



Solomon Islands Government

SECONDARY SOCIAL STUDIES SYLLABUS



Years 7 - 9

Ministry of Education and
Human Resources Development





First published in 2013 by the Curriculum Development Division
MEHRD
P.O Box G27
Honiara
Solomon Islands
Phone: (677) 30116
Fax: (677) 38761

Copyright ©
2013, Ministry of Education, Honiara, Solomon Islands

All rights reserved. Any parts of the book may be copied, reproduced or adapted to meet local needs, without permission from the authors, provided the parts reproduced are distributed free for educational purposes only. Written permission should be obtained from the Curriculum Development Division, if the book is reproduced to make profit.

ISBN

SECONDARY SOCIAL STUDIES SYLLABUS

Years 7 - 9

Ministry of Education and Human
Resources Development



Solomon Islands Government



Curriculum Development Division
MEHRD

CONTENTS

Foreword	vi
Acknowledgement	vii
Section 1. INTRODUCTION	1
Section 2. RATIONALE	2
Section 3. AIMS	3
Section 4. SYLLABUS STRUCTURE	4
Section 5. STRAND STATEMENTS	5
Section 6. PROCESSES AND SKILLS	6
Section 7. CONTRIBUTIONS TO KEY LEARNING OUTCOMES	9
Section 8. LEARNING, TEACHING AND ASSESSMENT	11
8.1 Learning and Teaching Approaches	11
8.2 Links with other Subjects	13
8.3 Sensitive Issues	15
8.4 Assessment, Recording, Monitoring and Reporting	15
Section 9. CURRICULUM PROFILE	19
Section 10. SCOPE AND SEQUENCE	20
Section 11. LEARNING PROGRAMME PLANNER	29

Section 12. DETAIL SYLLABUS	31
12.1 Social Studies Year 7 Syllabus	31
12.2 Social Studies Year 8 Syllabus	48
12.3 Social Studies Year 9 Syllabus	65
Section 13. LEARNING AND TEACHING RESOURCES	81
Section 14. TOOLS AND EQUIPMENT	82
Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT	83
Section 16. GLOSSARY	85
Section 17. REFERENCES	88

Foreword

The Solomon Islands Education System is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Programme (ESIRP) and Education Strategic Plans (ESP). Curriculum Review and Reform Program (CRRP) is a process identified to develop a comprehensive curriculum that is fair and responsive to the needs of all Solomon Islanders in order to achieve the vision and national goals of the education system advocated in the National Education Action Plans (NEAP 2007 – 2009 & 2010 – 2012) and Education Strategic Framework (2007 – 2015).

The new Social Studies Syllabus is to be used by Secondary Social Studies teachers to teach Years 7 to 9 in Secondary Schools throughout the country. It is developed as a guiding framework to meet the teaching and learning needs in all secondary schools. The programme of study presented in this syllabus contributes significantly towards the holistic development of the learner as an individual and the achievement of human integral development.

This Social Studies Syllabus is a key document and it forms the basis of the curriculum shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. This is an outcomes based education model and curriculum approach based on the achievement of learning outcomes through a learner centered, problem posing and the use of multiple intelligence education philosophy.

This syllabus builds upon concepts, skills, attitudes and values from the Primary Social Studies learning as well as from the learners home environment and links them to the concepts, skills, attitudes and values in this syllabus. It also forms a background for further learning beyond Year 9 as well as preparing individual learners for future life in the Solomon Islands.

The Social Studies syllabus is concerned with understanding the History of Solomon Islands and its Relations with the World, Governance and Leadership, Population and their use of resources for development as well as Social Issues and how to address them in Solomon Islands to enhance a united peaceful harmonious society.

The development and implementation of this syllabus is a step towards providing relevant and meaningful learning experiences for our children. It is important that all policy makers, teachers, education authorities and other important education stakeholders support the implementation of this syllabus.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this syllabus as the official document for teaching and learning of Social Studies in Secondary Schools throughout the Solomon Islands.



Hon. Reuben Inoana Dick Ha'amori
Honourable Minister of Education, 2013
Ministry of Education and Human Resources Development

Acknowledgement

The Ministry of Education and Human Resources Development is grateful to the following individuals and groups of people whose work has contributed to the development of this Syllabus:

Subject Advisory Committee and Workshop participants

- Secondary Social Studies Advisory Committee members (2004 – 2009)
- Secondary Social Studies Workshop Participants (annual June workshops, 2004 – 2009)
- Secondary Social Studies Working Group members (2007-2010)

Curriculum Development Division team

- Patrick Daudau, Director Curriculum Development Division
- Edwin P. Ha'ahoroa, Chief Curriculum Development Officer (Ag)
- John Aonima, Principal Curriculum Development Officer - Secondary Social Studies
- Julian Treadaway, Secondary Social Studies Curriculum Advisor
- Mike McRory, Primary Curriculum Advisor

Quality Assurance Group

- University of Waikato Quality Assurance Group
- Curriculum Coordination and Implementation Committee (CCIC)
- National Curriculum Advisory Committee (NCAB)

Funding Agencies

- The New Zealand Aid
- The European Union
- The Solomon Islands Government

Section 1. INTRODUCTION

Social studies is the study of how people live and organize themselves in society. Social studies is an interdisciplinary subject, incorporating geography, literacy, history, government and current affairs, among other disciplines. Many of these different disciplines have been combined into single subject. The Social studies syllabus has been design using learning outcomes which identify the knowledge, skills, attitude and values that all learners should achieve and demonstrate by the end of year 9.

Learning social studies is important in that it will help learners to gain the knowledge, understanding and values which will lead to active participation in public affairs in their own communities. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It teaches students how to be well-informed, critically thinking citizens of their world. The syllabus build Learners knowledge as they work to integrate new information into their existing cognitive constructs, and engage in processes that develop their abilities to think, reason, conduct research and attain understanding as they encounter new concepts, principles, and issues. Learners also represent what they learn in products that demonstrate their ability to use information accurately, and that reflect the thinking and research skills acquired in the process of learning.

The Social Studies Curriculum for Years 7 to 9 has been organized into learning strands. The five strands in social studies are: History of Solomon Islands and Its Relations with the World, Governance and Leadership, Environment and Population, Resources and Development and Social Issues and Resolution in Solomon Islands. These strands provide the broad learning contexts and are further subdivided into sub strands as unit and topics in the Secondary Social Studies curriculum.

Section 2. RATIONALE

Social Studies provides an understanding about how people live and work together in society and emphasizes the changing nature of society as well as each person's capacity to cope with these changes. It also explores important themes such as human migration, colonization and independence, utilization of the natural and physical environment for basic survival and improvement of life, conflict and peace building, governance and leadership. It promotes cooperative learning and action as well as shared responsibility.

Social Studies offers students and teachers important knowledge, skills, values and attitudes, through the different Social Studies fields. The skills and values include inquiry, interpersonal skills, critical thinking, respect for the underlying values of a diverse society, and an interest in public affairs. These skills are important because they help students to cope with life in a changing society and prepare them for their future lives as informed and effective citizens.

The learning of Social Studies at the Secondary level complements and extends the students' understanding acquired from their Primary education as well as through the experiences of their own villages and communities and the environment around them. It promotes positive values, a commitment to unity, good leadership and governance and a sustainable environment. These positive values will enhance respect for people's cultural differences as an important factor for a peaceful and united society in a diverse country like Solomon Islands. It will also promote responsible citizens whose attitudes and actions contribute not only to the well being of its people but to the future of the country.

Section 3. AIMS

The aims of the first three years of secondary learning in Social Studies are two fold. First, it helps to equip learners with basic knowledge and skills and prepares them for when they leave school at the end of Year 9. Secondly, it provides a sound base for those who are going for further studies beyond Year 9.

This syllabus will enable learners to;

- be well informed about their own history and origins, and changes that have occurred in the past and are now occurring in the social, political and economic life of Solomon Islands.
- develop an understanding and appreciation of the preservation of people's identity in a culturally diverse society in the process of building nationhood.
- develop the skills and attitudes needed for them to participate in an active, useful and responsible role in the life of their own communities and the nation as a whole.
- develop an awareness of their social and physical environment, the use of resources to improve the quality of life, and the importance of conserving these resources and the environment in which they live.
- develop the skills to be critical and form constructive opinions about the social and environmental changes that are taking place and how they should respond to these changes.
- develop an understanding about other countries history and social, political, and economic life, as well as the achievements and challenges due to the developmental changes that are taking place in their countries compared to Solomon Islands.
- acquire an informed knowledge about social issues and conflicts that cause divisions and disunity in our society and participate in finding solutions for the sake of upholding peace, reconciliation and unity between peoples and societies.

Section 4. SYLLABUS STRUCTURE

This section outlines the structure for the Year 7 to 9 Social Studies Syllabus which is presented in Section 12. It is a series of Sub-strand sheets; each sheet has the same structure. This is a copy of the sub-strand structure, with an explanation of each part.

