups and the different roles people fulfill within groups;	SH1.1.1 explain what a group is; SH1.1.2 describe a number of groups that people belong to; SH1.1.3 give examples of the benefits of belonging to groups.
	SH1.2 features of the culture and heritage of their own and other groups.	SH1.2.1 identify cultural groups in their community; SH1.2.2 describe features of their own culture and heritage (eg: language, ways of doing things, names, greetings, food, dress, music); SH1.2.3 describe similarities and differences between features of their own culture and heritage and those of other groups.
<b>Strand 2 Place and Environment (PE)</b>	PE1.1 why particular places are important for people;	PE1.1.1 identify a place that is important and explain why it is important; PE1.1.2 describe activities that happen at particular places; PE1.1.3 describe the natural and cultural features of a place that are important to people
	PE1.2 how and why people record the important features of places and environments.	PE1.2.1 describe ways in which people can record features of places and environments (eg: mapping, tape recording, photography); PE1.2.2 identify people who use descriptions of places and environments (eg: bus drivers, holidaymakers); PE1.2.3 describe how these people make use of different types of descriptions of places and environments (eg: maps for directions, pictures for postcards).
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA1.1 different resources that people use;	RA1.1.1 describe what resources are; RA1.1.2 give examples of different types of resources; RA1.1.3 describe different ways people use resources to meet their needs and wants.
	RA1.2 different types of work that people do.	RA1.2.1 describe what work is; RA1.2.2 describe the different types of work done in a community; RA1.2.3 give examples of the various work/roles that children, women, and men may have.
<b>The Social Studies Processes at Levels 1 – 2 Inquiry (PR)</b>	PR1.1 to collect, process, and communicate information about human society.	PR1.1.1 use questions; PR1.1.2 collect and record information; PR1.1.3 sort information; PR1.1.4 make a generalisation based on findings; PR1.1.5 communicate findings.

<b>STRAND</b>	<b>ACHIEVEMENT OBJECTIVES</b> <i>STUDENTS LEARN</i>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Values Exploration (VE)</b>	VE1.1 to explore and analyze values.	VE1.1.1 explain their own values position; VE1.1.2 give reasons why people hold particular values positions.
<b>Social Decision Making (SM)</b>	SM1.1 make decisions about possible social action.	SM1.1.1 identify issues and problems; SM1.1.2 develop solutions to relevant problems; SM1.1.3 make a choice about possible action.

# Year Two

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1 Society, Culture and Heritage (SH)</b>	SH2.1 how and why groups are organized within communities and how participation in groups involves both responsibilities and rights;	SH2.1.1 describe a range of groups; SH2.1.2 describe the functions of those groups; SH2.1.3 identify the rights and responsibilities individuals have within a group; SH2.1.4 give examples of ways in which rights have accompanying responsibilities within particular groups.
	SH2.2 ways in which communities reflect the cultures and heritages of their people as well as cultural interaction within their groups and with other groups.	SH2.2.1 identify the cultures and heritages of people who live in particular communities; SH2.2.2 describe ways community activities (eg: on special occasions) and features of the community (eg: buildings) reflect the cultures and heritages of the people who live there; SH2.2.3 identify ways people interact within their cultural groups (eg: meeting everyday needs, on special occasions, for education); SH2.2.4 describe the ways people from different cultures interact within communities.
<b>Strand 2 Place and Environment (PE)</b>	PE2.1 how people's activities influence places and the environment and are influenced by them;	PE2.1.1 give examples of ways people's activities (eg: sports, farming, and communications) are influenced by the location and physical features of a place; PE2.1.2 describe how people's activities can have a damaging effect on natural or cultural features of the environment; PE2.1.3 describe how people can restore or enhance natural or cultural features of the environment.
	PE2.2 how and why people describe places and environments in different ways.	PE2.2.1 explain what place names reveal about places and environments; PE2.2.2 explain why people record descriptions of places and environments in different ways (eg: through pictures, sound and video recordings, maps); PE2.2.3 explain why people choose to record particular features of places and environments.
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA2.1 how and why people work together to obtain resources;	RA2.1.1 identify reasons why people may need to work together or depend on others to obtain resources; RA2.1.2 identify different situations in which people work together to obtain resources (eg: hunting, harvesting, working bees); RA2.1.3 explain how people work together in different situations to obtain resources.

