

# **Social studies subject curriculum**

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## **Purpose**

The purpose of the social studies subject is to help create understanding and belief in fundamental human rights, democratic values and equality, and to encourage the idea of active citizenship and democratic participation. The subject shall stimulate the development of knowledge on cultural diversity in the world in the past and the present, and an understanding of the relation between nature and man-made environments. The subject shall also help pupils to develop awareness that mankind is part of a historical context, and that a long chain of historical events has led us to become what we are today. This shall give the individual insight into on how society in general influences attitudes, knowledge and actions and how the individual can influence society and his or her own life situation.

The teaching in social studies shall focus on natural and man-made conditions on earth. Work in the subject shall stimulate discussions on the relation between production and consumption and evaluations of the consequences that resource use and living one's life have on the environment and sustainable development. The social studies subject shall develop knowledge on working life and economics. Knowledge on the situation for indigenous peoples, minority peoples in the world in general and the Sami people in particular, is also part of the subject. The social studies subject shall help pupils to understand the value of technology and entrepreneurship. The subject shall also give an insight into the political system in Norway and in the international community and make the individual aware that politics is a matter of conflict and collaboration.

People interact through language and forms of expression that are characteristic of the culture they are growing into. As a reflecting individual, each one of us can shape ourselves as a person. As a political individual, a person can influence his or her surroundings. As a moral individual, a person is responsible for the consequences of his or her actions.

The social studies subject shall thus provide deeper understanding of the relationship between social life and personal life, and stimulate recognition of the diversity in social forms and ways of living. Bearing this in mind, the subject shall provide pupils with a greater ability to think freely, from many perspectives, in a critical and tolerant way. By influencing the desire to seek knowledge about society and culture, the subject will also promote the ability to discuss, reason and solve social problems. By sparking the pupils' curiosity and stimulating their sense of wonder and their creative activities, the subject will also help them understand themselves better, master their own world and motivate them to seek new insights and pursue lifelong learning.

## **Main subject areas**

The subject has been structured into main subject areas for which competence aims have been formulated. These main subject areas supplement each other and must be considered together.

This subject is a common core subject for all the upper secondary education programmes. Learning in the subject shall therefore be made relevant for pupils by adapting the subject to the different education programmes.

The social studies subject is present on all levels in primary and secondary education and training. In primary/lower secondary school this comprises the main subject areas of sociology, geography and history. Geography and history are continued as common core subjects in the programmes for general studies.

The social studies subject at upper secondary level comprises the following main subject areas: the individual and society, working and business life, politics and democracy,

culture and international relations. Sociology and economics are integrated in each main subject area.

The social studies subject has competence aims after the fourth, seventh and tenth years in primary and lower secondary school.

In upper secondary education the social studies subject has competence aims after Vg1 in programme areas for science and languages, social sciences and economics studies in programmes for specialisation in general studies.

In the programme area for arts, crafts and design, the social studies subject has competence aims after VG2.

In vocational education programmes and in education programmes for sports and music, dance and drama, the social studies subject has competence aims after VG2.

Overview of main subject areas:

Year	Main subject areas				
1 -10	History	Geography	Sociology		
Vg1/Vg2	The individual and society	Working and business life	Politics and democracy	Culture	International affairs

## History

This main subject area focuses on examining and discussing how man and society have changed over the centuries. History also includes how humans create pictures and shape their own understanding of the past. Developing historical overviews and insight, and training skills in everyday life and participation in society are key elements of this main subject area.

## Geography

This main subject area focuses on the place and spatial dimension of society. This main subject area provides an overview of the location and extent of natural and man-made conditions on earth. Surveying and discussing change processes are key elements of this subject. Geography also focuses on explaining similarities and differences between town and country, between nations and between regions.

## Sociology

This main subject area focuses on socialisation, politics, economics and culture and deals with people's sense of community and differences and contrasts in a contemporary perspective. The interaction between cultural norms and societal control on the one hand and individual actions and choices on the other are key elements of this main subject area. The value of co-citizenship and developing democratic skills are important dimensions in sociology.

## The individual and society

This main subject area covers socialisation, personal finances, forms of cohabitation and criminality. It also focuses on who and what influences young people today.