Subject : Social Studies		Year: Level
Strand : Title A strand is the term for the main areas of study into which the subject is divided. In social studies, there are five strands: History of Solomon Islands and its Relations with the World; Governance and Leadership; Environment & Population; Resources & Development; and Social Issues and Conflict Resolution in Solomon Islands. This section contains the Strand Title for the year.		
Strand Theme A strand is divided into strand themes. This is the theme or the main area of study for that strand in a particular year. For instance in social studies the strand “History of Solomon Islands and its relations to the world” has three strand themes: Year 7: People and Migration; Year 8: Colonisation; Year 9: Independence and After. This section contains a Strand Theme for that year.		
Semester : Number Sub-strand : Title (No. of periods) A strand is divided into sub-strands. For example, within the Secondary Social Studies ‘Governance & Leadership’ strand, there are 4 Sub–strands in year 7, the first two are; <i>Family and Community leadership</i> and <i>Traditional leadership systems</i> . This section contains the Sub-strand statement for the term or semester.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should <i>General Learning outcomes</i> are statements that specify what learners will know or be able to do as a result of a learning activity. General Learning Outcomes are usually expressed as Knowledge, Understanding, Skills, Attitudes or values. The brackets after each Outcome refer to the kind of outcome: ▪ knowledge... (k) ▪ understanding... (u) ▪ skills...(s) ▪ appreciate ... (a/v) The General Learning Outcomes are coded in the syllabus. For example; 7.1.1 Know the theories of early migration into the Pacific region (k) 7.1.2..... etc	Learners should be able to <i>Specific Learning Outcomes</i> are examples of things Learners can do, demonstrate or understand if they have achieved the General Learning Outcomes. <i>They are usually observable, measurable and doable or can be able to demonstrate.</i> Specific Learning Outcomes are coded in the syllabus. These outcomes can be linked with Learner’s Book, Teacher’s Guide and other documents. 7.1.1.1 Locate on a map of the Pacific area the main countries in the region 7.1.1.2 Tell or relate any their people came from 7.1.2.1..... etc.	Learners can be assessed on For selected Specific Learning Outcomes there is a <i>Suggested Assessment Event</i> . This is a suggested way of assessing one or more Specific learning Outcomes formally for the purposes of recording the learner’s progress. The Learner’s Book has other assessment events. Assessment events must involve the four domains: Knowledge(k), Understanding(u) Skills(s)/application(s) Values/attitudes(v/a)

Section 5. STRAND STATEMENTS

This section contains a brief statement for each of the strands covering all years of the syllabus. This outlines the topics covered by each strand and the aims of teaching that strand. The statements for each of the strands covered in this syllabus are briefly outlined below.

Strand 1: History of Solomon Islands and Its Relations with the World

This strand focuses on Solomon Island's history including the origin of early ancestors, their settlement in this part of the Pacific, the colonial history and the developments that led up to the country's political independence and the kinds of developments and challenges the country has gone through during the post independence period. It attempts to examine Solomon Island's past history in order to help us understand our present status of society and the kinds of future the country is facing within a changing environment.

Strand 2: Governance and Leadership

This strand focuses on the exercise of authority by leaders to manage the affairs of any organization or the country for the orderly governing of society. It examines the functions of all the mechanisms, processes and institutions existing for the interests, rights, and the obligations of its members or citizens. It begins with the Solomon Islands traditional leadership and governance systems and moves to the modern systems of governance and leadership in Solomon Islands and the mechanisms in place to control its related issues and challenges.

Strand 3: Environment and Population

This strand focuses on the relationship between the physical environment and the human population. The continuous interaction between humans and the physical environment is important to ensure the sustenance of human beings on this planet earth. The aspects of the physical environment such as weather, climate, landscapes and natural landforms have a direct impact on the livelihood of the human population and their relationships. This strand also provides an understanding about population and its impacts on available resources.

Strand 4: Resources and Development

This strand focuses on the country's utilization of natural resources for people's needs and the improvement of the quality of life. It examines the different types of resources that are available, the methods used for their extraction, the kinds of production and the available market demands for the consumption of these products and the kinds of benefits the country received from the exchange of these resources. It examines the human impacts of these resources and emphasises a greater need for their proper management to ensure their sustainability for the future generations.

Strand 5: Social Issues and Resolution in Solomon Islands

This strand focuses on the types of social issues and conflicts which affect society that can become an ongoing challenge requiring solutions by different leaders, communities and organizations to ensure peace, harmony and order in society. It begins by examining the types of local issues and conflicts which impact on society. It then examines the methods of resolving these social issues and conflicts through reconciliation to ensure unity and the restoration of peace, and harmony in society.

Section 6. PROCESSES AND SKILLS

This section presents a table with the range of analytical approaches or methods practised in Social studies: Mapping; Researching; Data Organization; Communicating; Values Critical Thinking and Problem Solving. It shows the progression of these skills through the three years of the Secondary Social Studies learning programme, arranged under the four categories. These skills will be integrated were appropriate in all substrands.

Year	Mapping skills	Finding information, photographs and field work	Data organization, Reporting, communicating & Participation	Values	Critical Thinking and Problem Solving
7	<p><u>Mapping</u> Draw simple sketch map of school (topological) Understand maps Follow directions from a sketch map Use proportion and simple scale Follow simple directions Locate places on maps compass directions, left, right, near, next to etc. Use map symbols and keys Use large scale maps</p> <p><u>Atlases</u> Identify features of atlas maps: symbols, simple scale, layer colouring, physical features, towns and settlements.</p>	<p><u>Field work</u> Describe physical and human features in school locality (link with sketch maps, location on maps etc.) Research information on issues in local area e.g. crops grown Carry out social survey Recognize physical features in the field e.g. coastlines, rivers.</p> <p><u>Photos</u> Make simple description of a photo Explain problems of looking at photos: perspective etc. Compare differences between photo and map interpret photo</p> <p><u>Library</u> Use library for research</p>	<p><u>Data presentation</u> Sketch a topological map Describe places from a map Tabulate information Construct a simple bar and line graph Use arrows for movement Construct a time lines of events Construct family trees,</p> <p><u>Oral skills</u> Describe home village to others in group Describe physical features including vocabulary to use Collect local information Give an oral presentation Make and present a report</p>	<p>Recognise importance of languages Recognize good leadership qualities Show respect for leaders, and differences of others Recognize usefulness of maps Appreciate measures to avoid natural disasters Appreciate benefits of Natural resources Appreciate importance of conflict resolution Appreciate importance of uniting diverse communities and country Appreciate the needs to conserve the environment and natural resources. Appreciate the advantages and disadvantages of different types of farming.</p>	<p><u>Critical Thinking</u> Justify migration theories Categorise different languages into austronesian or non austronesian and compare and contrast Discuss impacts of farming types Discuss impacts of conflicts Analyze effects of natural disasters and suggest ways to avoid casualties Discuss causes of gender conflict <u>Problem Solving</u> Calculate the real distance between two places in a map using map scales Identify the locations of places in relation to another Contrast average temperatures of different locations in a map Discuss risks of volcanoes Justify best ways of resolving conflicts</p>

Year	Mapping skills	Finding information, photographs and field work	Data organization, Reporting, communicating & Participation	Values	Critical Thinking and Problem Solving
8	<p><u>Mapping</u> Use scales: representative fractions; line scales. Locate positions by using grid Construct straight line transect/ simple contours Draw relief features using contours and Cross sections</p> <p><u>Atlas</u> Use atlas maps of other countries studied including world continents and oceans Understand population maps: dot and shading</p>	<p><u>Field work</u> Gather simple statistics on local area Sketch a cross section of local area <u>Photos</u> Compare photographs and reality Understand some problems of looking at photos Words to describe location on photos Describe a scene from a photo</p> <p><u>Library</u> Use library – book categories, titles, indexes, reference, and encyclopedias. (Link with English)</p>	<p><u>Data presentation</u> Present information on pie charts, population graphs etc. generations and time spans Use averages Construct rainfall and temperature graphs</p> <p><u>Oral skills</u> Describe own family Discuss in small groups Share personal experiences with group members</p>	<p>Appreciate positive impacts of colonialism Appreciate importance of self government Appreciate the qualities of good leadership Recognize the usefulness of maps Appreciate benefits of good climate/weather on people's lives Recognize importance of good methods of developing natural resources Discuss importance of tourism Appreciate importance of sharing tasks and working with others Appreciate importance of political movements towards self-government Appreciate importance of equal gender participation in leadership.</p>	<p><u>Critical Thinking</u> Discuss impacts of agents of change Discuss impacts of WWII Compare and contrast process of self government and local movements Compare and contrast three organs of governments Discuss good and bad logging practices Discuss impacts of methods of mining Discuss effects of peace agreements on ethnic unrests Discuss strengths/ weaknesses of judicial systems</p> <p><u>Problem Solving</u> Describe ways of improving governments Discuss effects, risks and precautions to be taken during cyclones Suggest management measures to control unsustainable use of forest Suggest/justify best methods of mineral resources exploitation Suggest how to develop potential tourism sites Determine latitude/ longitude of particular locations</p>

