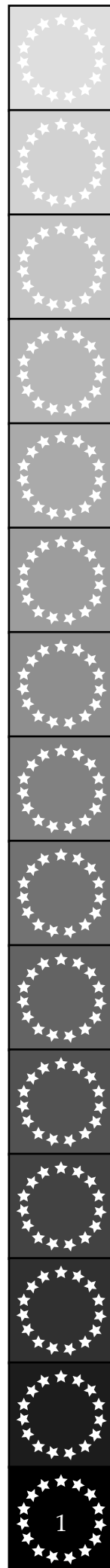


# **Kura Apii Ora'anga 'Iti-tangata o te Kuki Airani**



## **Social Science in The Cook Islands**

Maraurau Apii o te Kuki Airani  
October 2006



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## Akameitakianga - Acknowledgements

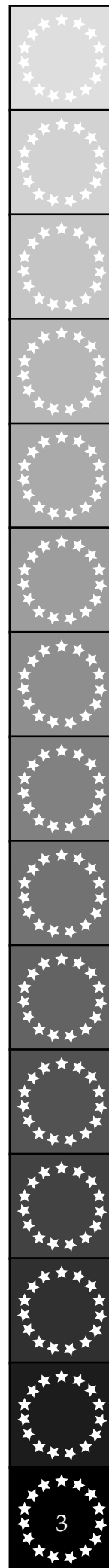
Thank you to the schools and teachers who contributed their time and ideas with the initial feedback for this rewrite of the Social Science Curriculum.

Thank you also to the government departments and community organisations who contributed their thoughts on what they considered important for our young people to be aware of.

A big meitaki maata to the members of the Social Science Advisory Panel who contributed their ideas and encouragement. These included Simona Boyadjiev (Tereora College) Sharon Marsters (Rutaki School), Kairangi Thomson (Avarua School), Samakia Ngatoko (Nukutere College), Edith Ngariu (Nikao Maori Primary School), Ana Makara (Takitumu School), Vainiu Savage (Avatea School), Munokoa Pepe (Titikaveka College), Jane Taurarii (Cook Islands Training College) and Mary Young (Te Uki Ou School).

Thankyou also to the staff of the Curriculum Advisory Unit for their support and suggestions, especially Gail Townsend, Alison Fagan, and Richard Robyns for their guidance and proof reading. Meitaki maata to Henrica Wilson, Strickland Upu and Ina Herrmann for their assistance and advice on aspects of culture and translations into Cook Islands Maori.

Richard Baker  
Curriculum Developer



### Foreword

The Cook Islands Curriculum Framework (July 2002) establishes the policy for learning and assessment in all Cook Islands schools. Social Science has long been regarded as a core subject in the Cook Islands and its continued high importance is reflected by its designation as one of the eight essential learning areas in the Curriculum Framework.

An overall goal of the education is to develop the knowledge, skills and attitudes of students to enable them to become valued members of society, fulfilling personal and communal needs and aspirations while respecting our environment and culture as well as the viewpoints and rights of other people. While all essential learning areas contribute to the overall development of students, it is the Social Science Curriculum which is especially designed for students to develop a better understanding of themselves and their culture, heritage, community and environment. This curriculum will prepare our students to “stand firm, stand tall and be aware” as informed, caring and responsible citizens of their community.

Pursuant to section 37 of the Education Act 1986/87 which delegates authority over the school curriculum to the Secretary of Education, I approve the Social Science Curriculum (October 2005) as an official draft curriculum for the purpose of trialing in Cook Islands schools.

I am appreciative of the work done to develop the Social Science Curriculum (October 2006) by a wide range of people including teachers, curriculum staff, curriculum panel members and community members. In particular I acknowledge the significant contribution made by the Social Science Curriculum Developer, Richard Baker, who has led the consultation and curriculum development process in this essential learning area.

*K. S. Matheson*

Ken Matheson  
Secretary of Education

## Tuatua Akamataanga - Introduction

Social Science is an evolving subject which questions the very essence of who we are, where we come from and where we are going. Social Science is one of the essential learning areas of the Cook Islands Curriculum Framework, and it reflects the country's own dynamic existence.

In the past the people of the individual Cook Islands lived their lives largely in isolation from each other, but now there is a recognisable and flourishing national identity. How this transformation has taken place and what it means to be a Cook Islander is an essential part of the Social Science Curriculum.

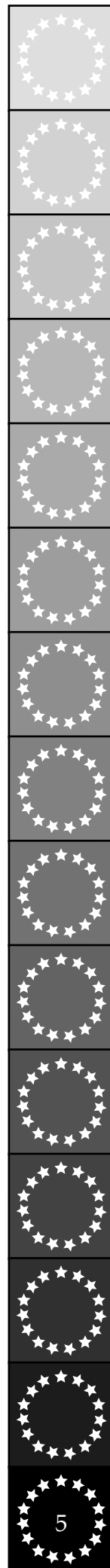
Building a sense of identity, socially and culturally from an early age helps to provide a feeling of security and community. It is from this secure base that Cook Islands students will be able to draw on their knowledge of how a human society functions to investigate the cultures of their neighbours and others in the international community.

Students will learn that there are other ways in which societies evolve, taking into consideration the influences of their natural environment and the different values that affect them. This will reinforce their own understanding of their culture and the choices that their society has made and will make.

The benefit of a more global understanding is significant for Cook Islands students as most are destined to travel and live in other countries and their own country is a significant tourist destination where people of many cultures come together. As the prospect of globalisation of culture and economy increases, awareness becomes the greatest means of protection for Cook Islands cultural independence.

To enable students to understand the process of change in human society they should develop the essential skills of using information, communication and problem solving. The learning environment should emphasise the common values and attitudes of Cook Islands society and encourage social and cooperative skills to be developed. These skills are expected by employers in the many social and employment opportunities that exist in working with people. The basis of these skills is a sound foundation in literacy and numeracy.

By the end of Year 10 students should be sufficiently prepared to undertake more advanced studies in the specialist Social Science disciplines of Geography, History and Economics and Social Studies.



## Rotaianga - Unity

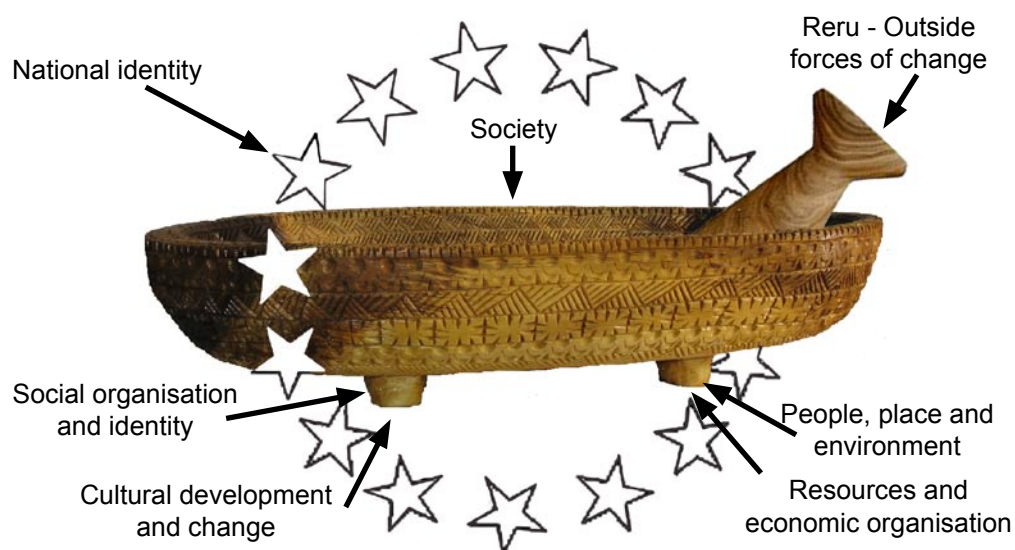
Social Science is the study of people and their societies for the purpose of creating a better understanding and drawing people closer together. The uniting of people in a common understanding of who they are and why they are unique is the first step to creating and maintaining a national identity. From there it is easier to understand the way other people's societies function and unite in facing global issues. The Social Science curriculum gives great emphasis to learning about our Cook Island society both past and present in the expectation of uniting the people as responsible citizens for the future both nationally and globally.

The kumete and reru encircled by stars can be thought of as embodying the philosophy behind the curriculum. The stars represent the equal union of the fifteen islands of the Cook Islands nation reflecting the curriculum's emphasis on developing students' concept of identity.

Society changes over time and has many different functions, like the kumete which can be used for making medicine, preparing food, or as a gift. The rounded bowl shape of kumete symbolises the Cook Islands society, the focus of the curriculum, and its hard wood reflects the solid cultural identity of the country. The kumete stands on four legs like the four knowledge strands which support the curriculum.

- Social organisation and identity – as a food bowl it brought people together but it also had special uses on ceremonial occasions. Its decoration related to a tribe or individual.
- Cultural Development and Change - the kumete's shape and design changed gradually over time becoming more ornate as its function changed from functional food bowl to gift.
- Resources and Economic organisation – the production of kumete by crafts people for the tourist market is now a source of income.
- People, Place and Environment – kumete are made from a variety of woods depending on the environment and the function the people wished to use it for.

The reru which comes in different forms represents the effects of outside influences that create change within the society. Made of stone or iron wood the reru is hard to resist. The curriculum is designed to encourage students to consider the extent to which the reru will be used to mix the contents of the kumete and whether the results will be of benefit to the community.





## Te Peu Maori I Roto I te Akapaanga Kura Apii

### - Culture in the Cook Islands Curriculum Framework.

A nation's culture gives individuality to a nation's curriculum. This has been formalised in 'The Cook Islands Curriculum Framework' document which states *'the school curriculum will acknowledge and value the special place that is the Cook Islands and will give students the opportunity to learn about Cook Islands culture and language. It will ensure that Cook Islands cultural traditions, spiritual beliefs, histories and events are recognised and respected.'*<sup>1</sup>

The Social Science Curriculum aims to fulfil this principle by stressing the importance of the student learning primarily about Cook Islands culture and society before exploring that of other societies. Within the Cook Islands there will also be a diversity of culture reflecting the unique nature of each of the islands.

Students will be expected to draw on their own and the community's knowledge of Cook Islands culture to better understand the broader concepts that are common to all people. They will be asked to reflect on their own values and traditions in the context of their history and environment, in order to fully appreciate the uniqueness of their society within a global context. Students will be expected to learn about their present democratic society and the role they will play in it, socially, politically, economically and environmentally, as responsible citizens.

As many of the world's cultures undergo dramatic change schools have an obligation to ensure that the young have knowledge of their heritage, beliefs and lifestyle which identifies them as Cook Islanders. Secure in this knowledge the student will have the ability to *'stand firm, stand tall and be aware'*<sup>2</sup>, and make an effective contribution to an ever changing Cook Islands society.



Kare te au peu e ko tei topa'ua ki muri,  
Mari ra ko te rave 'ia nei  
'i teia 'ati'anga, e te ka rave 'ia i te au  
tuatau ki mua.  
Ko te peu tupuna, ko ta tatou i mua  
ana, 'i teiane, e te au tu,  
Ta tatou e umuumu nei.

Culture is not just the past.  
It is the present and the future.  
It is what we once were.  
But it is also what we hope to be.

