

## **Curriculum for Social Studies**

This is a translation from Norwegian Nynorsk of the official Norwegian subject curriculum text.

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## About the subject

### Relevance and central values

Social studies is an important subject furnishing the pupils with the skills to be participating, engaged and deliberating members of society. The subject shall help the pupils to recognise the connections between individual choices, societal structures and tolerance limits in nature. In social studies, the pupils shall have the opportunity to explore their own identity, the local communities they live in and national and global challenges. In working on this subject, the pupils shall learn how geographic, historical and current events are the foundation from which people satisfy their needs, and how power and resources are distributed. The pupils shall learn that we are not only shaped by history, but that we also shape history. The subject shall contribute to developing the pupils' understanding of their individual identity, and of the diversified communities we belong to. This means that the subject is studied through a majority and a minority perspective with a specific focus on the Sami culture and community. Social studies shall thus help to strengthen the pupils' understanding of themselves, of the society in which they live and the ways in which they can influence their own lives and the future.

All subjects shall help the pupils to understand the value system for learning. Social studies shall help the pupils' to be engaged, critical, innovative and exploratory thinkers, and shall support such attitudes and values as tolerance, equality and respect. Using a social-studies approach and methodology, the pupils shall develop as active citizens based on knowledge of democracy, the environment, human rights, equality and the value of diversity.

### Core elements

#### Sense of wonder and exploration

The pupils shall be encouraged to wonder at, reflect on and assess how our knowledge of society has been developed from the past to the present. The pupils shall be encouraged to be curious and actively search for and create knowledge, individually and with others, both inside and outside the classroom. The pupils shall also learn to collect and use information from various types of historical, geographic and social-science sources to shed light on relations within different societies, at different times and in their own lives. They shall also be able to critically assess whether the sources they find are reliable and relevant.

## Deliberating on society and interconnections

The pupils shall learn to understand the connections between geographic, historical and current conditions and how these have individually and collectively had impact on and continue to have impact on people and society. The pupils shall also gain insight into how nature and society have a reciprocal impact on each other. They shall see how developments in the past were characterised by both upheaval and continuity and what contributed to changes and develop historical empathy. The pupils shall analyse how power and power relations have had and continue to have impact on various conditions in society. They shall evaluate knowledge, events and phenomena from different perspectives and reflect on why humankind has made, and makes, different choices.

## Understanding and participating in democracy

The pupils shall learn about how geographic, historical and current conditions have laid and continue to lay the foundation for how people have cooperated and cooperate, organise and make decisions in different societies. The pupils shall gain an insight into the differences between countries when it comes to systems of government, protection of human rights and minorities. Furthermore, they shall understand how these differences have influenced and continue to influence people's lives and their motives for participating in society. They shall also learn to understand the reasons why conflicts have arisen and arise, and how they have been and are dealt with. The pupils shall thus gain experience of democracy in practice so they can influence and contribute to the development of society. The content of this core element shall be seen through various perspectives, from the local to the global, and through the perspectives of indigenous and minority communities, with an emphasis on the past, present and future.

## Sustainable societies

The pupils shall learn to understand how geography, history and current affairs have set and continue to set the conditions for how people have ensured and ensure that their needs are met, and how resources have been and are distributed in different societies. This means examining how geographic diversity and variety establish the framework for people's livelihoods and living conditions. The pupils shall also gain an insight into the economic, environmental and social dimensions of sustainable development, and the connections between them. They shall learn how changes in the past have had an impact on the three dimensions and thus how sustainable different societies are. The pupils shall see that the use of resources by societies has had and has consequences, and shall be able to assess the alternative actions that can be taken to ensure sustainable development on the individual, national and global levels. Sustainability in social studies shall be taught through various perspectives, from the local to the global, and

through the perspectives of indigenous and minority communities, with an emphasis on the past, present and future.