Year	Mapping skills	Finding information, photographs and field work	Data organization, Reporting, communicating & Participation	Values	Critical Thinking and Problem Solving
9	<p><u>Mapping</u> Cross sections in the field Cross sections from a map Physical and human features on cross sections Use of large scale maps in the field Describing relief Describing other features on map Simple map interpretation</p> <p><u>Atlas</u> Other kinds of atlas maps: political, economic, climate etc. Locating places in atlas: latitude and longitude as grid; grid coordinates Weather maps</p>	<p><u>Field work</u> Describe local relief Collect specific information on local area e.g number of people, types of houses, crops, education levels Carry out a survey of particular problem in local area e.g waste disposal; transport facilities</p> <p><u>Photos and Cartoons</u> Make summary sketches from photos Compare photographs and maps Describe scenes from photos Interpret cartoons <u>Library</u> Carry out library research on particular topic(Link with English)</p>	<p><u>Data presentation</u> Understand population pyramids Flow diagrams Summary diagrams e.g. govt. structure Time scale divisions – decades, centuries Historical time lines</p> <p><u>Oral skills</u> Expressing opinions on controversial topics Take part in formal debating on controversial issues Produce a report Use community resources</p>	<p>Appreciate rights of independent countries/states Recognize important role of governments Appreciate the importance of rules and laws in society Discuss the importance of civil society Discus importance of good governance Recognise importance of population controls Appreciate importance of conflict resolutions between groups Respect views of others</p>	<p><u>Critical Thinking</u> Compare/contrast governance systems Discuss advantages/disadvantages of provincial and state governments Discuss advantages/disadvantages of Civil society/trade unions groups Assess features of Good Governance Discuss weaknesses/strengths of institutions/organizations. Compare world population from 1700s with present time Explain impacts of Population Growth <u>Problem Solving</u> Suggest alternative ways to reduce dependency on outside countries Suggest ways of addressing consequences of corruption Assess population growth rate and suggest ways to control it. Calculate aspects of population Suggest measures to reduce climate change</p>

Section 7. CONTRIBUTIONS TO KEY LEARNING OUTCOMES

This section gives a brief statement highlighting how the Key learning areas will be achieved through this particular syllabus. The contribution of the Secondary Social Studies subject to each of the Key Learning areas is outlined in the table below.

Key Learning Outcomes	Secondary Social Studies Contribution
1. Culture Promotion Awareness of the Solomon Islands culture ; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness	Develop traditional cultural knowledge and skills through their integration into most sub strands before introducing outside content knowledge and skills. The issue of unity in diversity is addressed through the sub strand <i>Local ethnic groups and languages</i> and most of the sub strands under the main strand <i>Social Issues and Resolution in Solomon Islands</i> throughout the syllabus.
2. Lifelong Learning Realization that learning is a lifelong experience ,encouragement of innovation, creativity, and a positive view of learning after school	This curriculum learner-centered approach encourages the learners to develop a responsibility for their own learning, by finding out for themselves, thinking for themselves, thinking about and drawing on their own knowledge and experience, making observations, doing experiments and carrying out practical tasks throughout the three years. This will encourage being open-minded, creative, and having the capacity to solve problems in everyday life in a changing society and the need to continue to learn to cope with these changes.
3. Ethics And Good Citizenship Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility, focusing on values education , civic education and citizenship	Develop positive, moral and ethical values and respect for others through a number of sub strands. Learn issues of good governance and leadership under <i>Governance and Leadership strand</i> ; develop responsible ways of using our natural resources under <i>Resources and Development strand</i> and appreciate the skills of creating a peaceful harmonious society through the <i>Social Issues and Resolution strand</i> . Learn about respecting others in a diverse society through the <i>Local ethnic groups and languages</i> sub strands. Learn about developing into an upright responsible citizen by upholding the rule of law in society under <i>Rules, Laws and the Judiciary</i> sub strand.
4. Peace And Reconciliation Develop positive attitudes and actions to ensure peace and reconciliation for progressive development of societies.	Develop knowledge and skills about practicing peace-building between individuals, families and different ethnic groups through the process of reconciliation to ensure peaceful and harmonious society. A strand on <i>Social Issues and Resolutions</i> covers this in detail.

Key Learning Outcomes	Secondary Social Studies Contribution
4. Peace And Reconciliation Develop positive attitudes and actions to ensure peace and reconciliation for progressive development of societies.	Develop knowledge and skills about practicing peace- building between individuals, families and different ethnic groups through the process of reconciliation to ensure peaceful and harmonious society. A strand on <i>Social Issues and Resolutions</i> covers this in detail.
5. Technology Usage of appropriate traditional and modern technology to improve community standards of living	Help learners to understand the importance of using appropriate traditional and modern technology in the extraction of resources in the community in a sustainable manner. The strand on <i>Resource and Development</i> provides this learning in forests, minerals, and marine resources and in the farming sub strands.
6. Entrepreneurship Development of entrepreneurial skills for a living through initiative and creativity.	Develop entrepreneurial knowledge and skills necessary to earn a living in a modern society. These are covered under the sub strands such as <i>developing of forests, minerals, tourism, and marine resources as well as farming</i> .
7. Environment, Conservation and Climate Change Development of positive attitudes and values towards the preservation and conservation of the environment, and adaptation and management of the effects of climate change. This will include understanding of hazards and planning, and management of the impacts of disasters.	Developing positive attitudes and values in caring for the environment and taking steps to manage and adapt to the effects of climate change where people are directly affected are intended learning outcomes of many of the sub strands; e.g. within Resources and development strand (<i>Resources of S/Islands sub strand in year 7 and the entire strand on Environment for the first three years in secondary</i>)
8. Development of the whole Person Develop understanding about the significance of personal social and health development issues and appreciating of one's uniqueness.	Help learners to formulate informed opinions and judgments on the significance of personal, social, economic, political and health issues in the development of societies.

8.1 Learning and Teaching Approaches

8.1.1 Learning Approaches

The secondary school learning of Social Studies builds on and extends the knowledge, skills and attitudes acquired at the Primary level.

Learners learn better through a range of approaches depending on any given situation. This is because the nature of the classroom environment and processes influence students' attitudes and engagement with the outside realities. Traditional teacher-centered learning approaches do not effectively promote the values and skills which the Social Studies syllabus seeks to develop.

To encourage effective learning, Social Studies lessons must employ the following principles;

- Classroom setting must cater for interaction and communication between students and for group work
- Learning activities are experiential and interactive
- Learners get the chance to perform different roles and to have their voices heard, regardless of ethnicity (race), age, gender or ability. Role plays can also be useful tools when used appropriately.
- Activities and materials are relevant to the student's life experiences and affirm and make use of their prior knowledge and skills.
- Learners have opportunities to take part in decision making and learn processes of negotiation and consensus building. Encourage students to question, discuss, negotiate and take action on issues that concern their lives and to feel free to express themselves.
- Use of opportunities to learn through concrete experiences – “hands on” experience, visits and excursions, seeing for themselves, research and field work and authentic tasks to promote active, involved learning.
- Learners take responsibilities for their own learning and are encouraged to think critically
- Learners are exposed to a variety of sources of information.
- Social Studies skills are practised throughout the teaching process.

8.1.2 Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown below. They are grouped into 8 categories.



8.2 Links with other Subjects

This section sets out in a table how Social Studies is linked to other subjects which the learners will learn. It shows the sub strands which linked with other subjects so that teachers can make reference or refer to in their teaching. The links are shown below.

Other Subjects and Sub - Strand and Level Links		Social Studies Syllabus Links
Science	Year 8 The Fragile Earth	Year 7 Earthquakes, Tsunamis & Volcanoes(p.26/27)
	Year 8 Plant Processes and Marine Ecosystems	Year 7 Work of the Sea & Coastlines
	Year 8 Atmosphere, Climate & Weather	Year 8 Weather, Climate & Vegetation in SI (p.47) Climatic Regions of the World (p.49)
	Year 9 Environmental Issues	Year 9 Climate Change and El Nino
	Year 9 Mineral Resources and Energy Sources in Solomon Islands	Year 8 Developing and Managing Mineral Resources (pp. 62)
	Year 9 Human Effects on Ecosystems	Year 7 Small Scale Farming Large Scale Commercial Farming Year 8 Developing & Managing Forest Resources Developing & Managing Marine Resources Developing & Managing Mineral Resources Developing Our Resources for Tourism Year 9 Small Scale Manufacturing Industries in SI Large scale Manufacturing Industries in the World
Arts and Culture	Year 9 Traditional leadership	Year 7 Traditional Leadership Systems (p24)
		Year 7 Local Ethnic Groups & Languages (p.21) Year 7 Family and Community Disputes & How To solve Them (p.35) Year 8 Social Unrest & Resolutions (p.54) Year 9 Peace & Peace Building (p.68)
Maths	Year 9 Map work	Year 7 Introduction to Mapping Skills (p.25)

Other Subjects and Sub - Strand and Level Links		Social Studies Syllabus Links
Agricultural Science	Year 7 Types of Agriculture	Year 7 Small Scale Farming (p.31/32)
	Year 7 Plantation Agriculture Crop Grown in Plantations	Year 7 Large Scale Commercial Farming-Plantation (p.34)
Christian Education	Year 7 Identity	Year 7 Local Ethnic Groups and Languages
	Year 7 Rights' and Responsibilities	Year 8 Rules, Laws and the Judiciary
	Year 7 Solomon Islands Church History	Year 8 Agents of Change and Colonisation of Solomon Islands
	Year 7 Environment Issues	Year 9 Climate Change and EL Nino
	Year 8 Forgiveness and Reconciliation	Year 7 Family and Community Disputes & How To solve Them (p.35) Year 9 Peace & Peace Building (p.68)
	Year 9 Restorative and Punitive Justice	Year 8 Rules, Laws and the Judiciary
English	Year 7 to 9 Speaking or oral skills Listening skills Reading and Interpretation Skills Writing Skills Research in Library	Year 7 to 9 English skills and Language is used in the learning of Social Studies Curriculum English uses relevant Social Studies topic in their learning.