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
	<p>RA2.2 how people participate in the production process.</p>	<p>RA2.2.1 identify categories of goods and services that people produce and use (eg: food, leisure products, visiting the doctor); RA2.2.2 give examples of ways in which people produce and use goods and services; RA2.2.3 explain the interaction that occurs and the roles that people take in the production and consumption processes.</p>
<p><b>The Social Studies Processes at Levels 1 – 2 Inquiry (PR)</b></p>	<p>PR2.1 to collect, process, and communicate information about human society.</p>	<p>PR2.1.1 use questions; PR2.1.2 collect and record information; PR2.1.3 sort information; PR2.1.4 make a generalisation based on findings; PR2.1.5 communicate findings.</p>
<p><b>Values Exploration (VE)</b></p>	<p>VE2.1 to explore and analyze values.</p>	<p>VE2.1.1 explain their own values position; VE2.1.2 give reasons why people hold particular values positions.</p>
<p><b>Social Decision Making (SM)</b></p>	<p>SM2.1 make decisions about possible social action.</p>	<p>SM2.1.1 identify issues and problems; SM2.1.2 develop solutions to relevant problems; SM2.1.3 make a choice about possible action.</p>

# Year Three

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1 Society, Culture and Heritage (SH)</b>	SH3.1 how leadership of groups is acquired and exercised and how and why people make and implement rules and laws;	SH3.1.1 describe ways people can become leaders (e.g., through inheritance, election, appointment, use of force, volunteering); SH3.1.2 explain how different styles of leadership affect members of groups; SH3.1.3 explain why groups have rules and laws; SH3.1.4 describe processes that groups use to make rules and laws (eg:discussion and agreement, meetings, parliamentary processes).
	SH3.2 how practices of cultural groups vary but reflect similar purposes as well as ways in which the movement of people affects cultural diversity.	SH3.2.1 identify needs that are common across cultures; SH3.2.2 describe similarities and differences in the ways cultural groups meet common needs; SH3.2.3 identify places of origin of individuals and groups in a community; SH3.2.4 describe ways in which the movement of people has affected the cultural diversity of a community.
<b>Strand 2 Place and Environment (PE)</b>	PE3.1 how different groups view and use places and the environment;	PE3.1.1 identify different types of environment in which people live (eg: coastal, hillplains, atolls, war-torn, polluted); PE3.1.2 explain how people seek to overcome the limitations of places and environments; PE3.1.3 give examples of different views (eg: spiritual, historical, economic, aesthetic, recreational) that people hold about the same places and environments; PE3.1.4 give examples of different ways in which people use the same places and environments.
	PE3.2 how and why people express a sense of belonging to particular places and environments.	PE3.2.1 identify features or places that reflect people’s relationships to the places (eg: monuments, plaques, village names and names of places); PE3.2.2 explain why people return to particular places (eg: schools, holiday places, birthplaces); PE3.2.3 describe ways people remember places and environments (eg; through photographs, diaries) and ways people express their feelings for particular places (eg: through poetry, paintings, music).

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA3.1 how and why people manage resources;	RA3.1.1 give examples of different types of resources that are managed (human, natural, renewable, non-renewable); RA3.1.2 describe ways people attempt to conserve resources (eg: customary practices, regulations); RA3.1.3 explain consequences of depletion of resources (eg: price rises, resource substitution, technological innovation).
	RA3.2 how and why different systems of exchange operate.	RA3.2.1 identify reasons why people need to exchange goods and services; RA3.2.2 explain different processes by which goods and services are exchanged (eg: barter, buying with money, electronic processes); RA3.2.3 explain why different processes of exchange develop in different societies.
<b>The Social Studies Processes at Levels 3-4 Inquiry (PR)</b>	PR3.1 to collect, process, and communicate information about human society.	PR3.1.1 use questions; PR3.1.2 collect and record information; PR3.1.3 sort information; PR3.1.4 make a generalisation based on findings; PR3.1.5 communicate findings.
<b>Values Exploration (VE)</b>	VE3.1 to explore and analyze values.	VE3.1.1 explain their own values position; VE3.1.2 give reasons why people hold particular values positions.
<b>Social Decision Making (SM)</b>	SM3.1 to make decisions about possible social action.	SM3.1.1 identify issues and problems; SM3.1.2 develop solutions to relevant problems; SM3.1.3 make a choice about possible action.