## Development of identity and belonging

The pupils shall gain an insight into how people develop their sense of identity and belonging, and how they interact with others. They shall learn to understand why people seek to come together in society, and how the development of identity and belongingness is affected by geographic, historical and current conditions. This means having different perspectives on what may constitute a good life, where the pupils develop an awareness of history and competence in making decisions by understanding themselves in light of their past, present and future.

## Interdisciplinary topics

### Health and life skills

In the social studies subject the interdisciplinary topic of health and life skills refers to the pupils learning to be aware of their own identity and the development of their identity, as well as understanding the role of the individual in different settings. One part of the competence in this subject is to gain insight into how relationships and belonging play a part in interactions with others, including digitally. The subject shall help the pupils to make smart life choices and deal with challenges relating to sexuality, personal finances, drug and alcohol abuse, exclusion and digital interaction. The subject shall also enhance the pupils' understanding, respect and tolerance for diversity and other peoples' values and life choices, and provide perspectives on what may constitute a good life. Through this subject, the pupils shall learn to identify areas in which human rights are violated, for example human trafficking and modern-day slavery, and to identify measures that can be taken to protect our basic human rights.

### Democracy and citizenship

In the social studies subject the interdisciplinary topic of democracy and citizenship refers to the pupils' development of knowledge and skills for creating and participating in democratic processes. The subject shall help pupils to develop their knowledge of and gain insight into democratic values and principles. Working in social studies, the pupils shall learn to think critically, consider different perspectives, deal with disagreements of opinion and demonstrate their active citizenship. Social studies shall help the pupils to participate in and develop democracy and prevent extremist attitudes, extremist acts and terrorism. Learning about the terrorist attack in Norway on 22nd July 2011 shall be a part of this instruction.

## Sustainability

In the social studies subject the interdisciplinary topic of sustainability refers to the pupils learning to understand what the interaction between social, economic and environmental conditions means for sustainability. Knowledge of the connections between nature and society, how people affect the climate and environment, and how living conditions, lifestyles and demographics are interconnected, shall all contribute to this understanding. In the social studies subject the pupils shall reflect on and discuss the dilemmas and tensions relating to the different dimensions of sustainable development and shall see how actions on both the individual and societal levels have significance.

## Basic skills

### Oral skills

Oral skills in social studies refers to being able to listen to, interpret, formulate and present opinions, and to respond to and discuss them with others. This also includes listening to other people's opinions and asking clarifying and in-depth questions. The development of oral skills progresses from being able to express one's own opinions, taking turns in discussions and listening to and answering the responses of others, to being able to adopt various perspectives and justify arguments in wider causal contexts. This development also involves an increasing degree of being able to talk about connections, discuss subject-specific questions and process more complex information, as well as being able to understand how different ways of expressing opinions may have impact on the message and the receiver.

### Writing

Writing in social studies refers to the ability to plan, structure and work with texts that have been adapted to the purpose. This also involves the ability to share, impart and present knowledge and information in writing, and to use social-studies concepts, as well as the ability to construct arguments, and explore and problematise social-studies-related topics. This also refers to the ability to document and present findings of social-studies related research in writing. The development of writing skills in the subject progresses from formulating simple sentences presenting facts and questions and referring to sources, to being able to write academic texts, discuss issues and refer to more complex sources.

### Reading

Reading in social studies refers to the ability to explore, interpret and deliberate on various historical, geographic and social studies sources. This also involves finding information and making well-reasoned decisions to select or eliminate various sources. Reading thus refers to the ability to reflect

on how attitudes and perspectives affect the various sources, recognising argumentation and distinguishing between opinions, facts and claims. The development of reading skills in the subject progresses from being able to use a small number of adapted sources, to finding and comparing a broader and more complex range of sources on one's own.