8.3 Sensitive Issues

Any issues taught in the Social Studies curriculum that could be viewed as sensitive or controversial to learners or their diverse backgrounds (e.g. families, customs, cultures, religions, beliefs and others) should be approached with care to avoid offending any student in the class. As professionals Social Studies teachers must therefore ensure that such issues are taught with objectivity by supporting ideas with facts.

Some content areas in the Social Studies Syllabus which could be seen as controversial and sensitive include;

- Cultural and Ethnic sensitivities.
- Issues of religious doctrines and beliefs
- Issues affecting particular cultural groups
- Local languages of particular group
- Ethnic minorities in the country
- Types of traditional leadership systems attached to cultural groups
- Roles of women in Solomon Islands
- Issues of Governance by certain stakeholders or persons
- 1998 - 2005 Social Unrest in Solomon Islands which involved different islands groups
- Corruption and Good Governance

Inclusive Curriculum (Gender)

Social Studies teachers are expected to ensure that quality learning is provided to all learners, regardless of their differences or gender. The **rights (needs, interests) of female learners** as well as males must be equally catered for to ensure there is no discrimination.

Every learner has the equal opportunity of acquiring the same knowledge, skills and attitudes to improve their own lives and equally participate in the development of their communities and the nation Solomon Islands as a whole.

8.4 Assessment, Recording, Monitoring and Reporting

8.4.1 General

The main purpose of assessment is to improve student learning. Assessment needs to be **for learning, as learning** as well as **of learning**. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to Learners on their progress.

Assessment measures *Learners' achievement of, as and for learning outcomes* as described in this syllabus. It is the ongoing process of identifying, gathering and interpreting information about Learners' achievement of the learning outcomes. Assessments can be conducted as **formative, diagnostic and summative assessments**. The recommended weighting for formative and summative assessment is 70% and 30% respectively. For Formative assessment, it is recommended that teachers assess at least four (4) assessment events to evaluate the domains of knowledge, understanding, skills and attitudes/values for each sub strand or chapter as appropriate. This is done as the learner's continuous assessment for the purposes of improving the learning and teaching processes. A summative assessment can be conducted at the end of each semester during the year and will involve the assessment of Specific Learning Outcomes that are not assessed during the semester. Such summative assessment should not be confused with the National Summative Examination at the end of Year 9. (There may be some sub-strands for which some domains are not appropriate)

For teaching and learning to be outcome-based, teachers need to plan their teaching and assess learner performances in relation to outcomes using selected criteria derived from those outcomes.

Assessment in this syllabus will focus more on what outcomes have achieved and what outcomes a learner has achieved and in which areas further support is required. This means the focus is less who has passed or failed.

8.4.2 Assessment in Social Studies

A learner's achievement in Social Studies at the end of Year 9 will be assessed by a written Social Studies examination against the General and Specific Learning Outcomes. Assessment of learner progress towards achieving these broad outcomes is cumulative throughout years 7, 8 and 9 using specific outcomes for each unit. The national examination will be sat by all year 9 Learners throughout the Solomon Islands.

During the course of each sub-strand, learners must complete the suggested assessment event or any alternative assessment designed by the teacher specified for the unit or each sub strand. Teachers will expand each task and provide clear guidelines to Learners for how the task will be completed and how the criteria will be applied.

The assessment tasks and criteria in each unit of the learners textbook ensure that there is a common focus for internal assessment in the subject across schools while allowing for flexibility in the design of tasks. A variety of tasks are specified to give Learners the opportunity to demonstrate all the General and Specific learning outcomes in different ways and to improve the **validity** and **reliability** of the assessment. The **authenticity** of learners assessment is an important part of the assessment process. This places the importance of assessing the learners own work. It is not fair to assess learners work with the assistance or input of teachers.

It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of assessment during the sub strand. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the Sub strand. Other tasks can be done immediately after the relevant section of the sub strand has been covered. Since all sub-strands involves a variety of activities and all activities controls an element of assessment the assessment process will be spread throughout the sub-strand.

8.4.3 Suggested Assessment Strategy and Criteria

Type of assessment	Assessment Strategy	Assessment Criteria Learners can be assessed on
Practical Assessment	<ul style="list-style-type: none"> ▪ Conduct/participate in a field trip/ research/investigation/ excursion and collect information ▪ Demonstrate a particular task ▪ Use maps ▪ Basic library research and collect information ▪ Read a chart or thermometer ▪ Use a piece of equipment 	<p>The ability to do the following:</p> <p>Write the aims and objectives; brief statements of what to do and what the learner is expected to find</p> <p>Follow instruction; Collect, record, and interpret data;</p> <p>Use equipment correctly accurately;</p> <p>Draw conclusions and recommendations.</p>
Written Assessment	<ul style="list-style-type: none"> ▪ Do an activity (from text books or self prepared) ▪ Do an assignment or homework ▪ Write a report ▪ Sit for a test or an examination ▪ Write an essay ▪ Analyze a photograph ▪ Draw and interpret a map 	<p>The ability to follow instructions and answer questions correctly;</p> <p>Apply correct use of units;</p> <p>Follow a correct structure and write a report or an essay</p>
Oral/ Verbal Assessment	<ul style="list-style-type: none"> ▪ Answering Questions ▪ Making a speech ▪ Taking part in a seminar or tutorial ▪ Making a verbal report ▪ Interview 	<p>Answer a question correctly</p> <p>The ability to speak clearly and fluently</p> <p>Contribute in a discussion</p> <p>Communicate clearly in a conversation or interview</p> <p>Take part in a role play</p>
Group work Assessment	<ul style="list-style-type: none"> ▪ Participate in a group task and discussion ▪ Participate in a role play and drama 	<p>Contribute positively in a group discussion</p> <p>Perform clearly a role in a drama or role play</p>
Other types of Assessments	<ul style="list-style-type: none"> ▪ Observation ▪ Consultation ▪ Focused analyses (eg. portfolio) ▪ Product analysis 	<p>Get a critical interpretation</p> <p>Communicate with people</p>

8.4.4 Recording, Monitoring and Reporting in Social Studies

Teachers must keep **accurate** and **consistent** records of learner's achievements of the specific learning outcomes by recording the results of the suggested assessment events. They must report these achievements in fair and accurate way to *parents, guardians, teachers and learners*. The teacher must have a particular format/design in which recording of learners achievements are kept. Suggested recording methods include anecdotal notes in a journal or diary, checklists, portfolios of learners work, progressive records and work samples with comments written by the teacher. See samples in the Teachers Guides.

Teachers should use the records to properly monitor the learners achievements, progress and performances in a consistent way to allow the teacher to provide effective guidance for the learner during his/her learning process. Such records should also guide the teacher to plan and implement remedial teaching to assist learners to acquire the learning outcomes required by the approved national school curriculum.

The purpose of reporting is to give information to learners about the extent to which they have achieved the expected learning outcomes. Reporting also gives feedback to teachers and parents. For every sub strand, the learning and teaching situation will have many assessment activities. Each sub strand of this syllabus presents at least one example of an assessment event. Teachers are encouraged to design assessment tasks to evaluate the four domains of knowledge, understanding, skills and attitudes or values.

Teachers are encouraged to use an effective recording, monitoring and reporting system. This is a requirement and is important that teachers keep accurate records of Specific Learning Outcomes assessed for both individual students and the entire class as a group. It is essential for teachers to keep accurate and updated record of all assessments for the purposes of monitoring and reporting of results from formative assessment. This is also known as continuous assessment. This is the teacher's reference to measure learner's performances, progress and achievements. The learning outcomes in the syllabus are coded.

Recording of Assessment events should be described in the appropriate columns in the recording form. Teachers must take note of how to record the learner's achievement using the following format. Learners achievement should be described as *achieved, partially achieved* and *not achieved*.