## Working and business life

This main subject area covers business and industry, companies, found an enterprise, career choices and unemployment. It focuses on the organisations in working life and how

wages are set. This main subject area also examines contemporary working life and the principles and values it is based on.

## **Politics and democracy**

This main subject area covers the political system on all levels and the welfare state. It examines the political parties and what can threaten a democracy. In this main subject area, emphasis is also placed on the connections between the system of government, the state governed by law and human rights.

## **Culture**

This main subject area covers the multicultural society and the role of religion in culture. It focuses on indigenous peoples, ethnic and national minorities and how xenophobia and racism can be countered.

## **International affairs**

This main area covers international cooperation, terrorism, conflicts, conflict solving and peace work. It also focuses on globalisation, distribution of resources and sustainable development. This main subject area also deals with Norway's role on the international stage.

## **Teaching hours**

Teaching hours are given in 60-minute units:

### **PRIMARY SCHOOL**

Years 1 to 7: 385 teaching hours

### **LOWER SECONDARY SCHOOL**

Years 8 to 10: 256 teaching hours

### **PROGRAMMES FOR SPECIALISATION IN GENERAL STUDIES – PROGRAMME AREAS FOR SCIENCE AND LANGUAGES, SOCIAL SCIENCES AND ECONOMICS STUDIES**

Vg1: 84 hours

### **VOCATIONAL EDUCATION PROGRAMMES, EDUCATION PROGRAMMES FOR MUSIC, DANCE, DRAMA AND SPORTS, AND PROGRAMMES FOR SPECIALISATION IN GENERAL STUDIES – PROGRAMME AREA FOR ARTS, CRAFTS AND DESIGN STUDIES**

Vg2: 84 hours

## **Basic skills**

Basic skills are integrated in the competence aims where they contribute to development of the competence in the subject, while also being part of this competence. In the social studies subject the basic skills are understood as follows:

*Being able to express oneself orally and in writing* in social studies means telling other about events in the past and the present, explaining about places and facts and applying definitions, concepts and terms to explain causes and effects in connection with society and culture. It also means being able to present one's own work clearly and comprehensibly to others, and being able to discuss one's own presentations as well as those of others. The ability to express oneself orally and in writing means being able to reflect on the content of meaning in texts, images, film and artefacts, and being able to compare, argue and discuss the value of information and sources, and in hypotheses and models.

*Being able to read* in social studies means to read, examine, interpret and reflect on factual prose texts and fiction containing increasing levels of difficulty in order to experience contact with other periods, places and people. Being able to read also means processing and using varied information from images, film, drawings, graphs, tables, globes and maps. To understand and participate actively in the society we live in, it is also necessary to be able to read and collect information from reference books, newspapers and the internet, and to assess this information critically.

*Numeracy* in social studies means processing and comparing figures relating to topics in the subject, and using, processing and preparing graphic presentations. Numeracy in social studies also involves undertaking quantitative surveys, using map scales and time calculations.

*Digital skills* in social studies means being able to search for information, explore websites, critically assess sources, exercise netiquette and select relevant information on topics in the subject. Digital skills also means being knowledgeable about privacy protection and copyrights, and being able to use and comply with rules and norms that apply to internet-based communication. Using digital communication and cooperation tools means preparing, presenting and publishing one's own and joint multimedia products, and communicating and cooperating with pupils from other schools and countries.

## **Competence aims**

### **Competence aims after Year 4**

#### **History**

*The aims of the studies are to enable pupils to*

- use the concepts past, present and future in relation to him-/herself and his or her family
- present historical topics using written text, drawings, images, film, models and digital tools
- create narratives about people in the past and talk about differences and similarities then and now
- explore sources and use them to make copies of artefacts from the past
- tell others about one's own family one or two generations back in time, and about how the way of life and living conditions have changed
- recognise historical remnants in one's own local environment and examine local collections, monuments and artefacts
- elaborate on myths, legends and folk tales with historical content
- describe how stone age people lived as hunters and gatherers by imagining about the first people who came to our country after the ice age
- tell others about the Sami people, Norway's indigenous population, and about key characteristics of the culture and living conditions for the Sami people up to the Viking period
- tell others about how agriculture changed living conditions in Norway and the Nordic countries and describe main characteristics of the bronze age and iron age

- explain why 17 May and 6 February are celebrated, and tell others about the national day in other countries