## Numeracy

Numeracy in social studies refers to the ability to compile, work with, analyse and assess statistics and big data in light of the context, and to take a position on societal issues. This involves using timelines and metrics to explore and present historical and geographic contexts and to see the connections between them. This also refers to working on issues connected to the economy and consumption, and recognising how they are interconnected. The development of numeracy skills in this subject progresses from being able to interpret concrete and simple tables and graphs to the ability to combine and analyse larger data sets and see the changes over time.

## Digital skills

Social studies is a key subject for developing the pupils' digital citizenship. Having digital skills in social studies refers to the ability to use digital tools to find, process and navigate in digital sources, and to critically assess digital sources and select relevant information. This also refers to the ability to communicate, collaborate and create digital products and to follow the rules and norms for online communication, privacy protection and copyright. These skills refer to the ability to protect and secure online information and data. The development of digital skills in this subject progresses from being able to explore and use digital resources, to the ability to search for and select information on one's own, and to demonstrate good judgement when choosing digital information, using digital resources and communicating online.

# Competence aims and assessment

## Competence aims and assessment year 2

### Competence aims after year 2

The pupil is expected to be able to

- develop and present social-studies issues
- talk about how different sources, including maps, can provide information about social-studies issues

- explore and describe the cultural heritage and cultural and natural landscape of the local community
- explore and present the ways in which people lived one to two generations ago
- reflect on why people have different opinions and make different choices
- talk about friendship and belonging and what can have an impact on relations
- describe and give examples of diversity in Norway, with an emphasis on different types of families and communities, including the indigenous Sami people
- explore and give examples of how people have impact on the climate and the environment, and document how this can be seen in the local community
- present and give examples of children's rights in Norway and in the world, and what children can do when these rights are violated
- explore and give examples of how children can have an effect on decisions and collaborate on democratic processes
- talk about the opportunities and challenges involved in digital interaction
- talk about emotions, bodies, gender and sexuality and how both one's own and other peoples' boundaries can be expressed and respected
- explore and give examples of how people in different parts of the world can have an impact on each other's lives

## Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in Social Studies during year 1 and 2 when they explore and develop their sense of wonder when studying topics within the social studies field and reflect on how these topics are interconnected. The pupils demonstrate and develop their competence in the subject when they work to learn more and experience that knowledge can be obtained in different ways. The pupils demonstrate and develop their competence when they experience and see themselves and others as part of a diversified society, and when they experience what it means to participate and have influence. The pupils use digital tools to demonstrate and develop their competence in the subject and are beginning to learn to judge digital sources by noting some of the opportunities and challenges relating to digital interaction.

The teacher shall facilitate for pupil participation and stimulate their desire to learn in social studies by giving them the opportunity to explore, talk about and develop their sense of wonder. The teacher and pupils shall engage in dialogue about their development in Social Studies. The pupils shall be encouraged to experiment on their own in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the

opportunity to express what they believe they have achieved and what they believe they have improved on. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in social studies through their curiosity and by increasing their knowledge.

## **Competence aims and assessment year 4**

### Competence aims after year 4

The pupil is expected to be able to

- explore and present social-studies-related topics, search for information in various sources and assess how useful the information that is to inform about the topics
- explore cultural heritage and how people lived during the time the cultural heritage is from, and compare this with how we live today
- describe cultural and natural landscapes in Norway and talk about how historical and geographical sources, including maps, can provide information about these landscapes
- talk about why conflicts arise in the school and local environment, listen to others' opinions, and collaborate with them to find constructive solutions
- present human rights and children's rights, and reflect on why we have these rights
- present reasons as to why the Sami people have been given indigenous status in Norway, and describe the different forms of Sami cultural and community life, both from the past and today
- explore and give examples of some aspects of sustainability
- reflect on the connections between personal finances and one's own consumption
- talk about identity, diversity and community, and reflect on what it might be like if one is not a part of the community
- talk about the rules and norms for protection of privacy, the sharing and protection of information, and what it means to use one's judgment in digital interaction
- talk about the boundaries related to the body, what violence and sexual abuse is, and how to obtain help if one has been the victim of violence and sexual abuse
- reflect on which forces in society have power and what a democracy is, and develop proposals for how one can have an impact on decisions
- talk about some important public institutions and their functions in Norway, and reflect on how they affect people's lives



## Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in Social Studies during year 3 and 4 when they show that they can work individually and with others, and are able to explore and explain the connections between social-studies-related topics. The pupils demonstrate and develop their competence when they are able to both present and talk about social-studies-related topics, and can reflect on what kind of information and knowledge different types of sources can provide to inform about these topics. The pupils thus demonstrate and develop their competence when they can appreciate different perspectives and observe how they and others may be affected by and have an effect on each other, society and nature. They further demonstrate and develop their competence when they show their ability to interact digitally and use the rules and norms associated with privacy protection and digital interaction.

The teacher shall facilitate pupil participation and stimulate the desire to learn by encouraging the pupils to search for knowledge in various ways, appreciate different perspectives and reflect on how knowledge can be created. The teacher and pupils shall engage in dialogue about their development in Social Studies. The pupils shall be encouraged to experiment on their own in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and what they believe they have improved on. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in social studies through their curiosity, by increasing their knowledge and by exploring the connections in the subject.

## Competence aims and assessment year 7

### Competence aims after year 7

The pupil is expected to be able to

- conduct social-studies-related research and present the findings using one's own digital tools
- present a news item on current affairs and reflect on the differences between facts, opinions and the commercial message in the media picture
- compare how various sources can provide different information on the same topic, and reflect on how sources can be used to affect and promote particular views

- explore how people in the past provided for themselves, and discuss how key changes in livelihoods and technology have had impact on and continue to have impact on demographics, living conditions and settlement patterns
- describe geographic features in different parts of the world and reflect on how these features have impact on the lives of the people who live there
- reflect on why conflicts arise, and discuss how both the individual and society can deal with conflicts
- explore various aspects of diversity in Norway and reflect on people's need to be themselves and to belong to a community
- discuss what equality and equal opportunities mean for a democracy, and develop proposals for how to counteract prejudice, racism and discrimination
- talk about human values and equality, and compare how human rights have been established and implemented in various countries
- explore the main features in the history of the Sami people and the national minorities of Norway and make a presentation about the rights the Sami and national minorities of Norway have today
- reflect on how commercialism can influence consumption, personal finances and one's self-image
- explore and present a global challenge that is related to sustainability and what consequences this might have, and develop a proposal relating to how one can contribute to counteracting such challenges and how collaboration between countries may help
- reflect on how one and other people participate in digital interaction, and discuss what it means to use one's judgment in the light of rules, norms and boundaries
- reflect on variations in identity, sexual orientation and gender expression, and one's own and others' boundaries in connection with emotions, the body, gender and sexuality and discuss what one can do if those boundaries are violated
- describe key events that have led to the democracy we have in Norway today and compare how individuals have the power to influence different systems of government
- give examples of laws, rules and norms and how they function in society, and reflect on the consequences of any breaches of them
- reflect on how encounters between people have contributed to changing the way people think, and also how different societies have been organised

## Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in Social Studies in years 5, 6 and 7 when they show that they can explore and understand the connections between historical, geographical

and social-science-related topics. The pupils also demonstrate and develop their competence when they show their ability to research and present their work on social-studies-related topics, and reflect on possible answers for questions about the past, present and future, and assess how various sources can provide different types of information. The pupils also demonstrate and develop their competence in the subject when they reflect on the way in which they and others are a part of different communities and how they can have an impact on society. They further demonstrate and develop their competence when they show that they can use digital tools and judge digital sources in their work in this subject.

The teacher shall facilitate pupil participation and stimulate their desire to learn in their oral, written, practical and digital ways of working in the subject. The teacher and pupils shall engage in dialogue about their development in Social Studies. The pupils shall be encouraged to experiment on their own in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and what they believe they have improved on. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in social studies.