A	=	Specific Learning Outcome Achieved
PA 1 - 4	=	Specific Learning Outcome Partially Achieved
NA	=	Specific Learning Outcome Not Achieved

The assessment events will be used to build a report on the learner's achievement over a period of time. A record of the learner's achievement of specific learning outcomes must be recorded in the form of a report. Teachers' must use specific recording, monitoring and reporting samples or forms described in the National Curriculum Statement, Teacher Guides and other official documents for effective recording, monitoring and reporting of learners achievements, progress and performances. Samples of recording, monitoring and reporting forms are explained in detail in the Teacher Guides.

Section 9. CURRICULUM PROFILE

This section shows the proportion of time allocated to each subject. The Secondary School Curriculum time allocation is explained as follows.

1. All periods are 40 minutes. There should be 8 periods per day, 40 periods per week.
2. All subjects are compulsory. All subjects must be continuously assessed through the Suggested Assessment Events in the main syllabuses. At present in 2011 only English, Math, Science and Social Science are assessed nationally in Year 9 for entry to Year 10 but it is planned to eventually assess all subjects nationally in Year 9.
3. All learners will take Core Home Economics and Core Technology, 2 periods per week each, and will have a choice between Extension Home Economics and Extension Technology for a further 2 periods.
4. Personal Development subjects are grouped together. Schools may either timetable 2 periods per week for each throughout the course or block the periods so learners take more periods of one subject at one time and more periods of another subject later e.g. 4 periods of P.E. one semester and 4 periods of Health the next semester.

Category	Subject	Periods per Week	Total Time in Minutes per Week	% of Total Timetable (1600mins)	Status
Academic Subjects	English	5	200	12.5	Compulsory Assessed
	Mathematics	5	200	12.5	Compulsory Assessed
	Science	4	160	10.0	Compulsory Assessed
	Social Studies	4	160	10.0	Compulsory Assessed
	Total Academic	18	720	45.0	Compulsory Assessed
Practical and Vocational Subjects	Agriculture	4	160	10.0	Compulsory Assessed
	Business Studies	4	160	10.0	Compulsory Assessed
	Home Economics Technology	2 core each = 4 Plus 2 extension, either H.E. or Tech.	160 80	10.0 5.0	Compulsory Assessed
	Total P & V S	14	560	35.0	Compulsory Assessed
Personal Development Subjects	Religious Studies Arts and Culture Physical Education Health	8	320	20.0	Compulsory Assessed
	Total PDS	8	320	20.0	Compulsory Assessed
TOTAL		40	1600	100	

Section 10. SCOPE AND SEQUENCE

This section shows the overview of the curriculum and the progression of each strand from one year level to the next in the syllabus.

Strand	Year 7	Year 8	Year 9
History of SI and its Relations With The World	<p><u>People and Migration</u></p> <p>7.1 Origin and Migration of Solomon Islanders 7.1.1 the theories of early migration into the Pacific region 7.1.2 the causes of early migration and patterns of settlement in the Pacific and Solomon Islands 7.1.3 the evidence which suggest that people in Solomon Islands originated from South East Asia 7.1.4 the main countries and areas of the Pacific on a map and plot the early migration routes into the Pacific region and Solomon Islands 7.1.5 opinions about the Pacific ancestors' origin</p> <p>7.2 Local Ethnic Groups and Languages 7.2.1 the names of some local ethnic and language groups in Solomon Island 7.2.2 the basic features of the local ethnic groups 7.2.3 the origins of Austronesian and Non-Austronesian language groups in Solomon Islands 7.2.4 location of the local ethnic groups in Solomon Islands 7.2.5 opinions on how diverse ethnic groups could create a strong united country 7.2.6 appreciate their local languages as part of their identity and importance of Pijin and Solomon Islands</p>	<p><u>Agents of Change and Colonization</u></p> <p>8.1 Agents of Change Colonization of Solomon Islands 8.1.1 the main agents of change in Solomon Islands 8.1.2 the reasons for the coming of outsiders and their impacts in Solomon Islands 8.1.3 location of the countries of origin of these agents of change and their first established basis in Solomon Islands 8.1.4 location of the islands that were first declared protectorate under the British administration in Solomon Islands 8.1.5 opinions about positive and negative contributions of these agents of change to the development of Solomon Islands</p> <p>8.2 The Protectorate and World war II 8.2.1 the impacts of the protectorate and Colonial Government in Solomon Islands 8.2.2 reasons for WW2 in the Pacific, the countries involved and how it ended and its impacts on Solomon islands 8.2.3 the role of Solomon Islanders in the WW2 8.2.4 location of the main battle grounds in Solomon Islands, the routes of invasion and retreat from Solomon Islands</p>	<p><u>Independence and After</u></p> <p>9.1 Declaration of Independence 9.1.1 dates of independence, period of colonial rule and other important dates in the history of Solomon Islands 9.1.2 what independence means to Solomon Islands as a sovereign state 9.1.3 process leading to independence and declaration of independence 9.1.4 flow chart to outline the transition of political leadership from colonial administrators to Solomon Islanders 9.1.5 that Solomon Islands is both a sovereign and democratic state in its own right like any other countries of the world</p> <p>9.2 Post Independence and Challenges 9.2.1 meaning of terms often associated with an independent state 9.2.2 some of the achievements and challenges Solomon Islands has had after its political independence 9.2.3 underlying causes of political instability, unequal economic development and disunity in Solomon Islands 9.2.4 the process of neo-colonialism, dependence, interdependence and globalization 9.2.5 opinions about the process of nation building and dependency on outside countries</p>

Strand	Year 7	Year 8	Year 9
History of SI and its Relations With The World		<p>8.2.5 opinions about whether WW2 has helped in the development of Solomon Islands</p> <p>8.3 Road to Political Independence</p> <p>8.3.1 the leaders and the political events that led to the political independence of Solomon Islands</p> <p>8.3.2 timeline to show the political development in Solomon Islands</p> <p>8.3.3 how local political movements impacted on the development of self government in Solomon Islands</p> <p>8.3.4 opinions about the indigenous Solomon Islanders involvement in the pre-independence process</p>	

Strand	Year 7	Year 8	Year 9
Governance and Leadership	<p><u>Traditional Leadership</u></p> <p>7.3 Family and Community Leadership 7.3.1 the difference between ‘power’, “authority” influence and respect in leadership 7.3.2 the different types of leadership styles 7.3.3 how leadership is acquired and exercised, in family and community 7.3.4 opinions about the different ways of leading in the family and community</p> <p>7.4 Traditional Leadership 7.4.1 the difference between Hereditary Chiefly system and Bigman System 7.4.2 the roles of our Bigmen, hereditary chiefs and their authority and influence in traditional leadership 7.4.3 role play how hereditary chiefs and Bigman make important decisions for the community 7.4.4 opinions about the changes affecting traditional chiefly systems</p>	<p><u>Modern Community Leadership</u></p> <p>8.4 Women and Leadership 8.4.1 the roles of women in traditional and modern leadership 8.4.2 the importance of having women in making decisions and reasons for the changing roles of women in leadership 8.4.3 opinions about whether women should be involved in modern leadership</p> <p>8.5 The National Government 8.5.1 the different levels of the government in Solomon Islands 8.5.2 the structure and importance of the national government 8.5.3 diagram to show the structure of national government 8.5.4 the way in which the national government is chosen 8.5.5 opinions about the possible changes to improve the government system</p> <p>8.6 Rules, Laws and Judiciary 8.6.1 the meaning of rules and laws and related terms 8.6.2 the structure of the judicial system in Solomon Islands 8.6.3 diagram to show the structure of the judicial system in Solomon Islands 8.6.4 opinions about the role of the Judiciary in the Country</p>	<p><u>Modern Governance</u></p> <p>9.3 Provincial/State Leadership, Politics and Governance 9.3.1 the structure, functions and importance of provincial government system in Solomon Islands 9.3.2 the difference between the present provincial government system and proposed state government 9.3.3 the structure of the provincial government system of Solomon Islands 9.3.4 opinions about the strengths and weaknesses of state and provincial governments</p> <p>9.4 Civil Society and Trade Unions 9.4.1 the different civil society groups and trade unions in Solomon Islands 9.4.2 the roles of civil society and Trade Unions 9.4.3 role play of a civil society group opposing a Government decision or bill in parliament. 9.4.4 opinions about the work of civil society and Trade unions in Solomon Islands</p> <p>9.5 Issues of Good Governance 9.5.1 the main features of good governance, institutions that promote it 9.5.2 the importance of good governance and leadership, and the roles and functions of good governance institutions 9.5.3 the types and causes of corruption and possible solutions 9.5.4 opinions on the effectiveness of Integrity Institutions that promote Good Governance in Solomon Islands</p>