# Year Four

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1 Society, Culture and Heritage (SH)</b>	SH4.1 how people organize themselves in response to challenge and crisis;	SH4.1.1 identify types of challenges and crises that people face (e.g., social, technological, economic, political, cultural); SH4.1.2 explain how groups and individuals can work together to deal with challenges and crises.
	SH4.2 why people exercise their rights and meet their responsibilities;	SH4.2.1 identify the rights people have at different ages and in different groups; SH4.2.2 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.
	SH4.3 why and how individuals and groups pass on and sustain their culture and heritage.	SH4.3.1 explain why people attach importance to their culture and heritage; SH4.3.2 describe various ways in which cultural practices and heritage are recorded and passed on to others (eg: through myths, legends, stories, carvings, paintings, songs, schooling); SH4.3.3 give examples of ways in which people can retain their culture and heritage when they move to a new community.
<b>Strand 2 Place and Environment (PE)</b>	PE4.1 how places reflect past interactions of people with the environment;	PE4.1.1 identify features of a landscape that reflect people's past activities; PE4.1.2 explain how features of a landscape may result from interactions between people and the environment; PE4.1.3 explain why some feature resulting from past interactions endure while others disappear (eg: considering the effects of legislation, isolation, durability of the features, and significance of the features to people).
	PE4.2 why people find out about places and environments;	PE4.2.1 identify different reasons people have for finding out about places and environments; PE4.2.2 give examples of different ways people find out about places and environments (eg; through direct experience, discussion, books, television).
	PE4.3 how people find out about places and environments.	PE4.3.1 identify consequences for cultures of such exposure to new ideas; PE4.3.2 explain the reasons why individuals or groups (such as explorers, navigators, or groups of travelers) have undertaken journeys and recorded ideas about places and environments.

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA4.1 how and why people view and use resources differently;	RA4.1.1 identify different values people may attach to a resource (eg:aesthetic, industrial, spiritual, recreational); RA4.1.2 describe different ways in which different cultural groups may use the same resource).
	RA4.2 the consequences of using resources differently;	RA4.2.1 explain why people's views about a resource and their uses of it may change over time (e.g., because of a technological change, depletion of the resource, legislation); RA4.2.2 explain how opportunities and limitations may arise when resources are viewed or used in new and different ways.
	RA4.3 how and why individuals and groups seek to safeguard the rights of consumers.	RA4.3.1 explain what a consumer is and why consumers have rights; RA4.3.2 explain the processes consumers utilize to protect or assert their rights; RA4.3.3 describe the work of an individual who attempts to safeguard the rights of consumers.
<b>The Social Studies Processes at Levels 3-4 Inquiry (PR)</b>	PR4.1 to collect, process, and communicate information about human society.	PR4.1.1 use questions; PR4.1.2 collect and record information; PR4.1.3 sort information; PR4.1.4 make a generalisation based on findings; PR4.1.5 communicate findings.
<b>Values Exploration (VE)</b>	VE4.1 to explore and analyze values.	VE4.1.1 explain their own values position; VE4.1.2 give reasons why people hold particular values positions.
<b>Social Decision Making (SM)</b>	SM4.1 to make decisions about possible social action.	SM4.1.1 identify issues and problems; SM4.1.2 develop solutions to relevant problems; SM4.1.3 make a choice about possible action.



# Year Five

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1 Society, Culture and Heritage (SH)</b>	SH5.1 how systems of government are organised and affect people's lives;	SH5.1.1 identify the features of different political systems; SH5.1.2 explain how decisions (e.g., about franchise, legislative processes, and policy) are made and implemented in a parliamentary democracy and in a contrasting system.
	SH5.2 and why people seek to gain and maintain social justice and human rights;	SH5.2.1 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; SH5.2.2 explain the role of governments and institutions in ensuring that people's human rights are respected.
	SH5.3 ways in which cultural and national identity develop and are maintained and the effects of cultural interaction on cultures and societies.	SH5.3.1 describe the nature of their own cultural identity (eg: ethnic, youth) and of national identity; SH5.3.2 explain how national identity is developed, maintained, and expressed; SH5.3.3 explain causes of prejudice, discrimination, and inequity, and identify possible solutions to problems arising from these.
<b>Strand 2 Place and Environment (PE)</b>	PE5.1 why people move between places;	PE5.1.1 identify examples of past and current movements of people; PE5.1.2 explain common factors that account for the movements of people between places.
	PE5.2 the consequences of this for the people and the places;	PE5.2.1 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); PE5.2.2 explain how the movement of people can affect the place they leave and the place they move to.
	PE5.3 why particular places and environments are significant for people.	PE5.3.1 describe factors (e.g., cultural, historical, geographical, economic, strategic) that influence the value that communities and nations attach to places and environments; PE5.3.2 give examples of places and environments that are significant to particular communities and nations and explain their significance; PE5.3.3 explain why particular places and environments become important to individual people.