*Geoffrey Arama Henry*



<sup>1</sup>Cook Islands Curriculum Framework p5

<sup>2</sup>Cook Islands Curriculum Framework p5

## Koronga Tumu

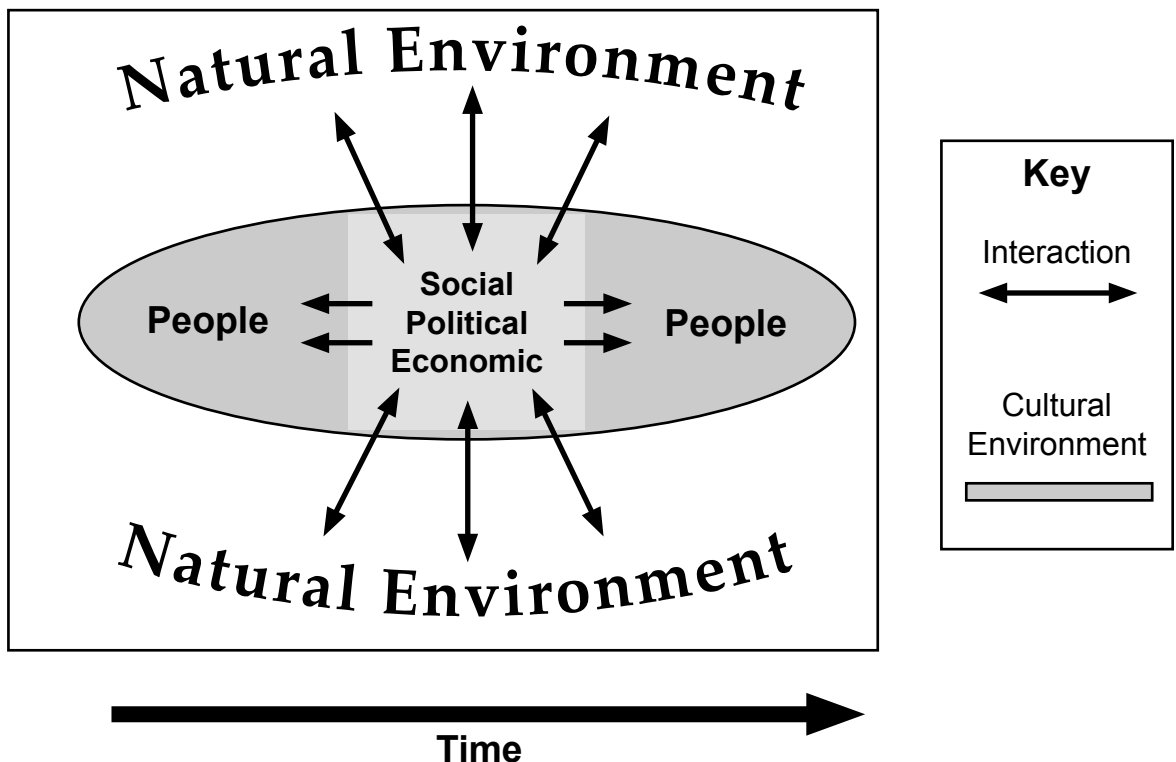
### - General Aims

Social Science education aims to prepare all students in the Cook Islands to become confident, informed and responsible members of society. In doing so, they will be able to contribute to the effective development of their kopu tangata and their country.

To achieve this, students will be assisted to do the following:

- Explore the concepts required to understand that Human Society functions as a result of the interaction between people, socially, politically, economically and environmentally over time as identified in the four Knowledge Strands.

## Human Society



- To develop a range of skills that are integral to the acquisition of understanding and application of the four knowledge strands and for continued lifelong learning.
1. The ability to problem-solve social issues that may arise.
  2. The ability to research information about people and their environment both past and present
  3. The ability to communicate their knowledge and abilities in an appropriate manner.
  4. The ability to work with others as part of a community.



# Revera o te Au Koronga Aruarua

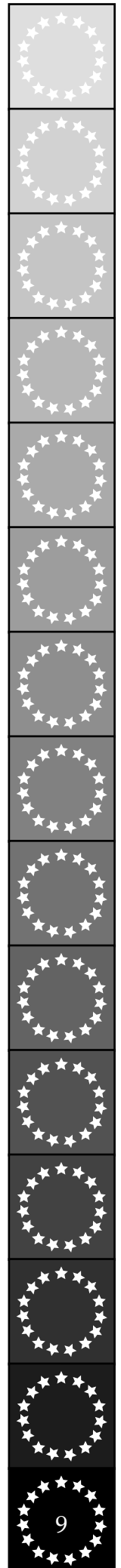
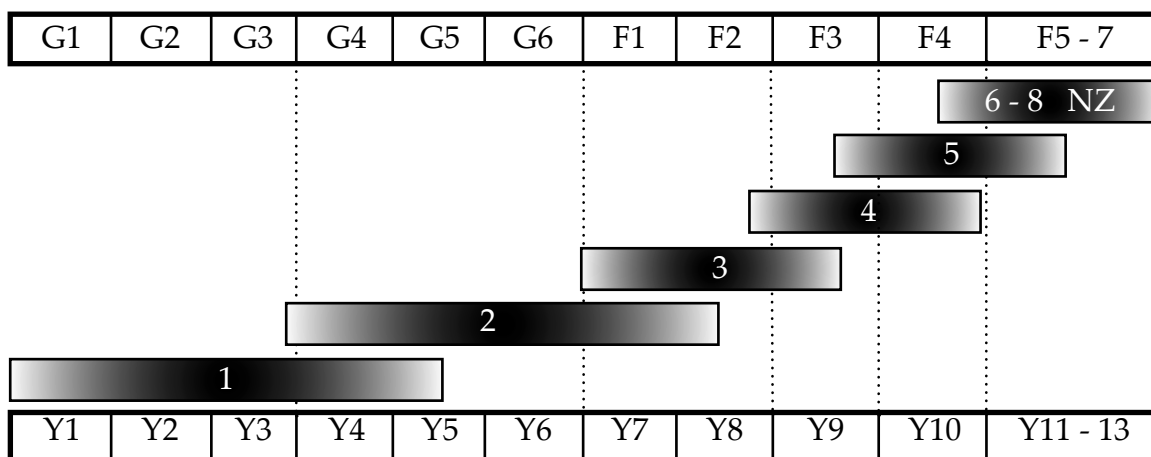
## – Levels of Achievement Objectives

There are eight (8) levels of achievement identified in the Cook Islands Curriculum Framework. These levels are intended to help teachers identify and track a student's progress throughout their schooling. By knowing at which levels the students in their class are working a teacher will be better informed on the planning necessary to meet the needs for all the students in their class.

This document covers achievement objectives to Level 5 (Year 10). From Year 11 onwards students in the Cook Islands will be assessed for the New Zealand National Certificate of Educational Achievement (NCEA). Teachers of these students will use some of the following; Social Studies in the New Zealand Curriculum, the Economic Forms 3 to 7 Syllabus for Schools, the Geography Forms 5 – 7 Syllabus for Schools or the History Forms 5 – 7 Syllabus for Schools, in conjunction with Unit standards and Achievement Standards from the NZQA, to plan appropriate courses for their students.

Students may operate at different skill levels and levels of understanding within the strands and teacher planning and expectation will need to be adjusted to meet the needs of the student.

The diagram below shows the approximate comparison between the eight levels of achievement and the Year bands. These are intended as an indication only as students will progress at different rates.



## Te Au Enu - The Strands

The Cook Islands Social Science Curriculum has four (4) Knowledge Strands and a Skills Strand consisting of four (4) aspects. These strands are to be taught together where ever possible and interwoven within a topic or study setting.

Each of the Knowledge Strands relates directly to a senior Social Science in order to develop the progression from the generic study of Social Science to the specific studies at NCEA Level 1 of Social Studies, History, Economics, and Geography.

The Knowledge Strands are:

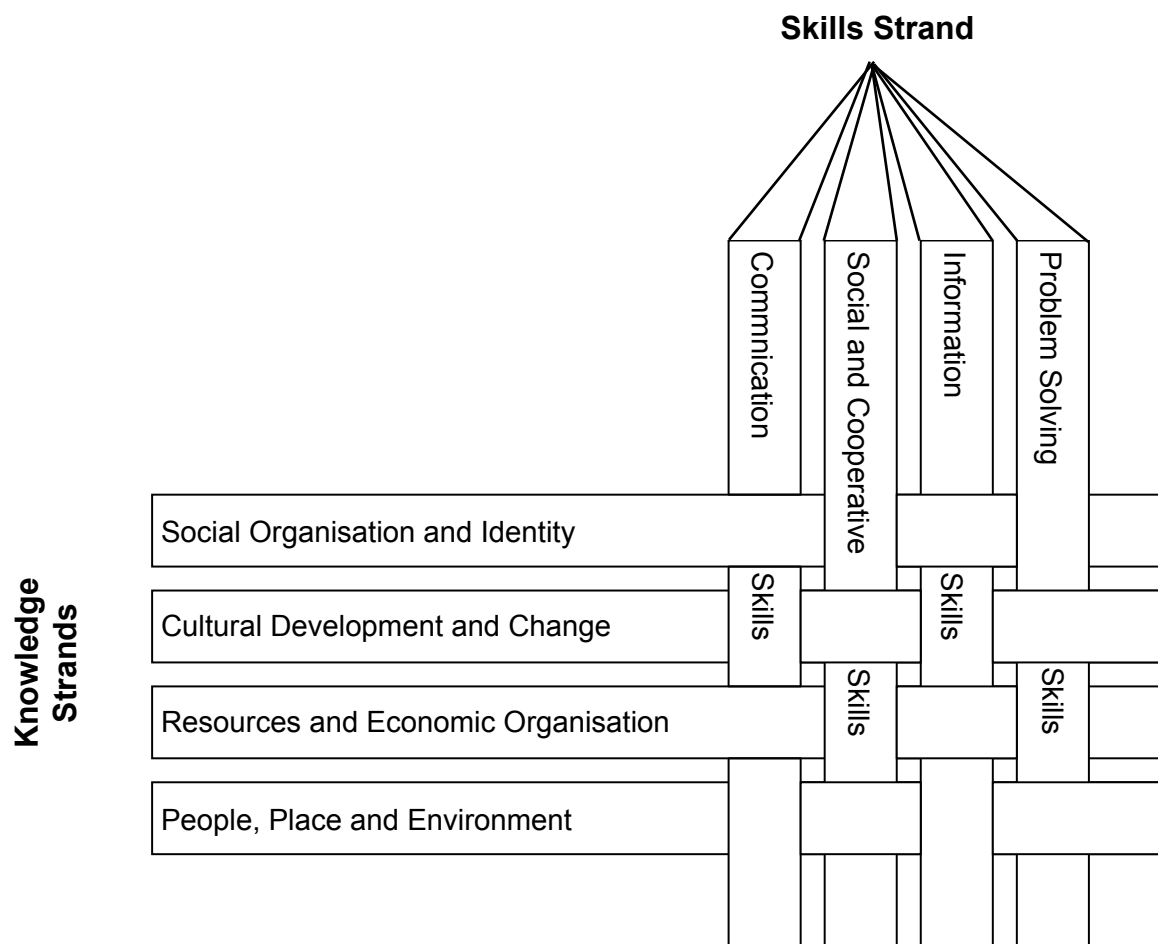
NCEA studies

- |    |                                     |        |                |
|----|-------------------------------------|--------|----------------|
| 1. | Social Organisation and Identity    | —————> | Social Studies |
| 2. | Cultural Development and Change     | —————> | History        |
| 3. | People, Place and Environment       | —————> | Geography      |
| 4. | Resources and Economic Organisation | —————> | Economics      |

Each of the aspects of the Skills Strand relates directly to an Essential Skill area.

The Social Science Skills Strand consists of the following aspects:

1. Problem Solving Skills:
2. Information Skills
3. Communication skills
4. Social and Cooperative skills



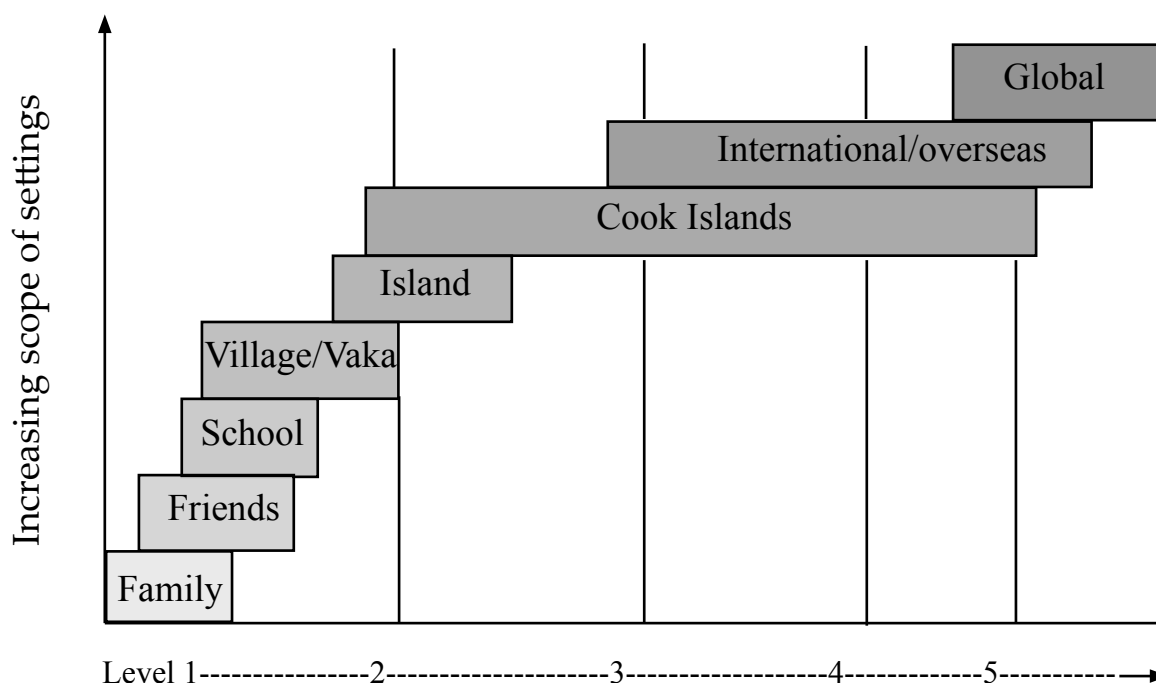
## Akano'oanga - Settings

The settings represent a journey of discovery for students over the first ten years of learning. Starting from their home life and gradually expanding out to explore the world.

