



# Social Studies

## Aims

In the social studies subject, students must acquire knowledge and skills so that they can take a reflective position on society and its development. The students must acquire competences for active participation in a democratic society. Pupils must achieve prerequisites for developing critical thinking and a value base, so that they can participate in society in a qualified and engaged manner. The students must gain an understanding of how people are both affected by and can affect society, and they must be able to understand everyday life from a societal perspective. The students must relate to basic democratic values and rules of the game with a view to their own participation in society.

The scheduled social studies teaching begins in Class 9, but the topics will have been started from the Class 6 in interdisciplinary work earlier or completed in connection with current topics being taken up for discussion.

The teacher, with his or her knowledge of the set goals, will keep them in mind and work informally with them; for example, by participating in organized courses with his or her class about immigration and culture in Denmark, or completely informally.

Thus, the EU, the UN and NATO will be included in the history lessons in Class 8 in connection with the end of the Second World War. Danish foreign policy will be highlighted in connection with the defeat in 1864, the later understanding of small states and the later rupture and the activist attitude; thus foreign policy is drawn up in a line for today, in Class 8 and Class 9 history lessons.

Likewise, the economic cycle, the Danish labor market and the importance of globalization will be taken up in Class 8 in connection with the labor movement, and in Class 9 in connection with classical market economics with Adam Smith as a starting point. When working with Adam Smith, the basic concepts of the market economy will be highlighted and discussed in principle. The possibility of regulating the market economy is a central theme when working with John Stuart Mill and social liberalism in history.

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When there are elections for municipalities and regions, the election is taken up at Class 8 and Class 9 and the relationship between the three decision-making levels is discussed.

Private finance education is a natural topic that is taken up in class when students begin to have to make choices for their consumption patterns, consumer rights and role as a consumer, and not as a scheduled goal, but as a goal that must be met in the Class 9. In mathematics, debt and interest are taken up for understanding and discussion.

## Objectives and Final Goals of the Subject

### Politics (P)

The student can take a position on political issues locally and globally and be able to come up with proposals for actions.

Skill and Knowledge goals: Democracy, the political system, the rule of law and rights, political parties, media and politics, the EU and Denmark, international politics

### Economics (E)

The student can take a stand on simple financial issues and be able to act in relation to their own finances and the social economy.

Skill and Knowledge goals: Private finances and consumer behavior, welfare states, socio-economic contexts, market economy and mixed economy, economic growth and sustainability.

### Social and Cultural Conditions (SC)

The student can take a stand on social and cultural contexts and issues.

Skill and Knowledge goals: Socialization, culture, social differentiation.

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Social Studies Methods (SM)  
 The student can use social studies methods and skill and knowledge goals within: Research methods, communication, language and written language, information search, statistics.

Development of the Subject		
Content and Focus	Objectives	Final Goals
<p><b>Class 9</b>            The social studies teaching in Class 9 is closely related to this grade level's history teaching, which is why the teaching is organized with a large interdisciplinary approach. Thus, the discussion of the concept of democracy is part of the history lesson, as is the discussion of how to participate in a democracy.</p> <p>Based on the classic political ideologies from history lessons, social studies work to recognize the thinking in contemporary, topical statements from politicians.</p> <p>From there, the current parliamentary situation is discussed, and based on the parties' positions on the distribution policy, they are placed in a continuum. Subsequently, the value policy positions in the parties</p>	<p>Politics (P),            Economics (E),            Social and Cultural Conditions (SC) and            Social Studies Methods (SM)</p>	<p>Policy: The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"> <li>• identify forms of democracy and other forms of government and have knowledge of the two</li> <li>• discuss perceptions of democracy and own opportunities to participate in democracies. The student has knowledge of democratic concepts</li> <li>• explain the political decision-making processes in Denmark and the relationship between state, region and municipality and have knowledge of the political system and decision-making processes</li> <li>• discusses connections between democracy and the rule of law and has knowledge of democracy and the rule of law</li> </ul>



<p>are examined and they are placed in relation to each other based on the two policy areas in a coordinate system.</p> <p>To understand the political work, a visit to the Folketinget in Christiansborg is possible. Based on this visit, we take up the relationship between democracy and legislation, and the importance of legislation, but this has also been dealt with in the history lesson, where we worked with the importance of legislation for a strong democratic development. Just as we work with the media as a platform for the common social debate, but also with a focus on who speaks in debates.</p> <p>In connection with the work with Danish democracy, we relate to the welfare state that the politicians manage and we compare our own model with the Central European and the American one. Here, the challenges that the Danish welfare state is faced with having to solve, among other things, are included, and here the EU can be included, but otherwise the importance of globalization. A focus in this connection can be how it affects the students' lives.</p> <p>Throughout the course, work is done to build an understanding and use of the concepts of the subject</p>		<ul style="list-style-type: none"><li>• identify ideological content in political statements and decisions. The student has knowledge of political ideologies and basic attitudes</li><li>• analyze the current parliamentary situation and the relative position of the parties. The student has gained knowledge about political parties, their basic positions and notable cases</li></ul> <p>Media: The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"><li>• begin to explain the importance of the media, both for their own opportunity to participate in democracies and how actors use the media to influence the political agenda and decisions. The work continues in the 10th grade, where the subject is completed.</li></ul> <p>International organizations and foreign policy: The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"><li>• begin to understand the EU as a project, what thoughts lie behind it and what significance this community has for Denmark</li><li>• gain knowledge about some of the international organizations in which Denmark participates and their role in conflict and cooperation in the world</li><li>• have a beginning knowledge of goals and means in Danish foreign policy</li></ul> <p>The teaching gives the student the opportunity to be able to:</p>
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<p>both orally but also in the independent written texts that the students are faced with having to formulate.</p>		<ul style="list-style-type: none"><li>● discuss your own role as a consumer and have knowledge of consumer behaviour, consumer roles and consumer rights</li><li>● describe private financial issues and options and have acquired knowledge of private financial concepts</li><li>● explain the structure of welfare states on the basis of welfare principles and have gained knowledge about types of welfare states</li><li>● explain the basic relationships in the economic cycle and have gained knowledge of these relationships</li><li>● begin to understand the significance of economic globalization for the Danish labor market</li><li>● use the terms supply and demand and be able to describe how markets work and have knowledge of central principles in the market economy</li><li>● discuss regulation of market forces and have knowledge of market economy and mixed economy</li></ul> <p>The teaching gives the student the opportunity to be able to:</p> <ul style="list-style-type: none"><li>● have an understanding of social groups and the role of communities in socialization and identity formation</li><li>● have knowledge of socialization and identity formation</li><li>● discuss the importance of cultures for individuals and groups</li></ul>
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