Strand	Year 7	Year 8	Year 9
Mapping Skills, Environment and Population	<p><u>Mapping and Natural Landform</u></p> <p>7.5 Introduction to Mapping Skills 7.5.1 the main characteristics of a map 7.5.2 the differences between a map, photograph and reality 7.5.3 the concept of scale on a map and some of the uses and importance of maps 7.5.4 follow simple directions, locate places and use symbols on a map. 7.5.5 appreciate the usefulness of maps in finding places or following routes</p> <p>7.6 Earthquakes, Tsunamis and Volcanoes 7.6.1 the different locations of where earthquake occurrences are frequent in the Pacific 7.6.2 the causes and effects of earthquakes and Volcanoes 7.6.4 locate other areas where earthquake frequently occurs and positions of local and major volcanoes of the world on a map 7.6.5 how earthquakes may form tsunamis and recognize the warning signs 7.6.3 three different types of volcanoes 7.6.6 opinions about the effectiveness of the measures to avoid risks from earthquakes, Tsunamis, and Volcanic eruptions</p>	<p><u>Mapping Skill and Physical Environment</u></p> <p>8.7 Mapping Skills 8.7.1 how to read, interpret and analyse map information by using map key, scale, latitude and longitude 8.7.2 different types of maps example, relief and cultural 8.7.3 interpret and analyse information from maps in written forms, graphic or tabulated forms 8.7.4 use a grid on a map 8.7.5 recognize relief features using contours</p> <p>8.8 Weather, Climate and Vegetation of Solomon Islands 8.8.1 some important weather elements and types of weather and climate in Solomon Islands 8.8.2 how vegetation is influenced by the type of weather and climate 8.8.3 read simple graphs showing weather features and use some types of weather recording Instruments 8.8.4 types of weather hazards and peoples lifestyles humans. 8.8.5 appreciate how the people's lifestyles in Solomon Islands are influenced by the type of weather and climate</p>	<p><u>Mapping Skills, Population and Resources</u></p> <p>9.6 Demographic and Mapping Skills 9.6.1 what demography means and where to collect demographic related data and information 9.6.2 how to read, interpret and analyze information in relation to population and resources 9.6.3 present information in relation to population and resources in different formats eg. tables, graphs 9.6.4 cross-sections on maps, relief and other important features from large scale maps.</p> <p>9.7 Climate Change 9.7.1 the meaning of the terms associate with Climate Change and El Nino 9.7.2 the causes of Climate Change, its impacts and measures to reduce it 9.7.3 location of the islands in the country which are likely to be most affected by global warming 9.7.4 El Nino, its causes and effects 9.7.5 opinions about the measures to reduce the causes of Climate Change</p>

Strand	Year 7	Year 8	Year 9
Mapping Skills, Environment and Population	<p>7.7 Work of Rivers and Streams</p> <p>7.7.1 the stages and characteristics of river development</p> <p>7.7.2 the importance of rivers and streams to people and their activities</p> <p>7.7.3 some of the impacts of human activities on rivers and streams</p> <p>7.7.4 location of some of the major rivers in Solomon Islands and the world</p> <p>7.7.5 appreciate the benefits of rivers and streams to humans and other living things in the environment</p> <p>7.8 Work of the Sea and Coastlines</p> <p>7.8.1 the causes of the constant moving and changing nature of the sea</p> <p>7.8.2 the causes of the constant changing nature of coastlines</p> <p>7.8.3 the formation of and threats to coral reefs and atolls</p> <p>7.8.4 appreciate the value of coast and the sea to the people of Solomon Islands</p> <p>7.9 Natural Resources of Solomon Islands</p> <p>7.9.1 the main types of natural resources available in Solomon Islands</p> <p>7.9.2 the importance of natural resources and how they are used in Solomon Islands</p> <p>7.9.3 how the use of natural resources can be managed</p> <p>7.9.4 appreciate the need to preserve natural resources</p>	<p>8.9 Climatic Regions of the World</p> <p>8.9.1 different types of climatic regions of the world</p> <p>8.9.2 how the distribution of vegetation in different regions of the world is influenced by the type of climate</p> <p>8.9.3 compare graphs of different weather features and climate zones of the world</p> <p>8.9.4 appreciate that people's lifestyles are influenced by the type of climate</p>	

Strand	Year 7	Year 8	Year 9
Resources and Development	<p><u>Land Use and Resources</u></p> <p>7.10 Small Scale Farming</p> <p>7.10.1 the characteristics of shifting cultivation</p> <p>7.10.2 the impacts of shifting cultivation and ways of minimizing it</p> <p>7.10.3 location of different parts of the world where shifting cultivation is practiced</p> <p>7.10.4 the different types of cash farming in Solomon islands</p> <p>7.10.5 types of market outlets for farm crops</p> <p>7.10.6 flow chart of inputs, processes and outputs of small scale cash farming</p> <p>7.10.7 the benefits and disadvantages of small scale cash farming to rural communities in Solomon Islands</p> <p>7.10.8 opinions about whether small scale cash farming is a good form of rural development</p>	<p><u>Use of Resources</u></p> <p>8.10 Developing and Managing Forest Resources</p> <p>8.10 .1 the uses of forest resources</p> <p>8.10.2 the main types of logging practices causing destruction of environment</p> <p>8.10.3 the effects of forest resource abuses and management measures to control these in Solomon Islands</p> <p>8.10.4 the good practices of logging which minimizes the destruction of the environment</p> <p>8.10.5 the benefits of forest resources to the local community and the national economy</p> <p>8.10.6 locations in Solomon Islands where forest resources are used and abused</p> <p>8.10.7 the value of forest resources in the improvement of selected communities in Solomon Islands</p>	<p><u>Manufacturing Industries</u></p> <p>9.8 Solomon Islands Population</p> <p>9.8.1 some important facts about the size, distribution and growth of population in Solomon islands</p> <p>9.8.2 the factors which can cause population to grow and its impacts.</p> <p>9.8.3 the relationship between population, resources and services and the consequences of rapid population growth on development</p> <p>9.8.4 location of Solomon Islands densely and sparsely populated areas</p> <p>9.8.5 opinions about whether or not Solomon Islands should restrict population growth and movements in Solomon Islands</p> <p>9.9 World Population Trend</p> <p>9.9.1 some terms associated with population</p> <p>9.9.2 the world population growth rate,structure, distribution and density and their effects</p> <p>9.9.3 the relationship between population and resources, migration and their impacts.</p> <p>9.9.4 location of worlds densely and sparsely populated areas</p> <p>9.9.5 opinions about whether the governments should control their population growth and movements</p>

Strand	Year 7	Year 8	Year 9
Resources and Development	<p>7.11 Large Scale Commercial Farming</p> <p>7.11.1 the characteristics of large scale commercial farming in Solomon islands</p> <p>7.11.2 the benefits and disadvantages of large-scale commercial farming of Solomon islands</p> <p>7.11.3 the changing nature of world market prices of plantation crops</p> <p>7.11.4 location of four (4) examples of large scale commercial farming in different parts of the world on a world map</p> <p>7.11.5 opinions whether large scale commercial farming is good for Solomon Islands</p>	<p>8.11 Developing and Managing Marine Resources</p> <p>8.11.1 the types of marine resources</p> <p>8.11.2 the benefits of marine resources to the local community and national economy</p> <p>8.11.3 the different methods of marine resource harvesting, conservation and management</p> <p>8.11.4 the importance of the Coral Triangle area to marine life</p> <p>8.11.5 opinions about different types of human activities that affect marine resources</p> <p>8.12 Developing and Managing Mineral Resources</p> <p>8.12.1 the different types of mineral resources in Solomon Islands</p> <p>8.12.2 the types of mining methods used in the extraction of minerals</p> <p>8.12.3 the impacts local mineral resources may have on communities and country</p> <p>8.12.4 location of mining areas in Solomon Islands as well as the major mining regions in the world</p> <p>8.12.5 opinions on how mineral exploitation should be carried out to ensure maximum benefits and minimal destruction to the environment</p>	<p>9.9 World Population Trend</p> <p>9.9.1 some terms associated with population</p> <p>9.9.2 the world population growth rate, structure, distribution and density and their effects</p> <p>9.9.3 the relationship between population and resources, migration and their impacts.</p> <p>9.9.4 location of worlds densely and sparsely populated areas</p> <p>9.9.5 opinions about whether the governments should control their population growth and movements</p> <p>9.10 Small Scale Manufacturing Industries In Solomon Islands</p> <p>9.10.1 the characteristics of small scale manufacturing industries in Solomon Islands</p> <p>9.10.2 the importance of small-scale manufacturing industries and their locational factors in Solomon Islands</p> <p>9.10.3 location of some Solomon Islands small scale manufacturing industries</p> <p>9.10.4 opinions about the advantages and disadvantages of small scale manufacturing industries in Solomon Islands</p>

Strand	Year 7	Year 8	Year 9
Resources and Development		8.13 Developing Our Resources for Tourism 8.13.1 what tourism is and its importance in the country 8.13.2 construction of bar graph of tourists coming to Solomon Islands per year 8.13.3 location of where most tourists come from and main tourist destinations in the country 8.13.4 opinions about the benefits and problems of tourism in Solomon Islands	9.11 Large Scale Manufacturing Industries in the World 9.11.1 the characteristics of large scale manufacturing industries 9.11.2 the advantages and disadvantages of large scale manufacturing industries 9.11.3 location of worlds main industrial regions of the world 9.11.4 opinions about whether large scale industrialization is good for Solomon Islands