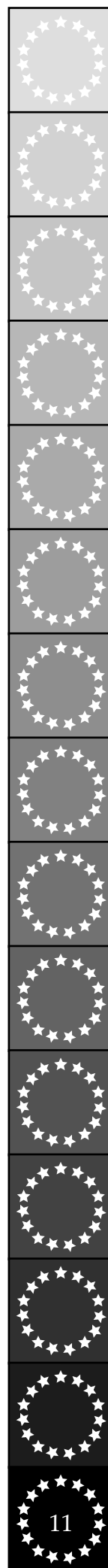
Students learn best when they have a familiar point of reference which they can add new knowledge on to. By using the settings as a means of expanding student knowledge and understanding students will develop a better understanding of the links between what happens in their lives and the people around them. This is a form of spiral learning where the Achievement Objective remains the same from one year to the next in their early years of learning but the setting is gradually expanded to increase the students' depth and breadth of awareness.

Variation in how students learn, from one setting/topic to the next, can be enhanced by using a range of different skills from the Skills Achievement Objectives.

### Scaffolding student understanding using settings



The following pages provide information on each Strand. The Aims of each Strand are introduced and described followed by the specific Achievement Objectives for that Strand. Indicators of possible Learning Outcomes by Level are provided indicating basic and advanced levels of understanding and application of Social Science skills.





## Te Akanoonooanga e te Turanga o te Iti Tangata

### Social Organisation and Identity - Social Studies

#### Aims

##### Students will know why:

- People organise themselves into groups to meet their needs
- People develop rights, roles and responsibilities as part of a group
- People establish their identity by belonging to a variety of groups.

Students will study the groups of people that have created Cook Islands society and culture and compare them with other societies both past and present around the world. They will learn how people meet their social responsibilities by forming groups, about various types of groups and about interaction between and within groups. They will learn that within groups people develop rights, roles and responsibilities as a consequence of that participation. They will understand that people's behaviour and participation in the group is determined by traditions, values, beliefs, rules and laws and that from these people establish their identity at various levels within society.

#### Achievement Objectives

##### Students will endeavour to:

##### Level 1

- 1.1 Identify and describe groups people can belong to in a community in the Cook Islands.
- 1.2 Identify and describe people's roles within groups in the Cook Islands.
- 1.3 Identify and describe their own identity and that of others.

##### Level 2

- 2.1 Describe how groups in the Cook Islands and overseas meet the needs of people in a community.
- 2.2 Describe how participation in groups in the Cook Islands and overseas involves co-operation eg. recognition of rules and responsibilities, compromise and consensus.
- 2.3 Describe how communities in the Cook Islands and overseas reflect their cultural identity.

##### Level 3

- 3.1 Describe ways in which communities are organised in the Cook Islands and other countries.
- 3.2 Describe people's different roles in their community and other communities overseas in terms of rights and responsibilities.
- 3.3 Describe ways in which practices of cultural groups vary but reflect similar purposes in the Cook Islands and overseas.

##### Level 4

- 4.1 Compare ways people organise themselves in the Cook Islands and overseas in response to crisis and challenge.
- 4.2 Compare ways in which leadership has been acquired and used in the Cook Islands and overseas.
- 4.3 Compare ways in which people retain and pass on their cultural and national identity in the Cook Islands and overseas.

##### Level 5

- 5.1 Explain how the systems and functions of national Government are organised in the Cook Islands and why.
- 5.2 Explain how and why people make and implement rules and laws in the Cook Islands.
- 5.3 Explain how and why people maintain their identity, individually, culturally and nationally.

# Te Tupuanga e te Tauiaanga o te Peu e te Akonoanga

## Cultural Development and Change - History

### Aims

Students will know why:

- Cultures and Societies develop and change over time.
- People view events and cultural development differently.

Students will study the process of development and change that occurs in society, nationally within the Cook Islands and internationally in other societies, in past, present and possible future settings. They will understand that development and change can be physical, social, spiritual, economic, political and technological. They will explain the causes and effects of development and change in societies.

Students will examine how the past is recorded and remembered. They will learn how people's experience and views of events differs and may change over time and that this may influence people's views and actions in the future.

### Achievement Objectives

Students will endeavour to:

#### Level 1

- 1.1 Identify and describe the events, customs and traditions that are associated with everyday life in their community.
- 1.2 Identify and describe important events in their lives and the lives of other people in the Cook Islands.

#### Level 2

- 2.1 Describe how cultural activities in your community and a community overseas have changed over time.
- 2.2 Describe how the past is recorded and remembered in different ways in the Cook Islands and overseas.

#### Level 3

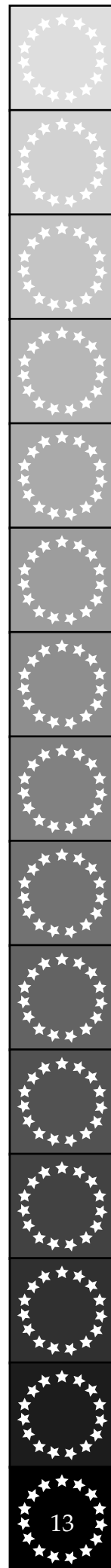
- 3.1 Describe how modern Cook Islands culture has been influenced by other cultures from the past.
- 3.2 Describe people and events from the past which are important to the Cook Islands and the Pacific region.

#### Level 4

- 4.1 Explain the effect cultural interaction has had on the Cook Islands people and people in other cultures.
- 4.2 Explain how and why people experience events in different ways.

#### Level 5

- 5.1 Explain the impact of new technology and ideas on the culture and society in the Cook Islands and other countries.
- 5.2 Explain how and why the ideas and actions of individuals and groups are viewed differently through time.





## **Te iti Tangata e tona Ao-Rangi**

### **People, Place and Environment - Geography**

#### **Aims**

**Students will know why:**

- People identify with and represent places as a result of past and present experiences.
- People and the environment interact and influence each other

Students will learn how people represent and describe places and environments, both natural and cultural. They will find out how people associate economic, emotional and spiritual connections to places and that places can hold different meanings for different people.

Students will discover how people's activities are influenced by their environment and how people can change the environment by their actions and attitudes. They will also learn how people regulate the use of places and the environment as a result of this and explore how differences over their use can be resolved.

#### **Achievement Objectives**

**Students will endeavour to:**

##### **Level 1**

- 1.1 Identify and describe places in the Cook Islands that are important for people.
- 1.2 Identify and describe features of cultural and natural environments in the Cook Islands.

##### **Level 2**

- 2.1 Show how people can view places differently in the Cook Islands and in other countries.
- 2.2 Describe how people's activities vary in different environments in the Cook Islands and in other countries.

##### **Level 3**

- 3.1 Describe how and why people in the Cook Islands and in other countries demonstrate a sense of belonging to a place.
- 3.2 Describe how the natural environment affects people in different ways in the Cook Islands and in other countries.

##### **Level 4**

- 4.1 Explain why places in the Cook Islands and overseas are significant for people.
- 4.2 Explain why and how environments in the Cook Islands and in other countries are modified by people.

##### **Level 5**

- 5.1 Explain why and how people move between places and the consequences of this for the people and the place, locally, nationally and internationally.
- 5.2 Explain why and how people seek to manage their environment in different ways.



# Te au apinga Turuturu e te Kimianga Puapinga

## Resources and Economic Organisation - Economics

### Aims

#### Students will know why:

- People access, manage and use resources to live.
- People participate in various economic activities

Students will develop their knowledge of the nature of resources and of the ways people make the most use of resources. They will learn that resources can be renewable or non-renewable and that the management of resources involves choice. They will learn how resources may be viewed differently and that access to resources is influenced by a variety of factors.

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

### Achievement Objectives

#### Students will endeavour to:

##### Level 1

- 1.1 Identify and describe different resources used in your community.
- 1.2 Identify and describe different types of work that people do in your community.

##### Level 2

- 2.1 Describe how people work together to obtain and retain resources in their community and a community overseas.
- 2.2 Describe how people in their community and in a community overseas participate in the production process.

##### Level 3

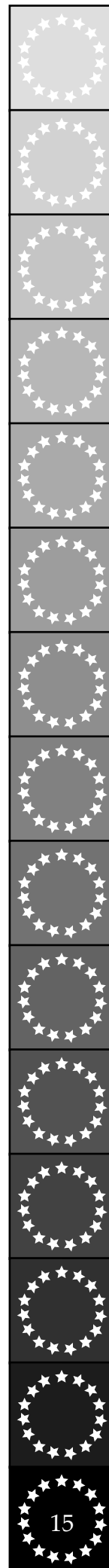
- 3.1 Describe how and why people in the Cook Islands and in other countries manage resources to produce goods and services.
- 3.2 Describe how and why different systems of exchange operate in the Cook Islands and overseas. eg. money and barter

##### Level 4

- 4.1 Explain how and why people in the Cook Islands and other countries view and use resources differently and the consequences of this.
- 4.2 Explain how and why peoples' economic activities are regulated.

##### Level 5

- 5.1 Explain how and why various factors influence people's access to resources, individually, nationally and internationally.
- 5.2 Explain how and why peoples' participation in economic activities has changed and the consequence of this for the individual and society in both the short and long term and in both positive and negative ways.



## Level 1 Achievement Objectives & Exemplar Learning Outcomes

### Social Organisation and Identity

- 1.1 Identify and describe groups people can belong to in a community in the Cook Islands.**

**Basic:**

The student can draw or match pictures of people with a written or oral description of a group from their community. *e.g. family, school, club.*

**Advanced:**

The student can write sentences describing a range (3 – 5) of Social and Economic groups that people can belong to in their community *e.g. age group, ethnicity, interest groups, income, religion.*

- 1.2 Identify and describe people's roles within groups in the Cook Islands.**

**Basic:**

The student can match titles of jobs within a group with a written, oral or illustrated description of a role within that group. *e.g. coach, player, teacher, and student.*

**Advanced:**

The student can write sentences describing specific roles people have in a range of social groups.

- 1.3 Identify and describe their own identity and that of others.**

**Basic:**

The student can orally describe their own personal characteristics and that of their family and the people in it.

**Advanced:**

The student can write sentences describing themselves and their family in terms of a range of social and economic characteristics.



### Cultural Development and Change

- 1.1 Identify and describe the events, customs and traditions that are associated with everyday life in their community.**

**Basic:**

The student can make a display that matches a time line of community events with a written description of the associated traditions and customs.

**Advanced:**

The student can create a display identifying and describing regular community events and a written description of the customs and traditions that are regularly used within the community.

- 1.2 Identify and describe important events in their lives and the lives of other people in the Cook Islands.**

**Basic:**

The student can orally, or in writing, or using annotated drawings identify and describe important events in their life and that of their family.

**Advanced:**

The student can create a display that identifies and describes important events in their lives and in the lives of the people in their community in a variety of ways *e.g. wall display, poster, speech, model, and story.*



▲ Making a head 'ei for the Tiare festival

## People, Place and Environment

### 1.1 Identify and describe places in the Cook Islands that are important for people.

#### Basic:

The student can locate the villages on their island on a map and, either orally or in writing, describe their location and characteristics.

#### Advanced:

The student can locate or draw important places on a map of their island and write a description of their location and describe what makes them important.