## **Geography**

*The aims of the studies are to enable pupils to*

- name and indicate the place they come from, their home municipality, home county and country using drawings, maps or models
- describe terrain formations and geographical terms by exploring the terrain around the school and their home
- use pictures, film and other sources to tell others about important landscapes and terrain formations in Norway
- collect information from globes, maps and digital sources and use this to talk about places, people and languages
- indicate oceans and regions of the world and use main geographical terms
- indicate and orient themselves according to compass points and explain why there are time differences
- compare life and work in Norway with some other countries
- plan and present trips to neighbouring places using maps and the internet

## **Sociology**

*The aims of the studies are to enable pupils to*

- carry out quantitative social studies surveys requiring counting and arithmetic operations, and present the result of the surveys
- look up facts in printed and digital media, sort the content into categories and produce publishable material
- comply with simple rules for privacy protection when using the internet
- talk about the tasks of family and variations in family forms, including single-provider families, extended families, families where the principal persons are of the same gender, and families with several sets of first-born
- provide examples of different expectations placed on boys and girls and discuss and elaborate how these expectations may be experienced
- describe how boys and girls spend money and discuss matters that influence consumption
- prepare an overview of norms that regulate the relationship between people and talk about the consequences of breaking with norms
- design and practise rules for interacting with others and participate in making democratic decisions in the school community
- talk about tolerance and how encounters between different cultures may be rewarding and may lead to conflicts
- discuss and elaborate on perceptions of justice and fairness

## **Competence aims after Year 7**

### **History**

*The aims of the studies are to enable pupils to*

- use the term "period" and show relationships between the past and the present by placing a number of historic events on a time line
- present historic events by making two narratives about the same event seen from different perspectives
- create narratives about people in the past and use these narratives to show how people think and act based on the community they are living in

- explore different sources, illustrate how they might provide different information about the past, and explain how historians use these to prepare historic presentations
- tell others about the main characteristics of social development in Norway from the Viking period and to the end of the Danish-dominated period, and explain in detail a key topic from this period
- tell others about the central characteristics of the culture and living conditions for the Sami people from the Viking period until the end of the Danish-dominated period, and about their relations to states in the north during this period
- elaborate on which national minorities exist in Norway, and describe the main characteristics of the history and living conditions of these minorities
- prepare visual presentations of two or more early river cultures using digital tools
- examine Greek and Roman communities in antiquity and find examples of how their culture has influenced our culture
- elaborate on central characteristics of the following epochs: the Middle Ages, Renaissance and Enlightenment in Europe and discuss reasons for this division into periods
- use historical maps and present trips of discovery and exploration made by Europeans, describe cultural encounters and how the different cultures perceived these encounters

## **Geography**

*The aims of the studies are to enable pupils to*

- read and use printed and digital maps and pinpoint main geographical characteristics of one's own county, neighbouring counties, Sami settlement areas, Norway, Europe and other regions of the world
- register and sort traces left by the ice age in the place where he or she lives and explain what the ice age meant to the formation of the terrain and the country as a whole
- explain relations between natural resources, industry, settlements and living conditions
- compare and show similarities and differences between countries in Europe and countries in other regions of the world
- tell others about the rainforest, grassy plains, deserts and other landscape types and explain how man exploits these
- explain how production and consumption can destroy ecosystems and pollute the soil, water and air, and discuss and elaborate on how this might be prevented and repaired
- explain how we in Norway use resources from other regions of the world
- register refugee flows, explain why some people flee from their country of origin, and discuss how it might feel to arrive in a foreign country as a refugee
- plan and present trips to Europe and other regions of the world using digital tools

## **Sociology**

*The aims of the studies are to enable pupils to*

- choose a theme, formulate questions and illuminate these by using different sources
- explain how information from mass media and commercial influences can impact consumer habits
- talk about variations in sexual orientation in relation to love, cohabitation and family
- describe roles in one's own day-to-day life and examine the expectations that come with these roles
- discuss and elaborate on issues relating to the use and abuse of alcohol and other substance abuse
- elaborate on what a society is, and reflect upon why people seek to come together in communities