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA5.1 factors that influence people’s access to resources, goods, and services;	RA5.1.1 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); RA5.1.2 describe how social factors can influence the ability of individuals and groups to obtain resources, goods, and services (eg; gender, race, culture).
	RA5.2 the changing nature of work;	RA5.2.1 explain how resource distribution has consequences for people’s lives, aspirations, and decisions (e.g., education, leisure); RA5.2.2 explain ways in which the access of less advantaged groups to resources, goods, and services can be improved.
	RA5.3 the consequences of producing goods and services for individuals and for society.	RA5.3.1 explain how the nature of work has changed over time; RA5.3.2 describe ways in which the nature of work may change in the future; RA5.3.3 explain consequences of changes in the nature of work for people’s lives, aspirations, and decisions.
<b>The Social Studies Processes at Levels 5-6 Inquiry (PR)</b>	PR5.1 to collect, process, and communicate information about human society.	PR5.1.1 use questions; PR5.1.2 collect and record information; PR5.1.3 sort information; PR5.1.4 make a generalisation based on findings; PR5.1.5 communicate findings.
<b>Values Exploration (VE)</b>	VE5.1 to explore and analyze values.	VE5.1.1 explain their own values position; VE5.1.2 give reasons why people hold particular values positions.
<b>Social Decision Making (SM)</b>	SM5.1 to make decisions about possible social action.	SM5.1.1 identify issues and problems; SM5.1.2 develop solutions to relevant problems; SM5.1.3 make a choice about possible action.

# Year Six

<b>STRAND</b>	<b>ACHIEVEMENT OBJECTIVES</b> <i>STUDENTS LEARN</i>	<b>LEARNING OUTCOMES</b> <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1</b> <b>Society, Culture and Heritage</b> <b>(SH)</b>	SH6.1 how and why people organize themselves to review systems and institutions in society;	SH6.1.1 identify some types of institutions in society (e.g., families, political parties, religious institutions, education systems); SH6.1.2 explain why some systems or institutions are easier to change than others.
	SH6.2 the effects of changes in society;	SH6.2.1 identify changes in society (e.g., technological, social, political, economic) that have affected people's rights, roles, and responsibilities; SH6.2.2 describe how changes in rights, roles, and responsibilities affect the interactions of people.
	SH6.3 how and why cultures adapt and change and how people respond to diversity of cultures and heritages.	SH6.3.1 identify ways cultures may adapt and change in response to new ideas; SH6.3.2 explain factors (eg: isolation, strength of values and beliefs) that influence the extent to which a culture will adopt new ideas; SH6.3.3 explain why people may respond differently to diversity of cultures and heritages; SH6.3.4 give examples of rules and laws designed to resolve difficulties arising from cultural diversity.
<b>Strand 2</b> <b>Place and Environment</b> <b>(PE)</b>	PE6.1 the implications of changes to places;	PE6.1.1 identify factors that lead to changes to places and in the environment; PE6.1.2 explain the process by which one change to a place can lead to further changes for people, for the place, and for the environment.
	PE6.2 the impacts of changes for people and for the environment;	PE6.2.1 explain the effects of population change in a place on people and on natural and cultural features of the environment; PE6.2.2 give examples of positive and negative changes.
	PE6.3 how people's descriptions of places and the environment reflect particular purposes and points of view.	PE6.3.1 identify the purposes people have for describing places and the environment (eg: archaeological, aesthetic, legal); PE6.3.2 explain the different ways in which places and environments can be described (eg:through different kinds of maps, visual images, models, texts, sound recordings); PE6.3.3 explain how people's points of view influence their descriptions of places and the environment.

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA6.1 how individuals and groups make decisions about the use of resources, goods, and services;	RA6.1.1 identify factors (eg; price, opportunity cost, enterprise, technology) that influence people's decisions about the use of resources, goods and services; RA6.1.2 explain how individuals, households, and businesses make decisions about the use of resources, goods and services.
	RA6.2 why it's important for individuals and groups to make decisions about the use of resources, goods and services;	RA6.2.1 explain how producers make decisions about the use of resources, goods, and services (eg: investments in technology, capital, and infrastructures); RA6.2.2 identify likely consequences of particular decisions people make about the use of resources, goods and services.
	RA6.3 factors that affect people's work opportunities and conditions.	RA6.3.1 identify factors that influence people's work opportunities (eg: relevant legislation, the prevailing economic climate, gender, social class, disabilities, educational qualifications, innovation, risk taking); RA6.3.2 explain how factor affecting people's working conditions have had both positive and negative consequences.
<b>The Social Studies Processes at Levels 5-6 Inquiry (PR)</b>	PR6.1 to collect, process, and communicate information about human society.	PR6.1.1 use questions; PR6.1.2 collect and record information; PR6.1.3 sort information; PR6.1.4 make a generalisation based on findings; PR6.1.5 communicate findings.
<b>Values Exploration (VE)</b>	VE6.1 to explore and analyze values.	VE6.1.1 explain their own values position; VE6.1.2 give reasons why people hold particular values positions.
<b>Social Decision Making (SM)</b>	SM6.1 to make decisions about possible social action.	SM6.1.1 identify issues and problems; SM6.1.2 develop solutions to relevant problems; SM6.1.3 make a choice about possible action.