Strand	Year 7	Year 8	Year 9
Social Issues and Conflict Resolution	<p><u>Community and Social Conflicts</u></p> <p>7.12 Family and Community Disputes and How To Solve Them</p> <p>7.12.1 the types and causes of conflicts in communities</p> <p>7.12.2 the impacts of conflicts on people and society</p> <p>7.12.3 dramatize a conflict situation in a community and how it is resolved</p> <p>7.12.4 the traditional and modern processes of resolving conflicts</p> <p>7.12.5 opinions about the best way of resolving community conflicts</p> <p>7.13 Gender Issues</p> <p>7.13.1 the types of gender inequalities</p> <p>7.13.2 the inequalities between the sexes</p> <p>7.13.3 role play a gender conflict and how it can be resolved</p> <p>7.13.4 opinions on gender equality</p>	<p><u>Social Conflict</u></p> <p>8.14 Social Unrest and Its Solutions</p> <p>8.14.1 what social unrest is and its causes</p> <p>8.14.2 the impacts of social unrests and how it can threaten a ruling government</p> <p>8.14.3 a case study about the Solomon Islands social unrest of 1998-2002</p> <p>8.14.4 the groups involved and the roles they play in the peace processes during and after the social unrest</p> <p>8.14.5 the methods used to resolve the social unrest</p> <p>8.14.6 opinions about whether the root causes of the social unrest are addressed in the peace process in Solomon Islands</p>	<p><u>Peace Studies</u></p> <p>9.12 Peace and Peace Building</p> <p>9.12.1 some characteristics of national peace and skills for practising peace building</p> <p>9.12.2 the importance of respecting others to enhance peace</p> <p>9.12.3 the processes involved in peace building.</p> <p>9.12.4 the role of a facilitator in achieving inter-group peace building</p> <p>9.12.5 opinions about the best ways to maintain peace in Solomon Islands</p>

Section 11. LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Secondary Social Studies course and the suggested teaching times based on, **17 Teaching Weeks per Semester** and **34 Teaching weeks per Year in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 weeks only, due to year 9 National Examination.**

SEMESTER ONE																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Y E A R 7		22 periods [5 ½ wks] People and Migration					17 periods [4 wks] Traditional Leadership					46 periods [11 ½ wks] Mapping and Natural Landform					R E V I S I O N & E X A M			
		7.1 Origin and Migration of Solomon Islanders(12 periods) 7.2 Local Ethnic Groups and Languages (10 periods)					7.3 Family and Community Leadership (8 periods) 7.4 Traditional Leadership (9 periods)					7.5 Introduction to Mapping Skills (8 periods) 7.6 Earthquakes, Tsunamis and Volcanoes (14 periods) 7.7 Work of Rivers and Streams (14 periods)								
Y E A R 8		32 periods [8 weeks] Agents of Change & Colonization										39 periods [9 ½ weeks] Modern Community & Leadership								
		8.1 Agents of Change Colonization of Solomon Islands (19 periods) 8.2 The Protectorate and World war II (7 periods) 8.3 Road to Political Independence(8 periods)										8.4 Women and Leadership (12 periods) 8.5 The National Government (20 periods) 8.6 Rules, Laws and Judiciary (7 periods)								
Y E A R 9		18 periods [4 ½ wks] Independence and After				32 periods [8 weeks] Modern Governance						32 periods [8 weeks] Mapping, Skills, Population and Resources								
		9.1 Declaration of Independence (10 periods) 9.2 Post Independence and Challenges (8 periods)				9.3 Provincial/State Leadership, Politics & Governance (8periods) 9.4 Civil Society and Trade Unions (8 periods) 9.5 Issues of Good Governance (16 periods)						9.6 Demographic and Mapping Skills (7 periods) 9.7 Climate Change and El Nino (7 periods) 9.8 Solomon Islands Population (10 periods) 9.9 World Population Trend (8 periods)								

SEMESTER TWO																					
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Y E A R 7		Cont..... Mapping and Natural Landform				31 periods [7 3/4 wks] Land Use and resources								17 periods [47 1/4 wks] Community and Social Conflicts						R E V I S I O N & E X A M	
		7.7 Work of Rivers and Streams cont. 7.8 Work of the Sea and Coastlines (10 periods)				7.9 Natural Resources of Solomon Islands (8 periods) 7.10 Small Scale Farming (13 periods) 7.11 Large Scale Commercial Farming (10 periods)								7.12 Family and Community Disputes and How To Solve them (10 periods) 7.13 Gender Issues (7 periods)							
Y E A R 8		25 periods [6 1/2 wks] Mapping Skills and Physical Environment						32 periods [8 wks] Use of Resources						13 periods [3 1/4 wks] Social Conflict							
		8.7 Mapping Skills (6 periods) 8.8 Weather, Climate and Vegetation of Solomon Islands (10 periods) 8.9 Climatic Regions of the World (9 periods)						8.9 Developing and Managing Forest Resources (8 periods) 8.10 Developing and Managing Marine Resources (8 periods) 8.11 Developing and Managing Mineral Resources (8 periods) 8.13 Developing Our Resources for Tourism (8 periods)						8.14 Social Unrest and Its Solutions (13 periods)							
Y E A R 9					20 periods [5 wks] Manufacturing Industries					12 periods [3 wks] Peace Studies				REVISION AND EXAM Year 9 End Year Break							
		9.9 World Population Trend (8 periods)			9.10 Small Scale Manufacturing Industries in SI (8 periods) 9.11 Large scale Manufacturing Industries in the World (12 periods)					9.12 Peace and Peace Building (12 periods)											

Section 12. DETAIL SYLLABUS

12.1 Social Studies Year 7 Syllabus

Subject: Social Studies Year: 7								
Strand: History of Solomon Islands and the World Strand Theme: People and Migration								
Sub-strand: 7.1 Origin and Migration of Solomon Islanders (12 periods) This sub strand aims to examine our origins and early migrations into the Solomon Islands and the Pacific. It looks at the possible causes for these migrations and the evidences suggesting where pacific people originally come from.								
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events						
Learners should 7.1.1 know the theories of early migration into the Pacific region (k) 7.1.2 understand the causes of early migration and patterns of settlement in the Pacific and Solomon Islands (u) 7.1.3 understand the evidence which suggest that people in Solomon Islands originated from South East Asia (u) 7.1.4 identify the main countries and areas of the Pacific on a map and plot the early migration routes into the Pacific region and Solomon Islands (s) 7.1.5 have formed opinions about the Pacific ancestors' origin (a)	Learners should be able to 7.1.1.1 define the terms: migration, migration theory, external migration, internal migration 7.1.1.2 locate on a map of the Pacific area the main countries in the region 7.1.1.3 tell or relate any traditional stories about where their people came from 7.1.1.4 explain the theories of early migration into the Pacific and Solomon Islands with supporting evidence 7.1.2.1 discuss reasons for early migrations 7.1.2.2 trace the patterns of early migrations and settlements in the Pacific and Solomon Islands 7.1.3.1 discuss the evidence that people in Solomon Islands originated from South East Asia 7.1.4.1 plot the early migration routes into the Pacific and Solomon Islands 7.1.5.1 discuss their own views about the origin of the Ancestors of the Pacific People	Learners can be assessed on 1. the theories of migration into the Pacific 2. the similarities and differences between the migration theories and our Solomon Islands traditional stories about where our own people or tribe came from Do this by filling in the table below. <table border="1" data-bbox="1043 1115 1417 1276"> <tr> <th></th><th>Similarities</th><th>Differences</th></tr> <tr> <td>Migration theories and Custom stories</td><td></td><td></td></tr> </table> 3. the early migration routes into the Pacific and Solomon Islands on a blank map of Southwest Pacific (traced map from the inside cover of Year 7 Learners Book) 4. the validity of the migration theories and custom stories about where our ancestors come from are true. Explain		Similarities	Differences	Migration theories and Custom stories		
	Similarities	Differences						
Migration theories and Custom stories								

Strand: History of Solomon Islands and the World
Strand Theme: People and Migration

Sub-strand: 7.2 Local Ethnic Groups And Languages (10 periods)