## **Competence aims and assessment year 10**

### Competence aims after year 10

The pupil is expected to be able to

- use social studies methods and digital resources in one's own research, and present the findings using digital tools and discussing the validity and relevancy of the findings
- assess the ways in which different sources provide information on social-studies-related topics, and reflect on how algorithms, biased sources or the lack of sources can affect our understanding
- discuss how the way we see the past, events and groups has had impact on and continues to impact people's actions and attitudes
- explore how technology has been and continues to be a factor for change, and discuss the influence technology has had and has on the individual, society and nature
- reflect on how people have fought and continue to fight for change in society while also having been and still being influenced by geographic conditions and historical contexts
- compare how political, geographic and historical events affect living conditions, settlement patterns and demographics in different parts of the world today

- explain the causes and consequences of key historical and contemporary conflicts, and reflect on whether changes in certain conditions could have prevented the conflicts
- explain the causes and consequences of terrorism and genocide, such as the Holocaust, and reflect on how extremist attitudes and extremist acts can be prevented
- explore and describe how human rights and the rights of indigenous peoples, as well as other international treaties and international cooperation, are important for national policies, people's lives, equal rights and equality
- explain the policy of Norwegianisation of the Sami people and national minorities, and the injustices they have been subjected to, and thus reflect on what consequences this has had and has on both the individual and societal level
- describe different dimensions of sustainability and how they have an impact on each other, and present measures that can be taken to make societies more sustainable
- assess how work, income and consumption can have an impact on one's personal finances, standard of living and quality of life
- reflect on equalities and inequalities in identities, ways of life and cultural expressions, and discuss the opportunities and challenges related to diversity
- explore and reflect on one's own digital footprint and the possibility of deleting one's digital trail and the value of one's own and others' right to privacy, data protection and copyright
- reflect on how identity, self-image and one's own boundaries are developed and challenged in different environments, and present proposals for how one might deal with influence and unwanted events
- reflect on which forces in society have power today, and how they justify their positions
- explore different platforms for digital interaction and reflect on how digital participation and digital interaction affect the form and content of societal debates
- describe important laws, rules and norms and discuss the consequences any violation of these may have for the individual and for society, in both the short and long run
- describe features of the political system and welfare state in Norway today and reflect on the key challenges

## Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in Social Studies in year 8, 9 and 10 when they show that they are able to explore and explain the connections between the historical, geographical and social-science elements of the subject. The pupils also demonstrate and develop their competence when they show their ability to

use methods from the social-studies field in their search for and assessment of the possible answers that could be given for issues from the past, present and future. They demonstrate and develop their competence in the subject when they show that they can reflect on their own and others' place in society, and how they can influence their own, and others' lives, both in the present day and in the future. The pupils further demonstrate and develop their competence when they show their ability to interact digitally, recognise and use rules concerning data protection and copyright, and show that they can judge digital sources.

The teacher shall facilitate for pupil participation and stimulate the desire to learn through oral, written, practical and digital ways of working in the subject. The teacher and pupils shall engage in dialogue about their development in Social Studies. The pupils shall be encouraged to experiment on their own in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in social studies.

## Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in Social Studies after completing year 10. The teacher shall plan and facilitate for various ways for the pupils to demonstrate their competence, including through understanding, reflection and critical thinking, and in various contexts. The teacher shall award a grade in Social Studies I based on the competence the pupil has demonstrated in the combined use of his or her knowledge and skills.

## Type of assessment

### Assessment of coursework

10. trinn: Eleven skal ha éin standpunktarakter.

### Examination for pupils

10. trinn: Eleven kan trekkjast ut til munnleg eksamen med førebuingssdel. Munnleg eksamen blir utarbeidd og sensurert lokalt.

### Examination for external candidates

10. trinn: Sjå gjeldande ordning for grunnskoleopplæring for vaksne.