### 1.2 Identify and describe features of cultural and natural environments in the Cook Islands.

#### Basic:

The student can recognize cultural and natural features of their environment and define them either orally or in writing  
*e.g. the makatea is a natural feature made of coral raised from the sea, houses are cultural features constructed by people to provide shelter and security.*

#### Advanced:

The student can determine which features of the environment are cultural and which are natural and to describe these features in writing and using maps. *e.g. define a pine forest as a cultural feature and a conservation area's bush as a natural feature and draw their location on a map.*



Cutting through Mangaia's makatea

## Resources and Economic Organisation

### 1.1 Identify and describe different resources used in their community.

#### Basic:

The student can classify 10 or more natural resources and 10 or more cultural resources on their island and match them with a description of their use *e.g. (natural), coral, soil, fish, coconut trees, freshwater, mango trees, breadfruit, pawpaw, sun light, wind, sea; (cultural) people, boats, concrete, nails, petrol, diesel, cars, bikes, shoes, knowledge, books, pens.*

#### Advanced:

The student can list and classify 10 or more natural resources and 10 or more cultural resources on their island without assistance and write a description of what these resources are used for.

### 1.2 Identify and describe different types of work that people do in their community.

#### Basic:

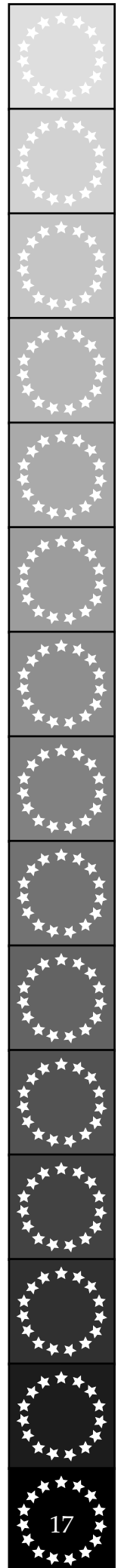
The student can name 10 different jobs people do on their island and match the jobs to a description of what the job involves.

#### Advanced:

The student can independently list 10 different jobs people do on their island, write a description of what the job involves and group them into work types *e.g. weeding, planting, ploughing, fencing – farming; teachers, principals, teacher aides, office administration – education; doctors, nurses, cleaners, office administration – health. These could also be grouped into private and public sector.*



Matavera Store



## Level 2 Achievement Objectives & Exemplar Learning Outcomes

### Social Organisation and Identity

- 2.1 Describe how groups in the Cook Islands and overseas meet the needs of people in a community.**

#### Basic:

The student can complete a table linking community groups with people's needs both in a Cook Islands setting and in another pacific country *e.g. food, clothing, shelter, love, security, water.*

#### Advanced:

The student can describe in sentences (orally or written) examples of what people need and how these needs are met by groups in their community and a community in another pacific country.

- 2.2 Describe how participation in groups in the Cook Islands and overseas involves co-operation eg. recognition of rules and responsibilities, compromise and consensus.**

#### Basic:

The student can match written descriptions of roles within groups with descriptions of co-operation in both their own community setting and another country based on information provided and their own experiences *e.g. class groups, family, extended family, sports team, teacher, uniformed organisations.*

#### Advanced:

The student can describe either orally or in writing how people can participate in group activities in a variety of ways by co-operating. *e.g. community committees, politics, sports teams, school or businesses.*

- 2.3 Describe how communities in the Cook Islands and overseas reflect their cultural identity.**

#### Basic:

The student can describe five examples in written and/or annotated picture form how their community and another country maintains their traditions *e.g. dances, carving, story telling, festivals, costumes, music.*

#### Advanced:

The student can produce a project in written and/or annotated picture form containing 15 specific examples of how their community and another Pacific country maintains their traditions *e.g. dances, carving, legends, myths, festivals, costumes, weaving, work practices, language.*

### Cultural Development and Change

- 2.1 Describe how cultural activities in their community and a community overseas have changed over time.**

#### Basic:

The student can demonstrate in illustrations and in sentences (written or oral) how the lifestyle of people in their community and that of another community overseas have changed over time using 5 - 8 examples for each *e.g. pre-European, housing, food, religion, etc and the way it is now; medieval living conditions in Europe and now; Colonial New Zealand living conditions and now.*

#### Advanced:

The student can undertake an inquiry to find out how the lifestyle of people in their community has changed over time. They will also have researched another country and found out how their lifestyle has changed using a range of 10 social and economic examples *e.g. types of work, festivals, food preparation, housing and money. The information could be presented as an illustrated display using written sentences, maps, time lines and charts to highlight the examples.*

- 2.2 Describe how the past is recorded and remembered in different ways in the Cook Islands and overseas.**

#### Basic:

The student can list and show in a variety of different ways in which past events are recorded and remembered both traditionally and in the modern day in the Cook Islands and another country.

#### Advanced:

The student can present a speech on how people in the Cook Islands and in other countries have used a variety of methods to record the past and how this has helped people remember their heritage *e.g. myths, legends, art, music, songs, patterns, writing, video, audio tapes, film, photographs, memorials, carvings, buildings, word of mouth, genealogies, maps, tapestries, posters, books, poems, census, government records, stories, awards, merchandise, newspapers, statues.*

## People, Place and Environment

### 2.1 Show how people can view places differently in the Cook Islands and in other countries.

#### Basic:

The student can demonstrate that places can have more than one purpose *e.g. a burial cave in the Cook Islands can be both a sacred place for the people of the island and a tourist attraction. Stonehenge in England is a sacred site for druids but it is also an important archaeological site for scientists.*

#### Advanced:

The student can write a story or play that shows what causes people to look at places differently *e.g. a person who is going to Auckland for the first time travels there with someone who was brought up there and the student includes the different feelings each would have about the place.*

### 2.2 Describe how people's activities vary in different environments in the Cook Islands and in other countries.

#### Basic:

The student can link information about a variety of activities to a map of a country showing different environments and summarise how they vary according to the environment *e.g. Linking cultivating taro to the moist fertile valleys and drained swamp area along with other agricultural activities and banking and other commercial enterprises to Avarua; linking sheep farming and other activities to the Australian outback and opera and other entertainment activities to Sydney or other cities in Australia.*

#### Advanced:

The student can produce a display that shows different environments from around the world that are linked to a range of different types of activities and indicate the reason the activity is linked to that specific environment *e.g. wheat farming on the plains of the American Midwest and surfing off the coast of Hawaii; forestry in the central North Island and fruit growing in Hawkes Bay; Fishing in the Pacific Ocean, tourism on Aitutaki's lagoon, taro gardening in swamp areas and banking businesses in Avarua township.*

## Resources and Economic Organisation

### 2.1 Describe how people work together to obtain and retain resources in their community and a community overseas.

#### Basic:

The student can describe situations when people work together to produce resources *e.g. building a house, air transport, planting & harvesting crops, fishing, quarrying stone, recycling and conservation, tapa making, canoe building.*

#### Advanced:

The student can draw a diagram or series of pictures with a written description of how the work in a community links many people together in the production and conservation of resources *e.g. the diesel that is ferried ashore by boats and is unloaded, stored, and used to generate electricity. This then powers the photocopier in the schools to produce the resources that helps the teacher provide the lessons for the children.*

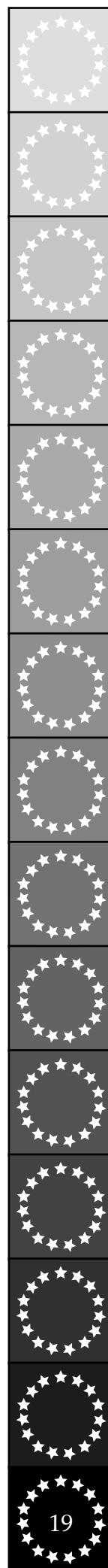
### 2.2 Describe how people in their community and in a community overseas participate in the production process.

#### Basic:

The student can describe in writing and visually a range of goods and services that people produce and use in their community and a community overseas *e.g. food, clothing, housing, pearls, TV's, computers, banking and cars.*

#### Advanced:

The student can identify and describe a range of different roles that people have within the production processes *e.g. farmers, shopkeepers, bankers, scientists, marketing agents, factory workers, truck drivers and consumers.*



## Level 3 Achievement Objectives & Exemplar Learning Outcomes

### Social Organisation and Identity

- 3.1 Describe ways in which communities are organised in the Cook Islands and other Pacific countries.**

#### Basic:

The student can draw diagrams showing how their local community and that of a community in another Pacific country is organised *e.g. political structures both traditional (pre-European) and modern, division of labour, land use*

#### Advanced:

The student can describe using flow diagrams and paragraphs the structure of the organization of their island and another Pacific country.

- 3.2 Describe people's different roles, in their community and other communities overseas in terms of rights and responsibilities**

#### Basic:

The students can write a description, in simple sentences, or tabulate information regarding the rights and responsibilities of the people involved in organizing communities.

#### Advanced:

The students can write a detailed description, using paragraphs and flow diagrams, regarding the rights and responsibilities of the people involved in organizing the communities studied.

- 3.3 Describe ways in which practices of cultural groups vary but reflect similar purposes in the Cook Islands and overseas.**

#### Basic:

The students can identify at least five cultural activities (customs or traditions) in the Cook Islands and in one other Pacific Island country and describe some similarities.

#### Advanced:

The student can identify and describe at least 10 cultural activities in the Cook Islands and in two other Pacific Island countries and describe their similarities.

### Cultural Development and Change

- 3.1 Describe how modern Cook Islands culture has been influenced by other cultures from the past.**

#### Basic:

The student can describe using written and visual communication forms how modern Cook Island culture has its origins in Europe as well as the Pacific *e.g. Christianity, law, monarchy, sport, clothing, money, language, technology, music, art, writing, sports, food, democracy, Ariki, transport, tribal system, land ownership, customs.*

#### Advanced:

The student can describe in detail using a wide range of communication techniques (at least three), how past cultures from different parts of the world have contributed over time to produce specific aspects of modern Cook Islands culture *e.g. customs and food from other Pacific Islands, Christianity develops in the Middle East, legal system originates in Rome, athletics from Greece, alphabet from Greece, numerals from Arabia, electrical technology from Europe, USA and Japan.*

- 3.2 Describe people and events from the past which are important to the Cook Islands and the Pacific region.**

#### Basic:

The student can produce, using paragraphs and chronological presentation techniques, an outline of major events in the history of the Cook Islands and the Pacific *e.g. Polynesian migration and colonisation, settlement of Cook Islands, significant pre-European Cook Island events, Chinese and European exploration of the Pacific, colonisation and missionary influence, World War One and Two, independence.*

#### Advanced:

The student can produce, using a variety of techniques (at least three), a summary of the major events that have influenced the history of the Pacific and the Cook Islands, and information about the individuals associated with them *e.g. Toi, James Cook, Papeiha, John Williams, Charles Pitman, Makea, Col. W.E. Gudgeon, Sir Albert Henry, Magellan, Hideki Tojo (Japanese PM) Richard Seddon (NZ PM), Tupua Tamasese Lealofi III (Leader of Samoan Mau).*



## People, Place and Environment

### 3.1 Describe how and why people in the Cook Islands and in other countries demonstrate a sense of belonging to a place.

#### Basic:

The student can give a variety of examples of how someone from the settings may show they belong by their behaviour *e.g. use of language, willingness to contribute to the community, clothing, taking part in cultural activities, supporting of representative teams, military service*. They will also be able to indicate why people have a sense of belonging *e.g. patriotism, personal commitment, family history, owning land, a network of friends, an attraction to the place in terms of weather, landscape or architecture*.

#### Advanced:

The student can link specific examples of people from the countries to how they demonstrate their sense of belonging and why they have that sense of belonging *e.g. students conduct a survey to find out what places people feel they belong to and explore why they feel they belong. They could also do this by writing to a school in another country and summarising the results in a booklet*.

### 3.2 Describe how the natural environment affects people in different ways in the Cook Islands and in other countries.

#### Basic:

The student can produce a flow diagram showing how the characteristics of an environment are able to influence how people live *e.g. the role of climate, topography, flora and fauna and soils in influencing the lifestyle of people in the Cook Islands pre and post European, and to be able to do the same for another country*.

#### Advanced:

The student can, with the use of a variety of communication skills; to demonstrate how different environments affect the way people live *e.g. besides the natural environmental influences people who live in an urban environment are affected differently from those who live in a rural environment e.g. lack of space to grow food, large amounts of waste, easy access to processed resources*.

## Resources and Economic Organisation

### 3.1 Describe how and why people in the Cook Islands and in other countries manage resources to produce goods and services.