# Year Seven

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1 Society, Culture and Heritage (SH)</b>	SH7.1 how and why international organizations become established;	SH7.1.1 identify a variety of international organizations and describe their purposes and activities; SH7.1.2 describe the development of an international organization.
	SH7.2 how international organizations influence people and societies;	SH7.2.1 describe the impact of international organizations on individuals, cultures, communities, and nations; SH7.2.2 classify and explain positive and negative impacts of international organizations.
	SH7.3 ways in which people's culture influences their perceptions;	SH7.3.1 identify and explain various cultural perspectives on an issue or event; SH7.3.2 identify ways in which an individual's perception of the activities of other cultures may be influenced by their own cultural background.
	SH7.4 how people respond to events and issues.	SH7.4.1 identify and explain problems that can arise from ethnocentrism and explain ways in which these problems can be resolved; SH7.4.2 explain different strategies people use to respond to events and issues.
<b>Strand 2 Place and Environment (PE)</b>	PE7.1 why people regulate the use of places and the environment;	PE7.1.1 explain why people seek to regulate the use of places and environments (eg: for conservation, to ensure that people do not attempt to use land for incompatible purposes, for reasons relating to safety, culture, profit, history); PE7.1.2 identify places and environments that are protected by legislation (eg: national parks, historic sites, zones in a city).
	PE7.2 how people's activities affect places and environments;	PE7.2.1 describe ways in which people regulate the use of places and environments (eg: through treaties, laws, and others); PE7.2.2 identify cultural and spiritual activities that are often performed in places.
	PE7.3 how people's perceptions of places and environments reflect changes by information;	PE7.3.1 identify sources (eg: direct experience, talking to others, reading, television, promotional campaigns) from which people receive information about places and environments; PE7.3.2 explain how the perceptions people have about places are influenced by the information available to them and the experience they have had of places.

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
	PE7.4 how people's activities are reinforced by experiences.	PE7.4.1 explain the extent to which information about places and environments is accurate and how people seek to correct misconceptions; PE7.4.2 explain how people's direct experience (eg: as tourists, migrants, working travelers) can change their perceptions of places.
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA7.1 how and why individuals gain access to the resources of nations other than their own and the consequences of this;	RA7.1.1 explain why people and organizations seek to gain access to the resources of nations other than their own; RA7.1.2 explain how individuals, organization, and nations can compete or cooperate in the use of resources and in international trade, and the consequences of this for people and societies.
	RA7.2 how and why organizations gain access to the resources of nations other than their own and the consequences of this;	RA7.2.1 describe how globalization is changing the nature of trade and the relationships between nations; RA7.2.2 explain how nations and international organizations attempt to resolve issues related to international trade and the sharing of resources.
	RA7.3 how and why people's participation in economic activities has changed, and the consequences of this;	RA7.3.1 identify factors that have changed people's participation in economic activities (eg: technological developments, changing social attitudes towards the working week, the environment, and women in paid work, the availability of labour, business decisions); RA7.3.2 explain how these factors have changed people's participation in production, distribution, consumption, and exchange.
	RA7.4 the consequences of changes on people and the economy.	RA7.4.1 describe consequences of these changes for people and societies; RA7.4.2 explain problems of changes and their impacts on people and societies.
<b>The Social Studies Processes at Levels 7-8 Inquiry (PR)</b>	PR7.1 to collect, process, and communicate information about human society.	PR7.1.1 use questions; PR7.1.2 collect and record information; PR7.1.3 sort information; PR7.1.4 make a generalisation based on findings; PR7.1.5 communicate findings.
<b>Values Exploration (VE)</b>	VE7.1 to explore and analyze values.	VE7.1.1 explain their own values position; VE7.1.2 give reasons why people hold particular values positions.
<b>Social Decision Making (SM)</b>	SM7.1 to make decisions about possible social action.	SM7.1.1 identify issues and problems; SM7.1.2 develop solutions to relevant problems; SM7.1.3 make a choice about possible action.