- explain differences between living in a democracy and in a non-democratic society, and elaborate on the most important institutions of power in Norway
- talk about what we mean by identity and culture, recognise cultural symbols and prepare a visual presentation of them
- elaborate on the main characteristics of the Sami society today
- elaborate on a current conflict and discuss and elaborate on proposals for a solution
- provide examples of how Norway participates in international cooperation through the UN and other organisations, including international cooperation between indigenous peoples

## Competence aims after Year 10

### History

*The aims of the studies are to enable pupils to*

- find examples of events that have helped shape modern Norway, and reflect on how society might have been different if these events had developed differently
- present a historic event based on different ideologies
- create narratives about people in the past, and thus show how frameworks and values in society influence thoughts and actions
- search for and select sources, assess them critically and show how different sources might present history differently
- discuss and elaborate on the value of human life, and place racism and discrimination in a historical and contemporary perspective with pupils from other schools by using digital communication tools
- present the main characteristics of the history and culture of the Sami people from the end of the Danish-dominated period up to the present, and discuss and elaborate on their relation to greater society
- present important features of developments in Norwegian history in the 1800s and the first half of the 1900s, and explain how these point toward the society we have today
- explain the emergence of the welfare state and describe characteristics of modern Norway
- explain technological and social changes due to the industrial revolution
- discuss and elaborate on ideas and forces that led to the American struggle for freedom and the French revolution, and the consequences these had for the development of democracy in Norway
- elaborate on imperialism and provide examples of de-colonisation
- prepare questions on central international conflicts in the 1900s and in the present century, formulate causal explanations and discuss consequences of the conflicts
- discuss and elaborate on important changes in society in recent times and reflect on how today's society opens to new changes

### Geography

*The aims of the studies are to enable pupils to*

- read, interpret and use printed and digital maps and be able to use map scales and read map legends
- elaborate on one's own rights and consequences when working on the internet and publishing one's own material
- locate and document overviews of main geographic characteristics of the world and compare different countries and regions
- tell others about the basis in nature focusing on internal and external forces on earth, movement in air masses, circulation of water, weather, climate and vegetation, and discuss and elaborate on relations between nature and society
- describe and explain natural and cultural landscapes in the local community



- explain how people exploit resources in nature, other resources and technology in Norway and other countries in the world
- assess the use and misuse of resources, consequences this might have for the environment and society, and conflicts this can create locally and globally
- elaborate on the size, structure and growth of populations and discuss and elaborate on population development and migration in recent times, including urbanisation
- explain, discuss and elaborate on variations in living conditions in different regions of the world and compare and assess the large differences between rich and poor
- discuss and elaborate on premises for sustainable development

## **Sociology**

*The aims of the studies are to enable pupils to*

- plan, carry out and present problem-oriented sociological surveys and assess the work process and the results
- find and present relevant social issues, distinguish between opinion and fact, formulate arguments and discuss and elaborate on the issues
- make a plan for starting and operating an enterprise based on a survey to determine the basis for such an enterprise
- analyse the development of substance abuse and smoking in Norway and reflect on the attitudes to substance abuse
- discuss and elaborate on the relationship between love and sexuality in light of cultural norms
- describe how consumer patterns have developed in Norway and elaborate on consumer rights
- explain what attitudes and prejudices are, and discuss and elaborate on opportunities and challenges in multicultural communities
- explore what a community needs to continue to exist, and compare two or more communities
- elaborate on political institutions in Norway and compare them with institutions in other countries
- provide examples of and discuss and elaborate on democracy as a form of government, elaborate on political influence and power distribution in Norway and use digital channels to exercise democracy
- discuss causes and consequences of crime, and explain how a state governed by law functions by looking into how a specified crime is dealt with
- explain why culture is not inherent, and explain and analyse cultural variations
- describe the main characteristics of the Norwegian economy and how our economy is connected to the global economy
- elaborate on fundamental human rights and discuss and elaborate on the value of respecting them

## **After Vg1/Vg2 in upper secondary education**

### **The individual and society**

*The aims of the studies are to enable pupils to*

- define key concepts associated with socialisation and apply these to examine features of socialisation of young people in Norway
- explain why gender roles vary from one community to the next and discuss why gender roles change over time
- calculate income, and plan family budgets using various tools and assess how saving and loans influence personal economy
- discuss and elaborate on consumer rights and discuss consumers' ethical responsibilities
- elaborate on changes in family forms and the way people cohabit