#### Basic:

The student can create a display showing the resources of the Cook Islands and how they are managed to meet people's needs and wants *e.g. water, vegetables, fruit, soil, land use, pearls, fish, livestock, forests, wild life, oil, metals, minerals, stone*.

#### Advanced:

The student can present information in a display or speech using a range of different communication methods which show how resources are used to produce goods and services, and the consequences of failing to manage resources.

*e.g. tourist activities, fishing, farming, construction, food & water shortages, soil erosion, oil price rises, poverty, and conflict*.

### 3.2 Describe how and why different systems of exchange operate in the Cook Islands and overseas. eg. money and barter

#### Basic:

The student can identify and describe the different ways people can exchange goods and services and why some means of exchange are appropriate *e.g. barter, buying with money, eftpos, hire purchase, lease, lease to own, loan, tithe, fealty, pakau aroa, patronage, tax, rates, financial investments, rent*.

#### Advanced:

The student can provide specific examples of situations where a different system of exchange occurs and why these would be appropriate *e.g. banks will accept money in exchange for services but not taro, however your neighbour may barter chicken in exchange for taro, (the student would also have to state why)*.



Pearl divers on Manihiki



## Level 4 Achievement Objectives & Exemplar Learning Outcomes

### Social Organisation and Identity

- 4.1 Compare ways people organise themselves in the Cook Islands and overseas in response to crisis and challenge.**

**Basic:**

The students can describe factual aspects of how people have organised themselves in response to a crisis/challenge, (e.g. *Tropical cyclones in the Cook Islands and in Bangladesh*) and identify the similarities.

**Advanced:**

The student can comprehensively explain in paragraphs and diagrams how and why people organize themselves to meet crises/challenges, (e.g. *Cook Islands and the USA's response to global warming*) and describe the similarities.

- 4.2 Compare ways in which leadership has been acquired and used in the Cook Islands and overseas.**

**Basic:**

The student can identify and describe similarities between leadership acquisition and use in the Cook islands, (e.g. *Traditional Vaka chiefs*), and in other countries (e.g. *English medieval lords*), using simple statements in a chart or table or diagram.

**Advanced:**

The student can explain, using a variety of communication methods, how leadership can be acquired and used on the Cook Islands, (e.g. *Albert Henry*), and the similarities this may have with other societies, (e.g. *Mahatma Gandhi, George Speight*).

- 4.3 Compare ways in which people retain and pass on their cultural and national identity in the Cook Islands and overseas.**

**Basic:**

The student can use a chart to show the similarities between the ways people retain their cultural and national identity in the Cook Islands and Japan e.g. *Cultural clubs, farming methods, medicines, sports, language, flags*.

**Advanced:**

Students can investigate and compare the similarities between the Cook Islands and 3 other societies' ways of retaining and passing on their cultural and national identity e.g. *Stories, plays, film, music, art, political systems, laws, dances, songs, crafts, ceremonies*.

### Cultural Development and Change

- 4.1 Explain the effect cultural interaction has had on the Cook Island people and people in other cultures.**

**Basic:**

The student can demonstrate they understand the effect European contact has had on the Cook Island people in a variety of ways. They will also be able to give examples from another country which has experienced interaction with another culture in the past e.g. *introduction of Christianity, blue laws, money, trade, slavery, social organisation, land use, health*.

**Advanced:**

The student can demonstrate why the contact with European and other cultures changed peoples lives on the Cook Islands, politically, economically and socially. They will also be able to provide similar evidence from another culture which has experienced cultural interaction e.g. *the introduction of democracy in the Cook Islands, slavery in the USA, Fiji's coups, ethnic integration of Amazonian Indians*

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

**Basic:**

The student can demonstrate an understanding of perspective from different positions in an event e.g. *how would missionaries introducing Christianity and ta'unga (priests) of the old gods view each other: How would Jews in Nazi Germany and Hitler's black shirts view each other?*

**Advanced:**

The student can express why people will experience events differently and how this will affect their perspective e.g. *civilians in war time will view a war in a different way to soldiers. Peruvian slavers will see their actions differently from those people on Pukapuka who were taken away*.



Pa Ariki, Queen Makea, Hon. C.H. Mills & Tinomana Ariki

## People, Place and Environment

### 4.1 Explain why particular places in the Cook Islands and overseas are significant for people.

#### Basic:

The student can locate and give reasons (cultural, historical, geographical, aesthetic, economic or strategic) why particular places are held in high regard *e.g. the Kopeka cave on Atiu, Ayers rock in Australia, Jerusalem, the Forbidden Palace in China*

#### Advanced:

The student can present a research project that explains in detail using a range of examples (cultural, historical, geographical, aesthetic, economic or strategic) why groups of people and individuals believe some places are significant *e.g. Rarotonga's Lagoon, Amazonian rainforest, oil fields of the middle East, Gallipoli, Louvre Art Gallery and Singapore.*



*Memorial to the soldiers of the Cook Islands*

### 4.2 Explain why and how environments in the Cook Islands and in other countries are modified by people.

#### Basic:

The student can locate specific environments and provide reasons why the environment has been changed by people including examples of how this change is evident *e.g. The impact of tourism on Rarotonga's coastal plain or the deforestation of the Amazon; introduction of possums to NZ.*

#### Advanced:

The student can provide reasons and examples as part of a research assignment of how environments at a local and global level are being altered by peoples' activities *e.g. global warmings impact on local environments, desertification, deforestation, nuclear testing, waste disposal, population growth, and agribusiness.*

## Resources and Economic Organisation

### 4.1 Explain how and why people in the Cook Islands and other countries view and use resources differently and the consequences of this.

#### Basic:

The student can identify and describe the different values (e.g. aesthetical, industrial, spiritual, recreational) people attach to a resource and the way in which the resource is used by different people. They will also be able to describe what may result from this difference of opinion *e.g. caves as a spiritual resource verses recreational tourism venue resulting in offence being taken by those who hold the resource sacred; water as a recreational use versus water for hydroelectricity resulting in public debate; Creation of conservation areas.*

#### Advanced:

The student can give reasons why many peoples views will not only be different, but also that as a result of these, views on resources will change over time as a consequence of this and may produce new opportunities or limitations. *e.g. whaling; where people have initially hunted whales to extinction, they have reduced the hunting to conserve them and now use them as a tourist attraction.*

### 4.2 Explain how and why peoples economic activities are regulated.

#### Basic:

The student can identify different types of regulations and state how these affect peoples economic activities and the reasons these regulations are used *e.g. laws governing; employment relations, consumer rights, land use, contracts, trade unions, income tax, VAT, health and safety, sales restrictions.*

#### Advanced:

The student can present information on how regulations affect economic activities and how these reflect peoples views of society *e.g. taxes affect personal spending and saving but provide for collective spending on infrastructure by government in order that the people as a whole will benefit from an improved quality of life.*



## Level 5 Achievement Objectives & Exemplar Learning Outcomes

### Social Organisation and Identity

- 5.1 Explain how the systems and functions of national Government are organised in the Cook Islands and why.**

**Basic:**

The student can demonstrate how the national government is elected and how it fulfils its responsibilities. They will also know the responsibilities and rights of the citizens with regard to their role as electors.

**Advanced:**

The student can explain why national government was created the way it was and how it functions under the Westminster system. They can also explain the electoral system and the rights and responsibilities of the people within it.

- 5.2 Explain how and why people make and implement rules and laws in the Cook Islands.**

**Basic:**

The student can explain why we have rules and laws and how they are created at different levels of society *e.g. rules at home, island laws, national laws.*

**Advanced:**

The student can explain why we need rules and laws in society and the benefits of a legal system; the process of law creation at different levels in society, how laws are enforced by society, and examples of laws that affect them *e.g. island laws, court system, police, health inspectors, road rules, and victims' rights.*

- 5.3 Explain how and why people maintain their identity, individually, culturally and nationally.**

**Basic:**

The student can demonstrate they understand the concept of identity and their right to an identity at different levels of society. They can identify the way these identities are maintained/protected by the individual and groups. *e.g. personal profiles, stories, case studies of human rights issues, (child labour, racism, war.*

**Advanced:**

The student can explain the importance of identity for the individual and society both nationally and culturally and how the threat to identity can be perceived in various ways (*e.g. economic – globalisation, social- racism and political- genocide*) and how societies work at different levels to maintain the sense of identity by combating these threats by laws, organizations, alliances/treaties and wars.

### Cultural Development and Change

- 5.1 Explain the impact of new technology and ideas on culture and society in the Cook Islands and other countries.**

**Basic:**

The student can demonstrate how new technology and ideas have and will change the way people live using examples from the Cook Islands and two other countries *e.g. tourism, consumerism, jet aircraft, cars, computer technology, processed foods, container ships, electricity, TV, medicines, globalisation.*

**Advanced:**

The student can communicate why the changes in technology and ideas cause changes in culture and society both in the Cook Islands and in other societies *e.g. new values, questioning old ways, new opportunities, changing responsibilities, changing expectations, increased knowledge, greater choice, financial pressures and expectations.*

- 5.2 Explain how and why the ideas and actions of individuals and groups are viewed differently through time.**

**Basic:**

The student can demonstrate their understanding that ideas and actions that were popular in the past are no longer acceptable *e.g. Capital punishment, cannibalism, polygamy, racism, genocide, hereditary power, whaling and air pollution.*

**Advanced:**

The student can communicate the understanding that peoples behaviours and thoughts are constantly changing as their values change and as a result ideas and behaviours become acceptable or unacceptable depending upon the current values of the time *e.g. the idea of women voting in NZ in the 1870's was unbelievable but by the 1970's any form of discrimination against women was unacceptable. Invading another country was accepted political practise up until the twentieth century but after World War I it was strongly disapproved of internationally and international organisations have been formed to prevent this.*

## People, Place and Environment

- 5.1 Explain why and how people move between places and the consequences of this for the people and the place, locally, nationally and internationally.**

### Basic:

The student can identify reasons and ways in which people move from place to place and using examples can demonstrate the impact this movement has on the place of departure and the destination *e.g. movement to Rarotonga from the outer islands, movement from Cook Islands to New Zealand.*

### Advanced:

The student can explain in depth using a variety of communication skills, *e.g. maps, timelines, flow diagrams, paragraphs*, why people move and the methods of transport used, and the effect this has on the place they leave and their destination. They will take into account the impact socially, environmentally, and economically *e.g. the spread of humans around the globe, European colonialism and imperialism, missionaries.*

- 5.2 Explain why and how people seek to manage their environment in different ways.**

### Basic:

The student can express reasons for people needing or wanting to control their environment at either a local, national or international level and can also give specific examples of how they might do this *e.g. redirecting water into catchments for town supply; placing a raui on parts of a lagoon to protect fish stocks; building a hydroelectric dam across a river to supply electricity.*

### Advanced:

The student can use a range of different skills to demonstrate that people may choose to organise and care for their environment in different ways depending on their perception of need and want *e.g. At local level; dealing with waste products could involve economic, social and political considerations as to what methods are used and where the waste ends up. Globally an example could be the management of the world's whale population and the differing perceptions of Japan and New Zealand.*

## Resources and Economic Organisation

- 5.1 Explain how and why various factors influence people's access to resources, individually, nationally and internationally.**

### Basic:

The student can provide reasons as to how a range of factors (social, physical, and economic) affect people's access to resources in the Cook Islands and other countries *e.g. culture, gender, ethnicity, class, distribution of natural resources, education, health, income, employment, supply and demand, productivity.*

### Advanced:

The student can communicate information demonstrating that access to resources at all levels, is affected by a combination of social, physical and economic factors *e.g. communities which have limited control over natural resources tend to develop cultures with strict traditions controlling access to resources (evidence from India). Whereas those communities which are able to manage their environment tend to develop cultures that expect to have greater access to resources, (evidence from New Zealand).*

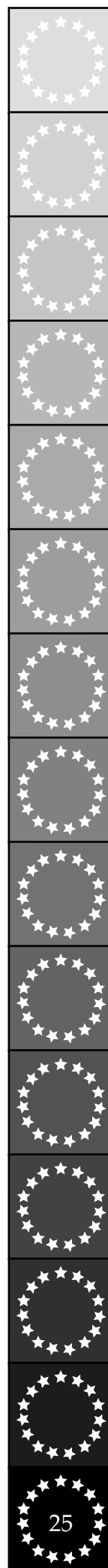
- 5.2 Explain how and why people's participation in economic activities has changed and the consequence of this for the individual and society in both the short and long term and in positive and negative ways.**

### Basic:

The student can demonstrate that the way people are employed and what they produce and buy has changed over time, and this has affected how people and society operate *e.g. technological change - agricultural products are produced using machinery rather than large groups of people. Factories replaced craftsmen because they produce goods more cheaply.*

### Advanced:

The student can communicate information which shows that change in economic activities is caused by a combination of factors, cultural, technological, environmental, and that these changes have and will affect people now and in the future *e.g. as cultural values and technology change the ethics of employment has changed affecting working conditions - hours, ages, gender and wages. As the environment alters, cultures adjust and apply technology creating new employment opportunities making others redundant - reduced coastal fish stocks have led to new ocean trawling technology being developed, resulting in larger fishing vessels being employed and smaller boat owners unemployed.*



## Te au enu karape no te Kura Oranga Iti-tangata - Skills Strand for Social Science

### Aim:

To develop a range of skills that are integral to the acquisition and application of knowledge.