# Year Eight

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 1 Society, Culture and Heritage (SH)</b>	SH8.1 different ideas about how society should be organized;	SH8.1.1 identify a range of ideas about how society should be organised; SH8.1.2 explain why individuals and groups (e.g., political parties, interest groups, minority groups) hold differing ideas about how society should be organized.
	SH8.2 the nature and impacts of reforms on people's rights, roles and responsibilities;	SH8.2.1 identify particular social, political, economic, and legal reforms and the relationships between them; SH8.2.2 explain the impact of some major reforms on the rights, roles, and responsibilities of individuals and communities.
	SH8.3 how communities and nations respond to challenges to their identity;	SH8.3.1 explain how internal pressures can threaten or support cultural and national identity; SH8.3.2 describe how external pressures can threaten or support cultural and national identity.
	SH8.4 the attitudes of individuals and groups towards cultural diversity.	SH8.4.1 identify factors that shape people's attitudes towards cultural diversity; SH8.4.2 describe attitudes that people hold towards diversity of cultures and heritage.
<b>Strand 2 Place and Environment (PE)</b>	PE8.1 how people seek to resolve differences over how places and environments should be used;	PE8.1.1 explain why people hold different views about how places and environments should be used; PE8.1.2 give examples of the consequences of these different views.
	PE8.2 why it's important for people to solve problems caused from using places and environments;	PE8.2.1 explain ways in which different societies resolve issues that arise from conflicting ideas about how places and environments should be used; PE8.2.2 explain why particular views about the use of places and environments prevail over others in different societies.
	PE8.3 how new technology influences the ways people find out about places and environments;	PE8.3.1 identify types of technology that people have used to find out about and describe places and environments (eg: transport and communications technology, navigation equipment, satellite and computer technology); PE8.3.2 explain how technology has provided new information about places and environments;
	PE8.4 the impacts of new skills in describing places and environments.	PE8.4.1 explain how new technology provides information that may challenge previously held ideas about places and environments; PE8.4.2 explain how maps of an area, drawn at different time periods, reflect changing levels of technology.

STRAND	ACHIEVEMENT OBJECTIVES <i>STUDENTS LEARN</i>	LEARNING OUTCOMES <i>STUDENTS WILL DEMONSTRATE SUCH LEARNING WHEN THEY CAN</i>
<b>Strand 3 Resources and Economic Activities (RA)</b>	RA8.1 how decisions are made about the allocation of resources in contrasting economic systems;	RA8.1.1 identify a range of contrasting economic systems; RA8.1.2 explain how the process of making decisions about resources differs within contrasting economic systems (e.g , capitalist, socialist).
	RA8.2 how inequality disadvantage some producers and benefit others;	RA8.2.1 explain issues of inequality that arise from decisions made about the distribution of wealth within particular economic systems; RA8.2.2 discuss solutions to inequality with regards to producer and consumer satisfaction.
	RA8.3 how the policies and actions of governments and international organizations result in economic change;	RA8.3.1 describe ways in which government actions have resulted in economic change; RA8.3.2 describe ways in which the actions of international organizations have resulted in economic changes.
	RA8.4 the social consequences of economic change.	RA8.4.1 give examples of social consequences of economic policies; RA8.4.2 give examples of economic consequences of social policies.
<b>The Social Studies Processes at Levels 7-8 Inquiry (PR)</b>	PR8.1 to collect, process, and communicate information about human society.	PR8.1.1 use questions; PR8.1.2 collect and record information; PR8.1.3 sort information; PR8.1.4 make a generalisation based on findings; PR8.1.5 communicate findings.
<b>Values Exploration (VE)</b>	VE8.1 to explore and analyze values.	VE8.1.1 explain their own values position; VE8.1.2 give reasons why people hold particular values positions.
<b>Social Decision Making (SM)</b>	SM8.1 to make decisions about possible social action.	SM8.1.1 identify issues and problems; SM8.1.2 develop solutions to relevant problems; SM8.1.3 make a choice about possible action.



# Glossary

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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 Sāmoan 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.