- elaborate on legal and financial aspects of entering into cohabitation and discuss consequences of break downs in relationships
- use digital tools to find information on the scope of crime in Norway, provide grounds why the community punishes lawbreakers and explain how crime may be prevented

## **Working and business life**

*The aims of the studies are to enable pupils to*

- define the concepts "standard of living" and "quality of life", explain reasons why the standard of living in Norway has risen and discuss whether this has led to a better quality of life
- use digital tools to collect information on numerous professions and discuss opportunities and challenges in the labour market today
- reflect on the value of having employment and what characterises a good working environment
- elaborate on causes of unemployment and discuss ways of reducing unemployment
- discuss some ethical issues in connection with working life
- give an account of the place of organisations in working life in Norway and the factors that determine wages and working conditions
- assess challenges in founding a business enterprise
- find and extract the main figures and information from the profit and loss accounts and balance sheets of enterprises using manual and digital tools

## **Politics and democracy**

*The aims of the studies are to enable pupils to*

- elaborate on how one can participate in and influence the political system by using different means and channels, and give an account of the different challenges that democracy faces
- discuss relations between systems of government, the state governed by law and human rights
- elaborate on the type of government and the most important political bodies in Norway, and discuss and elaborate on the plural democracy in relation to indigenous peoples and minorities
- identify basic differences between the political parties in Norway and argue from different political viewpoints
- elaborate on key features of Norwegian economic policy
- discuss the main principles of the Norwegian welfare state and the challenges this system faces

## **Culture**

*The aims of the studies are to enable pupils to*

- define the concept of culture and provide examples showing that culture varies from one place to the next and changes over time
- present the main features of Sami culture today and reflect on what it means to be an indigenous person
- describe the main features of some minorities in Norway and discuss and elaborate on the challenges in multicultural societies
- explain why prejudices arise and discuss how xenophobia and racism can be combated
- provide examples of how religion and ethnic variation influence society and culture

## International affairs

*The aims of the studies are to enable pupils to*

- define the concept of power and provide examples of how power is practised in the world
- explain the concept of globalisation and assess various consequences of globalisation
- provide examples of international cooperation and describe Norway's international involvement
- elaborate on the UN's activities for peace and human rights and explain the UN's role in the international activities for indigenous peoples
- elaborate on the EU's aims and governing bodies and discuss Norway's relationship to the EU
- use digital tools to find examples of different types of conflict in the world and present an international conflict and proposals for solving this conflict
- elaborate on why some countries are poor and some rich, and discuss measures to reduce poverty in the world
- elaborate on what characterises international terrorism and reflect on the causes of terrorism
- discuss relations between economic growth, the environment and sustainable development

## Assessment

Provisions for final assessment:

### **Overall achievement grades**

<b>Year</b>	<b>Provision</b>
Year 10	Pupils shall have one overall achievement grade.
Vg1 programmes for specialisation in general studies – programme area for science and languages, social sciences and economics studies	Pupils shall have one overall achievement grade.
Vg2 programmes for specialisation in general studies – programme area for arts, crafts and design	
Vg2 education programme for sports and music, dance and drama	
Vg2 vocational education programmes	

### **Examinations for pupils**

<b>Year level</b>	<b>Provision</b>
Year 10	The pupils may be selected for an oral examination. The oral examination is prepared and graded locally.
Vg1 programmes for specialisation in general studies – programme area for science and languages, social sciences and economics studies	The pupils may be selected for an oral examination. The oral examination is prepared and graded locally.
Vg2 programmes for specialisation in general studies – programme area for arts, crafts and design	

Vg2 education programme for sports and music, dance and drama	
Vg2 vocational education programmes	

***Examinations for external candidates***

<b>Year level</b>	<b>Provision</b>
Year 10	See the provision in force for primary school education for adults.
Vg1 programmes for specialisation in general studies – programme area science and languages, social sciences and economics studies	External candidates shall sit for an oral examination. The oral examination is prepared and graded locally.
Vg2 programmes for specialisation in general studies – programme area for arts, crafts and design	
Vg2 education programme for sports and music, dance and drama	
Vg2 vocational education programmes	

The general provisions on assessment have been laid down in the Regulations relating to the Norwegian Education Act.