The Skills Strand focuses on those skills which are more commonly used in gaining and demonstrating understanding of the subject. The skills identified will overlap with other curriculum areas and should not be treated as being exclusively Social Science Skills.

The sample Learning Outcomes associated with the Achievement Objectives indicate the Level in the Curriculum when students should begin developing these skills. It is not envisaged students will be assessed directly against these skills though evidence of ability should be recorded in order foster further development of these skills.

### Social and Co-operative Skills

#### Achievement Objective:

To develop the ability to work with others, applying the values and attitudes necessary to be an effective member of the community.

#### Sample Learning Outcomes:

Students can:	Level 1	Level 2	Level 3	Level 4	Level 5
Co-operation and sharing of resources	→	→	→	→	→
Contribute constructively to group activities	→	→	→	→	→
Respect for the rights and opinions of others	→	→	→	→	→
Listening to the ideas of others	→	→	→	→	→
Accepting responsibility for tasks	→	→	→	→	→
Ability to compromise & negotiate a consensus	→	→	→	→	→
Sharing ideas	→	→	→	→	→
Taking part in group decision making	→	→	→	→	→
Respect for individual and cultural differences	→	→	→	→	→

### Problem Solving Skills

#### Achievement Objective:

To develop the ability to identify and analyse values and make decisions about society

#### Sample Learning Outcomes:

Students can:	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Social decision making</b>					
Identify problems or issues	→	→			
Define problems or issues		→	→		
Explain problems or issues				→	→
Develop solutions and identify consequences			→	→	→
Evaluate solutions and consequences					→
Make decisions	→	→	→	→	→
Justify decisions					→
<b>Values Interpretations</b>					
Identify value positions	→	→			
Describe value positions		→	→		
Explain value positions				→	→
Evaluate value positions					→
Recognise bias, prejudice and stereotypes				→	→
Recognise contradictions				→	→



## Information Skills

### Achievement Objective:

To develop the ability to research information about people and their environment, both past and present, from a variety of sources.

### Sample Learning Outcomes:

Students can:	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Inquiry</b>					
Plan and undertake an inquiry with direction	→	→	→	→	→
<b>Oral research</b>					
Listen and record information	→	→	→	→	→
Prepare and ask questions of people	→	→	→	→	→
Summarise oral information			→	→	→
Distinguish spoken facts from opinion			→	→	→
<b>Written research</b>					
Identify key points		→	→	→	→
Find and use reading material from a library		→	→	→	→
Use newspapers, magazines and pamphlets			→	→	→
Select and record information from text			→	→	→
Distinguish written facts from opinion			→	→	→
Collect relevant statistical information				→	→
Take notes from a variety of written sources				→	→
<b>Visual research</b> (e.g. films, pictures, cartoons, static images)					
Select appropriate visual resources	→	→	→	→	→
Identify what is happening in a visual resource	→	→			
Describe what is happening in a visual resource		→	→		
Explain what is happening in a visual resource				→	→
Compare pictures or parts of pictures	→	→	→	→	→
Select and record detail from a visual resource	→	→	→	→	→
<b>Field work</b>					
Identify and collect physical resources	→	→	→	→	→
Observe and record physical resources	→	→	→	→	→
Measure and record physical resources		→	→	→	→
Record information in field sketches			→	→	→
Take relevant photos/video footage			→	→	→



## Communication Skills

### Achievement Objective:

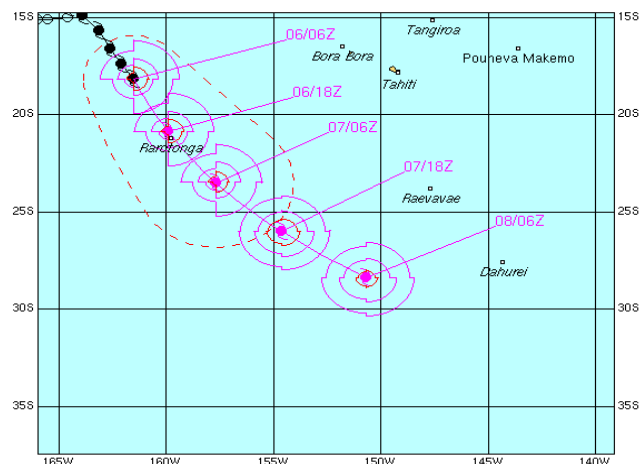
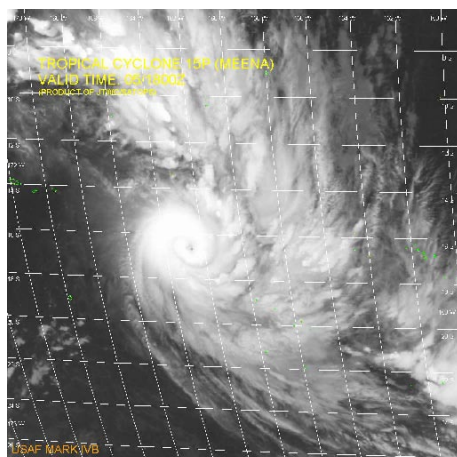
To develop the ability to communicate their knowledge and understanding in a variety of appropriate manners.

### Learning Outcomes:

Students can:	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Oral communication</b>					
Express knowledge clearly	→	→	→	→	→
Re-tell information	→	→	→	→	→
Present a speech effectively		→	→	→	→
Take part in a role play effectively		→	→	→	→
Express opinions on an issue			→	→	→
Take part effectively in a debate			→	→	→
Express ideas and conclusions			→	→	→
<b>Visual communication</b>					
Draw relevant pictures	→	→	→	→	→
Construct models	→	→	→	→	→
Label pictures, diagrams, objects and models	→	→	→	→	→
Draw simple, relevant sketches		→	→	→	→
Draw diagrams		→	→	→	→
Classify pictures		→	→	→	→
Write captions for pictures		→	→	→	→
Display work neatly & effectively (eg books, posters, projects)		→	→	→	→
Arrange information to illustrate a theme effectively			→	→	→
Record information in a diagram (eg flow diagram)			→	→	→
Use diagrams to explain ideas (eg flow diagrams, mind maps)			→	→	→
<b>Written communication</b>					
Record information in charts and tables	→	→	→	→	→
Write an appropriate sentence	→	→	→	→	→
Select and use facts appropriately		→	→	→	→
Make a generalisation based on information		→	→	→	→
Compose poems or stories related to specific ideas		→	→	→	→
Write well organised & meaningful paragraphs		→	→	→	→
Write a comparison			→	→	→
Express an opinion on an issue	→	→	→	→	→
Describe an opinion on an issue		→	→	→	→
Explain an opinion on an issue				→	→
Explain ideas and conclusions				→	→
Present a summary based on notes from sources			→	→	→
Present a summary of main ideas from various sources					→
Write a well organised and meaningful essay					→

## (Communication Skills Continued)

Students can:	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Using &amp; presenting chronological information</b>					
Use time concepts of past present and future	→	→	→	→	→
Use a calendar to find special dates		→	→	→	→
Translate dates into centuries			→	→	→
Record dates on a timeline	→	→			
Construct a simple timeline from given information			→	→	
Establish a timeline of historical events					→
Draw inferences & generalise from a timeline					→
Relate the past to the present in a study of change		→	→	→	→
Construct a simple family tree	→	→	→		
Interpret significant features of a family tree			→	→	→
<b>Drawing &amp; interpreting maps</b>					
Locate places on maps	→	→	→	→	→
Draw and label simple maps		→	→	→	→
Use map symbols and compass directions			→	→	→
Recognise different types of maps			→	→	→
Locate memorised features on maps			→	→	→
Translate information between maps			→	→	→
Translate information on to maps from other sources				→	→
Distinguish hemispheres			→	→	→
Locate places using latitude and longitude			→	→	→
Use six and four figure grid references				→	→
Calculate distance and scale				→	→
Identify patterns and relationships on maps			→	→	→
Compare maps to establish relationships				→	→
Use maps to demonstrate ideas				→	→
Draw thematic maps					→
<b>Drawing and interpreting graphs and charts</b>					
Collect and display information in charts	→	→	→	→	→
Construct simple graphs (eg bar graph, pictograph)		→	→	→	→
Describe features of graphs		→	→	→	→
Construct complex graphs (eg pie, line, strip, scatter)			→	→	→
Explain features of graphs by applying knowledge				→	→
Use graphs to predict future trends and relationships					→



## Kite Karape Puapinga -The Essential Skills

The eight essential skills areas summarise those attributes deemed necessary for Cook Islands students to achieve their potential and participate fully in society as responsible young people capable of meeting the demands of the modern world.

The Social Science Curriculum emphasises four of these skill areas and can be applied in the development others. The following are some ways in which the students can develop the skills using the Social Science Curriculum

### Communication Skills

- Take part in a debate
- Write an essay
- Draw and label diagrams
- Construct timelines and family trees

### Social and Co-operative Skills

- Accepting responsibility for tasks
- Sharing resources co-operatively
- Respecting individual differences
- Taking part in decision making

### Information Skills

- Gathering information from oral sources
- Reading to gather information from written sources
- Analysing visual information sources
- Recording field information

### Problem Solving Skills

- Planning an inquiry
- Identifying value positions
- Defining problems and issues
- Developing solutions

### Numeracy Skills

- Calculating area
- Manipulating statistics
- Measuring distance

### Artistic and Creative Skills

- Creating posters
- Making models

### Self management, Work and Study Skills

- Cooperative learning
- Group research
- Individual assignments

### Physical Skills

- Undertaking fieldwork
- Handling equipment
- Participating in cultural activities