<b>accompanying</b>	1. to go along with, 2. to be or happen along with, 3. to cause to be attended by.
<b>aesthetic</b>	1. having to do with the beautiful, as distinguished from the useful, scientific, or moral; based on or determined by beauty rather than by practical or moral considerations. 2. (of persons) having or showing an appreciation of beauty in nature and art.
<b>agreement</b>	1. an understanding reached by two or more people, group of people, or nations among themselves. Nations make treaties; certain people make contracts; both are agreements, 2. The act of coming to an understanding, especially in setting a dispute.
<b>archaeological</b>	of or having to do with archaeology.
<b>aspiration</b>	earnest desire; longing; ambition. 2. an aspiring.
<b>assert</b>	to state positively; declare firmly. 2. to insist on (a right or claim); defend; maintain.
<b>attach</b>	to fix in place; fasten, 2. to join to a person, group or organization.
<b>attempt</b>	to make an effort at; try, 2. to make an effort against, try to take or destroy.
<b>authority</b>	power, right.
<b>ava</b>	protocol; ceremonial procedure.
<b>beliefs</b>	principles, propositions, and ideas held to be true.
<b>benefits</b>	anything which is for the good of a person or thing; advantage. 2. a kind deed; act of kindness; favor; gift.
<b>bicultural</b>	describing the interactions, relationships, and sharing of understandings, practices, and beliefs between two cultures.
<b>capitalist</b>	a person whose money and property are used in carrying on business. 2. a wealthy person. 3. A person who favors or supports capitalism.
<b>categories</b>	a group or division in classification; class.
<b>challenges</b>	to call to a game or contest; dare. 2. to call to fight. 3. to stop a person and question his right to do what he is doing or to be where he is.
<b>class</b>	group of students, course group.
<b>colonisation</b>	the establishment of the ideas, beliefs and values of one group within another group, or the establishment by one country of a colony or colonies in another country.
<b>community</b>	group of people.
<b>competition</b>	opposition, rivalry, struggle.
<b>conflicting</b>	that conflicts; disagreeing; clashing.
<b>consequences</b>	1. a result or effect; outcome issue, 2. the relation of a result or effects to it's cause, 3. a logical result; deduction; inference.
<b>conserve</b>	to keep from harm or decay; keep from loss or from being used up; preserve.
<b>consumers or consumer' goods</b>	(Economic.) goods produced or used to satisfy human wants directly, such as clothing or food.

<b>consumption</b>	the act of consuming; using up; use. 2. the amount used up.
<b>continuity</b>	an unbroken succession; the state of being connected through time or space.
<b>contrasting</b>	a great difference; difference.
<b>cooperation</b>	assistance, collaboration, support, teamwork.
<b>crises</b>	1. the turning point in a disease, toward life or death, 2. a point at which a change must come, either for the better or the worse; deciding event, 3. a time of difficulty and of anxious waiting.
<b>cultural feature</b>	any feature of a place or environment designed or made by people.
<b>culture</b>	understandings, patterns of behaviours, practices and values shared by a group of people.
<b>custom</b>	a tradition, convention, norm or practice. Customs are particular ways of behaving, within a group, that have been established by social habits (traditional or contemporary).
<b>democracy</b>	1. social equality, consensus. 2. a government that is run by the people who live under it. In a democracy, the people rule either directly through meetings that all may attend, or indirectly through the election of certain representatives to attend to the business of running government.
<b>designed</b>	planned, intended.
<b>description</b>	1. the act of describing; telling in words how a person, place, thing, or event looks, behaves, or happened, 2. a composition or account that gives a picture in words.
<b>discrimination</b>	1. the act of making or recognizing differences and distinctions, 2. the ability to discriminate accurately between things that are very much alike; good judgment.
<b>distribution</b>	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.
<b>diversity</b>	variety, assortment, range, mixture.
<b>effect</b>	1. something made to happen by a person or thing; result, 2. the power to produce results; force; validity.
<b>enhance</b>	to add to; make greater, heighten.
<b>enterprise</b>	1. 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. 2. an important, difficult, or dangerous plan to be tried; great or bold undertaking.
<b>environment</b>	physical surroundings; circumstances and influences affecting people's lives and development.
<b>ethnicity</b>	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.
<b>ethnocentrism</b>	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.
<b>extent</b>	the size, space, length, amount, or degree to which a thing extends.
<b>family</b>	relations, folks, kin.
<b>franchise</b>	a privilege or right, granted by a government.
<b>generalization</b>	1. the act or process of generalizing, 2. to make into one statement; bring under a common heading, class or law, 3. to infer (a general rule) from particular facts.
<b>geographical</b>	of or having to do with geography, having to do with or characteristic of a particular place.
<b>government</b>	administration, management, rule, authority.
<b>harvesting</b>	a reaping and gathering in of grain and other food crops, the time or season of the