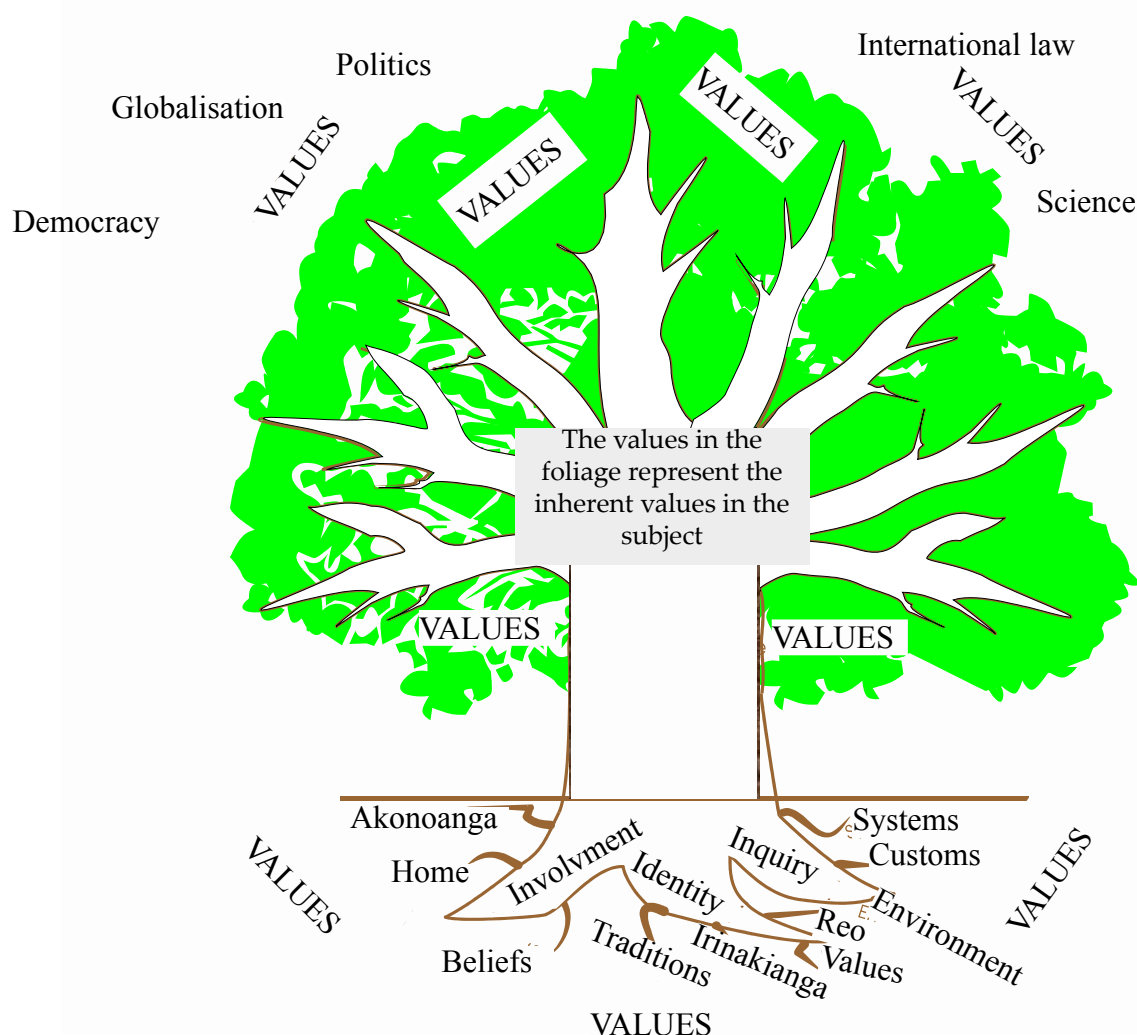
## Te Au Irinakianga e te Au Tu Tangata - Attitudes and Values

*Values and beliefs systems determine behaviour in society including how members communicate and interact with one another, what knowledge is learnt and how such knowledge is imparted.<sup>3</sup>*

The tree of learning that forms the basis for the Curriculum Framework identifies three sources of values that will impact on the students learning. Social Science draws heavily upon each of these sources. It is a challenge to all teachers of the subject to create awareness in the student of these values so that they can tell the difference between that of the soil and that of the air and how much these values will influence their understanding of society in the Cook Islands and in other countries.

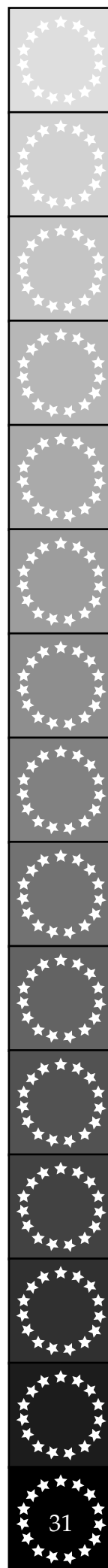
Values important to the Social Science Curriculum are those that encourage tolerance ('akakoromaki), consideration of others('akamanako i tetai), respect ('akangateitei) fairness (tuku'anga tika tau) and honesty (tutika).

The values in the air around the tree are those which will come from outside the Cook Islands and will have an impact on behaviour and experience.



The values in the soil are the shared values of the Cook Islands that our children need to know, to have and to experience from an early age.

<sup>3</sup>Cook Islands Curriculum Framework, p.24

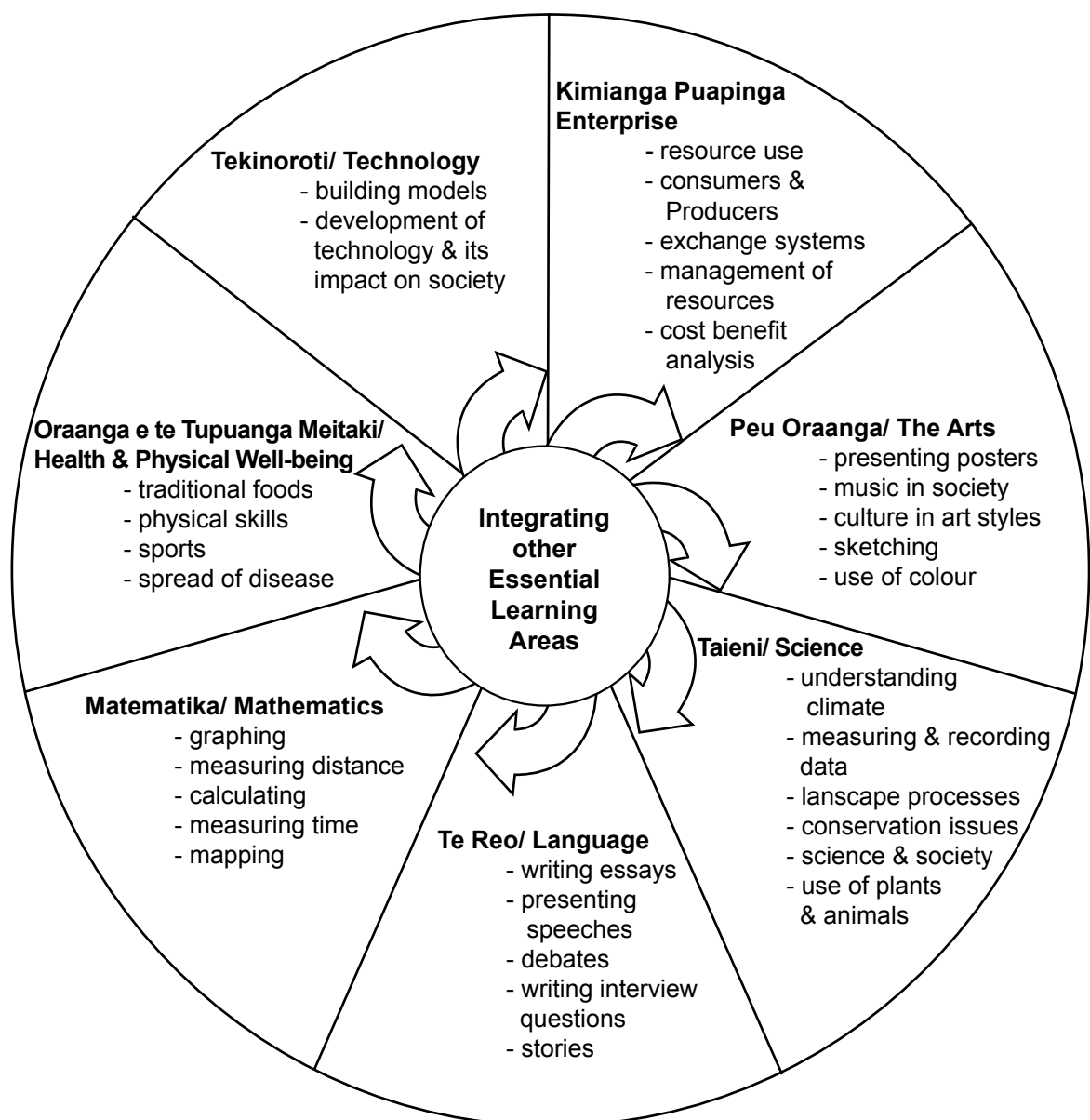




## Te Au Ravenga no te Taokotaiana Atu ki te au Tuanga Apii Puapinga - Integration with other Essential Learning Areas.

Social Science, because it is the study of people and their societies, incorporates all fields of human endeavour within its scope. It can therefore incorporate aspects of all other Essential Learning Areas and be integrated with them as a medium for specialised studies and examples. Integration is best developed through the settings where abilities from other subjects can be applied to the social context the student is learning about.

All Social Science Units include language, as students must read and write. Any studies using graphs, maps, time or statistics also include maths. Many of the studies of society and the environment use scientific knowledge and observational skills. Art is also an essential part of society and can be referred to in studies and the skills used to communicate understanding.





## Apii Taokotai - Inclusiveness

*The Cook Islands Curriculum supports the implementation of an inclusive curriculum in all schools, and one that recognises and responds to the diverse background of students and their educational needs, experiences, and interests.<sup>4</sup>*

*The school curriculum will provide for the educational needs of all students regardless of gender, religion, ethnicity, social and economic backgrounds, location, abilities and disabilities. It will recognise and provide for the different learning paces and styles, and previous experiences of students.<sup>5</sup>*

The Social Science Curriculum encourages students to take an active role in learning, using their diversity of cultural experiences and backgrounds to enhance the learning of their peers and appreciate their own uniqueness. The diversity of students can be viewed as a means to overcoming barriers to learning about society rather than a barrier in itself.

### Special needs

Within every school there will be students with special needs. These students may have physical or cognitive disabilities. Teachers need to be aware of these disabilities in their students and ensure that their teaching programmes cater for their needs.

Many of these students will have Individual Education Programmes which will include socialisation goals and suggested ways of achieving these. Teachers need to work with advisors, teacher aides and parents to develop and implement activities and monitor progress.

### Special Abilities

There will be a range of abilities in terms of skills and understanding within the class. Teachers need to be aware of students with special abilities in particular areas and seek to extend those areas where they are weaker or broaden their abilities in which they are stronger. It is not the intention of this document that students who have demonstrated understanding be accelerated up through the Levels but rather that they be encouraged to develop and practice the skills by which understanding can be gained and communicated. So while students may be focusing on understanding the same Knowledge Achievement Objective the skills used to achieve the learning outcome maybe quite different as will the depth of understanding achieved.

### Gender

Resources and assessments used will be equitable for both genders. There is a risk when writing resources and/or assessments in a gender context that some students may be disadvantaged. Teachers will strive to achieve balance in issues of gender, favouring neither one nor the other.

Traditionally written and visual communication skills are often developed earlier among girls. Boys, on the other hand often come to the fore in oral and practical activities. It is necessary therefore to combine the different learning styles within a programme or unit and be aware of encouraging the development of skills where the student is weaker and giving praise where appropriate.

<sup>4</sup>Cook Islands Curriculum Framework, p 32

<sup>5</sup>Cook Islands Curriculum Framework, p 6



Stereotyping of content and gender roles are to be avoided. Teachers will avoid dividing classes or in giving tasks to do based on gender. Efforts should be made to recognise that traditionally gender has been used to define roles in the past though this is no longer the accepted norm in Cook Islands society. Teachers need to encourage mixed gender grouping of students for activities.

## Religion

Religion should not be a barrier to a student's learning. Students will come from a variety of religious or belief system backgrounds, teachers should encourage discussion of students' perspectives as this will provide for a better learning environment.

Students and teachers should at all times respect and take into consideration the beliefs of others and adopt a non confrontational approach when discussing beliefs within the context of their studies.



## Vaitoanga Kite - Assessment

Assessment is a measure of knowledge and ability. It is an opportunity for the process of learning to be reflected on by both student and teacher. For the teacher it is a chance to adapt teaching methods and strategies to meet the needs of their students and a chance for students to review their understanding, skills and commitment to learning.

This is a cyclic process of constant reflection, review, adaptation, teaching/learning, and assessment in the expectation of improved learning.

The sequence of diagnostic, formative and summative assessment is a means of scaffolding the students' learning.

**Diagnostic assessment** provides information on the student's level of ability and understanding prior to a unit of teaching. This information can be gathered from records of previous teachers or determined immediately prior to teaching the unit. This allows a teacher to identify the level of understanding that exists within the class and adjust the programme to suit student needs.

**Formative assessment** is an on going informal means of gathering information about student progress. The teacher will have clearly defined expectations and an understanding of an appropriate sequence of learning. The data gathered gives the student and teacher the opportunity to check the level of understanding and adapt to meet their needs and expectations before any summative assessment is undertaken. This informal assessment may be used to supplement more formal assessments and should be incorporated into planning and achievements recorded.

**Summative assessment** is carried out after a unit or section of work and should provide information about the level of knowledge comprehension and abilities in relation to specific learning outcomes and Achievement Objectives.

Assessment tasks are aimed specifically at learning outcomes which are related to aspects of Achievement Objectives from both the Knowledge Strands and the Skills Strand. Students may be assessed against different aspects of an Achievement Objective over a number of years before they exhibit an advanced level of understanding or competency.

Too often summative assessment is seen as a standardised written test at the end of the unit. This does not allow students with other abilities the opportunity to use them and those students who are weak in the skills of writing under pressure are not able to gain credit for what they do understand or the skills they process. Evidence of students' understanding of Achievement Objectives can come from a variety of activities within a unit and an end of unit test is not necessary.





## Akapapaanga kupu no te Kura. - Curriculum Glossary

**Access** - right or means of obtaining

**Achievement Objective** - a specific skill or understanding that is being strived for.

**Beliefs** - something accepted as true

**Community** - a group of people living in one area or having common interests

**Compare** - describe how similar things are

**Compromise** - to negotiate a mutual agreement

**Consequence** - result

**Consensus** - general agreement

**Contrast** - describe how dis-similar things are

**Cultural** - a product of a human society

**Culture** - a recognised social organisation consisting of all aspects of its' members activities and products

**Customs** - usual ways of behaving

**Demonstrate** - show evidence of

**Describe** - ability to- give a statement of; outline; show; -what a thing is like

**Economics** - science of the production and consumption or use of goods and services

**Employment** - provide work

**Environment** - surroundings (may be both natural and /or cultural)

**Ethnicity** - of a group of people with the same cultural characteristics

**Event** - something that happens or has happened

**Exchange** - to give or receive in place of another thing or from another person

**Experience** - observation of facts or events, feelings related to

**Explain** - make clear or show the meaning of, account for

**Exotic** - introduced, not naturally occurring

**Factors** - circumstances that contribute to a result

**Functions** - special activities or purposes

**Geography** - study of the earth's surface and its physical and cultural features

**Group** - a number of people belonging, classed or working together

**Heritage** - something that is past down from one generation to another

**History** - study of people and events from the past

**Ideas** - opinion, beliefs

**Identify** - ability to recognize/select based on a set of criteria

**Identity** - the way a person or a group perceives themselves in relation to other people and groups

**Impact** - strong effect

**Interaction** - to have an effect on one another

**Interdependence** - unable to do without the other

**Laws** - rules established by authority or custom of what always happens in certain circumstances

**Learning Outcome** - the expected evidence of understanding resulting from lesson(s) or unit of work

**Manage** - have control of

**Membership** - person belonging to a particular group or society

**Natural** - that which is not shaped by human society

**Needs** - that which is necessary for life

**Overseas** - beyond the political limits of a country

**Participation** - taking part

**Physical** - made of matter; that which can be touched or felt

**Place** - a particular part or feature of an area

**Politics** - science and art of government

**Practices** - customs and actions that are part of normal behaviour

**Process** - a sequence of events which either change or maintain the situation

**Production Process** - the sequence of events required to bring something into existence



**Recorded** - set down in some permanent form

**Reflect** - correspond to in appearance or effect or think deeply about

**Resource** - something or asset one can make use of

**Response** - action produced in answer to or because of

**Responsibilities** - obligations to take of something or to carry out a duty for which one is accountable

**Rights** – justifiably what one is entitled to

**Roles** – person's function

**Rules** - dominant custom of what should or can be done in certain circumstances

**Social** - of society or its organisation

**Social Science** - the study of society and social relationships

**Society** – organised community or group for a common purpose

**Specialisation** - adaptation for a particular purpose

**Systems** – set of rules and practices used together

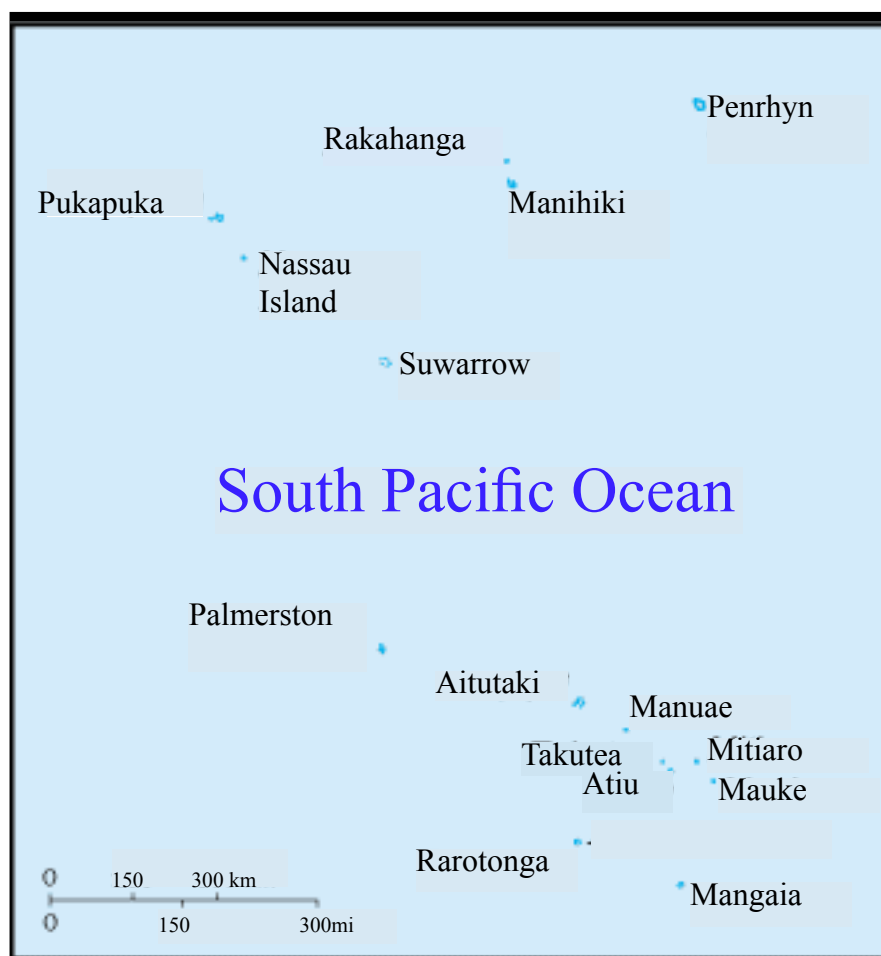
**Tabulate** – to put into a table

**Technology** – study of mechanical arts and applied sciences and their application

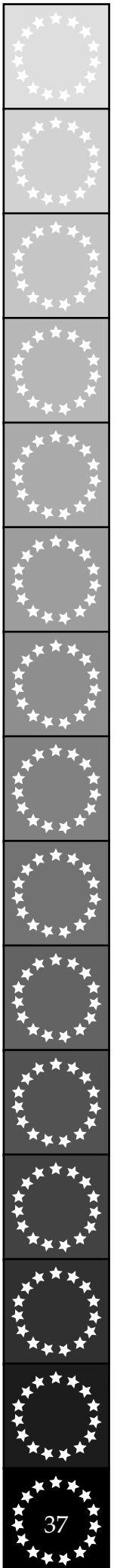
**Traditions** – belief or custom handed down from one generation to another; a long established procedure

**Values** - important truths and beliefs used as the basis for reasoning and guides to action

**Wants** - those things that are desirable but not necessary



The Cook Islands



## Achievement Objectives by Levels

	<b>Social Organisation and Identity</b> <b>Aims:</b> Students will know	<b>Cultural Development and Change</b> <b>Aims:</b> Students will know	<b>People, Places and the Environment</b> <b>Aims:</b> Students will know	<b>Resources and Economic Organisation</b> <b>Aims:</b> Students will know
<b>Level 1</b>	<ul style="list-style-type: none"> <li>People organise themselves into groups to meet their needs.</li> <li>People develop rights, roles and responsibilities as part of a group.</li> <li>People establish their identity by belonging to a variety of groups.</li> </ul> <p>1.1 Identify and describe groups people can belong to in a community in the Cook Islands.</p>	<ul style="list-style-type: none"> <li>Cultures and Societies develop and change over time.</li> <li>People view events and cultural development differently.</li> </ul> <p>1.1 Identify and describe the events, customs and traditions that are associated with everyday life in their community.</p>	<ul style="list-style-type: none"> <li>People identify with and represent places as a result of past and present experiences.</li> <li>People and the environment interact and influence each other.</li> </ul> <p>1.1 Identify and describe places in the Cook Islands that are important for people.</p>	<ul style="list-style-type: none"> <li>People access, manage and use resources to live.</li> <li>People participate in various economic activities.</li> </ul> <p>1.1 Identify and describe different resources used in their community.</p>
	<p>1.2 Identify and describe peoples roles within groups in the Cook Islands.</p> <p>1.3 Identify and describe their own identity and that of others.</p>	<p>1.2 Identify and describe important events in their lives and the lives of other people in the Cook Islands.</p>	<p>1.2 Identify and describe features of cultural and natural environments in the Cook Islands.</p>	<p>1.2 Identify and describe different types of work that people do in their community.</p>
<b>Level 2</b>	<p>2.1 Describe how groups in the Cook Islands and overseas meet the needs of people in a community.</p> <p>2.2 Describe how participation in groups in the Cook Islands and overseas involves co-operation eg. recognition of rules and responsibilities, compromise and consensus.</p> <p>2.3 Describe how communities in the Cook Islands and overseas reflect their cultural identity.</p>	<p>2.1 Describe how cultural activities in their community and a community overseas have changed over time.</p> <p>2.2 Describe how the past is recorded and remembered in different ways in the Cook Islands and overseas.</p>	<p>2.1 Show how people can view places differently in the Cook Islands and in other countries.</p> <p>2.2 Describe how people's activities vary in different environments in the Cook Islands and in other countries.</p>	<p>2.1 Describe how people work together to obtain and retain resources in their community and a community overseas.</p> <p>2.2 Describe how people in your community and a community overseas participate in the production process.</p>

<b>Achievement Objectives by Levels</b>				
	<b>Social Organisation and Identity</b>	<b>Cultural Development and Change</b>	<b>People, Places and the Environment</b>	<b>Resources and Economic Organisation</b>
<b>Level 3</b>	<p>3.1 Describe ways in which communities in the Cook Islands and other Pacific countries are organised.</p> <p>3.2 Describe peoples different roles, rights and responsibilities in their community and other communities overseas.</p> <p>3.3 Describe ways in which practices of cultural groups vary but reflect similar purposes in the Cook Islands and overseas.</p>	<p>3.1 Describe how modern Cook Islands culture has developed out of past cultures.</p> <p>3.2 Describe people and events from the past that are important to the Cook Islands and the Pacific region.</p>	<p>3.1 Describe how and why people in the Cook Islands and in other countries demonstrate a sense of belonging to a place.</p> <p>3.2 Describe how the environments affects people in different ways in the Cook Islands and in other countries.</p>	<p>3.1 Describe how and why people in the Cook Islands and in other countries manage resources to produce goods and services.</p> <p>3.2 Describe how and why different systems of exchange operate in the Cook Islands and overseas.</p>
<b>Level 4</b>	<p>4.1 Compare ways people organise themselves in the Cook Islands and overseas in response to crisis and challenge.</p> <p>4.2 Compare ways in which leadership has been acquired and used in the Cook Islands and overseas.</p> <p>4.3 Compare ways in which people retain and pass on their cultural and national identity in the Cook Islands and overseas.</p>	<p>4.1 Explain the effect cultural interaction has had on the Cook Islands people and people in other cultures.</p> <p>4.2 Explain how and why people experience events in different ways.</p>	<p>4.1 Explain why places in the Cook Islands and overseas are significant for people.</p> <p>4.2 Explain why and how environments in the Cook Islands and in other countries are modified by people.</p>	<p>4.1 Explain how and why people in the Cook Islands and other countries view and use resources differently and the consequences of this.</p> <p>4.2 Explain how and why peoples economic activities are regulated.</p>

Achievement Objectives by Levels				
	Social Organisation and Identity	Cultural Development and Change	People, Places and the Environment	Resources and Economic Organisation
Level 5	5.1 Explain how the systems and functions of national Government are organised in the Cook Islands and why.	5.1 Explain the impact of new technology and ideas on the culture and society in the Cook Islands and other countries.	5.1 Explain why and how people move between places and the consequences of this for the people and the place, locally, nationally and internationally.	5.1 Explain how and why various factors influence people's access to resources, individually, nationally and internationally.
	5.2 Explain how and why people make and implement rules and laws in the Cook Islands.	5.2 Explain how and why the ideas and actions of individuals and groups are viewed differently through time.	5.2 Explain why and how people seek to manage their environment in different ways.	5.2 Explain how and why peoples participation in economic activities has changed and the consequence of this for the individual and society.
	5.3 Explain how and why people maintain their identity, individually, culturally and nationally.			



Akatakaanga - Notes