	harvest, usually in the late summer or early autumn.
<b>heritage</b>	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
<b>households</b>	all the people living in a house; family; family and servants; domestic establishment.
<b>humanities</b>	learning or literature concerned with human society and culture, including philosophies, history, arts and languages.
<b>human rights</b>	civil rights, constitutional rights, civil liberties.
<b>identity</b>	the way a person or a group perceives themselves in relation to the world, including other people and groups.
<b>identity</b>	uniqueness, self, character, personality.
<b>implemented</b>	to provide the power and authority necessary to accomplish or put (something) into effect, to carry out, get done.
<b>incompatible</b>	not able to live or work together peaceably; opposed in character, not able to exist together; inconsistent.
<b>influence</b>	the power of people or things to act on others, seen only in its effects.
<b>infrastructure</b>	the essential elements forming the basis of a system or structure.
<b>inheritance</b>	the act of inheriting, the right of inheriting.
<b>innovation</b>	a change made in the established way of doing things, the act of making changes; bringing in new things or new ways of doing things.
<b>institutions</b>	societies, clubs, colleges or any organization established for some public or social purposes. A church, school, university, hospital or prison is an institution.
<b>interact</b>	to act upon each other, to act in conjunction with another.
<b>interdependence</b>	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.
<b>interest groups</b>	any group organized to further the interest or concerns of it's members.
<b>investment</b>	the act of investing; a laying out of money for something that is expected to produce a profit or benefit.
<b>isolation</b>	the act of isolating, complete separation.
<b>justice</b>	fairness, righteousness, fair dealing, integrity.
<b>landscape</b>	a view of scenery on land that can be taken in at a glance from one point of view.
<b>laws</b>	rule, regulation, directive.
<b>leadership</b>	management, control, guidance.
<b>legends</b>	stories coming down from the past, which many people have believe.
<b>legislation</b>	the act or process of making laws.
<b>limitations</b>	the action of limiting, limited condition.
<b>market</b>	a demand for a commodity or service.
<b>migrants</b>	people, animals, birds or plants that migrate.
<b>misconception</b>	a mistaken idea or notion; wrong conception.
<b>monument</b>	an object or structure set up to keep a person or an event from being forgotten. A monument may be a building, pillar, arch, statue, tomb or stone.
<b>mores</b>	the customs or conventions of a particular community.
<b>multicultural</b>	encompassing understandings, practices and beliefs from many cultures; describing the interactions, relationships and sharing of many cultures.
<b>myth</b>	a legend or story, usually one that attempts to account for something in nature. Most myths express a religious belief of a person or people and are of unknown origin.
<b>natural features</b>	features of a place or environment that occur naturally (as opposed to features designed and made by people).
<b>navigator</b>	a person who has charge of the navigating of a ship or aircraft or who is skilled in navigating.
<b>obtain</b>	to get procure through effort or diligence; come to have; acquire, to attain, reach.
<b>opportunities</b>	good chances; favorable time; convenient occasion.

<b>opportunity cost</b>	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).
<b>organisation</b>	association, group, society, institute, party.
<b>perception</b>	1. insight, awareness, observation, sensitivity. 2. the act of perceiving, the power of perceiving.
<b>perspective</b>	a view of things or facts in which they are in the right relations.
<b>postcards</b>	cards without postages printed on them, usually with pictures on one sides, used to send messages through the mail. They are made from private companies.
<b>prejudice</b>	1. discrimination, bias, unfairness. 2. an opinion formed without taking time and care to judge fairly.
<b>prevailing</b>	a general use; common, having superior force or influence; victorious.
<b>process</b>	a series of actions taking place in an ordered sequence to produce a particular result.
<b>racism</b>	racial discrimination, prejudice, intolerance.
<b>record</b>	to set down in writing so as to keep for future use.
<b>recreational</b>	having to do with recreation.
<b>reforms</b>	to make better, to crack and refine.
<b>relevant</b>	bearing upon or connected with the matter in hand; with the point, purposeful, meaningful.
<b>resolve</b>	to make up one's mind; determine, decide.
<b>resource</b>	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.)
<b>responsibilities</b>	everyday tasks, jobs, duties.
<b>restore</b>	to bring back, establish again.
<b>scarcity</b>	the concept that resources are always limited in relation to possible uses for them.
<b>significant</b>	full of meaning; important; of consequence.
<b>social sciences</b>	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.
<b>socialisation</b>	adjust, make fit for cooperative group living.
<b>socialist</b>	a person who favors or support socialism.
<b>solutions</b>	the act or process of solving problems.
<b>sovereignty</b>	power, rule, control.
<b>status</b>	rank, position, standing.
<b>substitution</b>	the use of one thing for another; putting (one person or thing) in place of another.
<b>threaten</b>	to make a threat against; say what will be done to hurt or punish.
<b>treaty</b>	agreement, accord, contract, settlement.
<b>treaties</b>	agreements especially ones between nations, signed and approved by each nation.
<b>utilize</b>	to make use of; put to some practical use.
<b>values</b>	a person's principles or standards; judgements of what is valuable or important in life.