This sub strands examines the local ethnic groups and language groups in Solomon Islands. It also looks at the basic features of these different ethnic groups as well as the origins of their different languages.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.2.1 know the names of some local ethnic and language groups in Solomon Island (k)</p> <p>7.2.2 understand the basic features of the local ethnic groups (u)</p> <p>7.2.3 understand the origins of Austronesian and Non-Austronesian language groups in Solomon Islands (u)</p> <p>7.2.4 locate where some of the local ethnic groups settled in Solomon Islands (s)</p>	<p>Learners should be able to</p> <p>7.2.1.1 define the terms, ethnic groups, Melanesia, Polynesia, Micronesia, Austronesian, Non - austronesian, language, dialects</p> <p>7.2.2.1 give examples of four (4) ethnic groups in Solomon Islands and describe their main differences</p> <p>7.2.2.2 list some of the local nick-names for groups and discuss which of these show prejudice against the group (kasi, gema, waku, a'u etc.)</p> <p>7.2.2.3 state reasons for recent migration of some ethnic groups from outside Solomon Islands (Gilbertese, Europeans and Chinese [Asians])</p> <p>7.2.2.4 examine a case study of one racial/ethnic group community in Solomon Islands</p> <p>7.2.3.1 explain the possible origins of Austronesians and non-Austronesian languages</p> <p>7.2.3.2 categorize the different local languages into either Austronesian or Non- Austronesian and compare and contrast some words in these two major language groups</p> <p>7.2.4.1 locate on a map where some of the local racial/ethnic groups settled in Solomon Islands and main areas of the Pacific associated with Melanesia, Polynesia and Micronesia</p>	<p>Learners can be assessed on</p> <p>1. any three local language and say which groups in Solomon Islands speak it</p> <p>2. the origin of “wantok” and how it can crate unity and disunity Solomon Islands</p> <p>3. drawing a pie chart showing the racial and ethnic composition in Solomon Islands population from the latest population Census</p> <p>4. whether it is good for different ethnic groups to work together to create a strong united country. Justify your reasons</p>

Subject: Social Studies Year: 7		
Sub-strand: 7.2 Local Ethnic Groups And Languages (10 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.2.5 have formed opinions on how diverse ethnic groups could create a strong united country (a)</p> <p>7.2.6 appreciate their local languages as part of their identity and importance of Pijin and Solomon Islands (v)</p>	<p>Learners should be able to</p> <p>7.2.5.1 discuss how diverse racial or ethnic groups could work together to build a strong united Solomon Islands</p> <p>7.2.6.1 explain how languages lead to the concept of “wantoks”, the history and importance of pijin as a language in the Solomon Islands</p>	<p>Learners can be assessed on</p>

Strand: Governance and Leadership
Strand Theme: Traditional Leadership

Sub-strand: 7.3 Family and Community Leadership (8 periods)

The aims of this sub strand are to examine the different family and community leadership styles. It also looks at the different factors that influence respect in leadership as well as how leadership is acquired and exercised.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.3.1 know the difference between ‘power’, “authority” influence and respect in leadership (k)</p> <p>7.3.2 know the different types of leadership styles (k)</p> <p>7.3.3 understand how leadership is acquired and exercised, in family and community (u)</p> <p>7.3.4 have formed opinions about the different ways of leading in the family and community (a)</p>	<p>7.3.1.1 identify and list examples of people in their family and community whom they must obey or respect</p> <p>7.3.1.2 give reasons why certain leaders are obeyed compared to others</p> <p>7.3.1.3 define the concepts of power, authority, influence and respect in leadership</p> <p>7.3.2.1 explain the three types of leaders; <i>Authoritative, Persuasive and democratic</i></p> <p>7.3.2.2 draw a table to compare the positive and negative characteristics of a leader</p> <p>7.3.3.1 explain how leadership is acquired and exercised in Family and community</p> <p>7.3.3.2 draw a diagram of leadership structure of their own family or community showing the person(s) who make(s) important decisions</p> <p>7.3.4.1 discuss the some of the different types of leadership in the family and community</p>	<p>1. differentiating the different leadership types</p> <p>2. examining a case study of a leader in their community and how they achieved their leadership status</p> <p>3. drawing the leadership structure of your best leadership types</p> <p>4. the type of leadership style they think is best for families and communities to follow. Explain your reasons</p>

Subject: Social Studies Year: 7

Strand: Governance and Leadership
Strand Theme: Traditional Leadership

Sub-strand: 7.4 Traditional Leadership Systems (9 periods)

This sub strand examines the different traditional leadership systems, their roles, authority and how they are practiced and influences in Solomon Islands.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.4.1 know the difference between Hereditary Chiefly system and Bigman System (k)</p> <p>7.4.2 understand the roles of our Bigmen, hereditary chiefs and their authority and influence in traditional leadership (u)</p> <p>7.4.3 be able to demonstrate through role play how hereditary chiefs and Bigman make important decisions for the community (s)</p> <p>7.4.4 have formed opinions about the changes affecting traditional chiefly systems (a)</p>	<p>Learners should be able to</p> <p>7.4.1.1 define the terms chief, hereditary and chiefly system, Bigman system, warriors and priests</p> <p>7.4.1.2 explain the difference between hereditary chiefly and bigman system and their advantages and disadvantages</p> <p>7.4.2.1 examine a case study of a heredity chiefly system in Solomon Islands</p> <p>7.4.2.2 locate on a local map of some places that practises the Big Man and hereditary chief systems</p> <p>7.4.2.3 explain the required qualities for a Big Man, how it is acquired and used in a traditional Melanesian society</p> <p>7.4.3.1 dramatize the roles and functions of hereditary chiefs in making decisions</p> <p>7.4.4.1 discuss the types of traditional leadership changes in Solomon Islands and its advantages and disadvantages</p> <p>7.4.4.2 examine a case study on how changes have influenced leadership in a traditional Melanesian, Micronesian and Polynesian society</p>	<p>Learners can be assessed on</p> <p>1. the differences between the two main types of traditional leadership systems used in our Solomon Islands</p> <p>2. examining a case study of a selected “Bigman” in Solomon Islands and identifying his roles, functions and importance in his society</p> <p>3. constructing a table to show the advantages and disadvantages of hereditary chiefly system</p> <p>4. the kinds of changes to the traditional leadership systems in Solomon Islands if good when compared to the original one used before. Explain</p>

Strand: Environment and Population**Strand Theme: Mapping Skills and Natural Landforms****Sub-strand: 7.5 Introduction to Mapping Skills (8 periods)**

This sub strand introduces the basic informations about maps such as its importance, characteristics and differences it has between photograph and reality as well as the concept of scale. It also looks at its uses.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.5.1 know the main characteristics of a map (k)</p> <p>7.5.2 understand the differences between a map, photograph and reality (u)</p> <p>7.5.3 understand the concept of scale on a map and some of the uses and importance of maps (u)</p> <p>7.5.4 be able to follow simple directions, locate places and use symbols on a map (s)</p> <p>7.5.5 appreciate the usefulness of maps in finding places or following routes (v)</p>	<p>7.5.1.1 define the term, topographical map and explain the characteristics of a map</p> <p>7.5.1.2 explain what symbols are, their uses, and identify different types of symbols that can be used on maps</p> <p>7.5.1.3 draw a simple topological map of the school area</p> <p>7.5.2.1 explain the differences between a map and a photograph and reality</p> <p>7.5.3.1 use a scale on a map to calculate the real distance on the ground and compare different types of scales</p> <p>7.5.4.1 locate places on maps using simple directions and follow a route on a map</p> <p>7.5.5.1 explain the importance of maps in a real life situation</p>	<p>1. list the important characteristics of a map and their purpose in a map</p> <p>2. find real distances on a map using map scales giving positions on a map using compass directions.(give questions on this)</p> <p>3. using a scale, directions and symbols draw a sketch map of your village or community area or any area around the school, remembering all the ideas you have learnt about maps. Make sure your map has a title, border, north point and key</p> <p>4 what are some of the situations where maps may be important in Solomon Islands?</p>

Subject: Social Studies Year: 7		
Strand: Environment and Population Strand Theme: Mapping Skills & Natural Landforms		
Sub-strand: 7.6 Earthquakes, Tsunamis And Volcanoes (14 periods) This sub strand looks at Earthquakes, Tsunamis and Volcanoes. It explains why these causes disasters and suggest appropriate actions people should take.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 7.6.1 know the different locations of where earthquake occurrences is frequent in the Pacific (k) 7.6.2 understand the causes and effects of earthquakes and instruments for measuring earthquakes (u) 7.6.3 understand how earthquakes may form tsunamis and recognize the warning signs (u) 7.6.4 locate on a map other areas where earthquake frequently occurs and positions of local and major volcanoes of the world on a map (s) 7.6.5 have formed opinions about the effectiveness of the measures to avoid risks from earthquakes, Tsunamis, and Volcanic eruptions (a)	<i>Learners should be able to</i> <u>Earthquakes & Tsunamis</u> 7.6.1 locate the Pacific Ring of Fire on a world map and other earthquake areas in the world 7.6.2.1 explain the causes and effects of earthquakes, measures of mitigation and decisions to avoid huge casualties 7.6.2.2 name the instruments used to measure earthquakes and their units of measurement 7.6.2.3 discuss the consequences and effects of earthquakes and tsunamis 7.6.2.4 define the terms plates, plate boundaries, crater, earthquake, ring of fire, tsunamis, epicenter, and fault line 7.6.4.1 locate on the world map three areas earthquakes occur frequently and give reasons 7.6.5.1 explain how earthquakes may form tsunamis 7.6.5.2 examine an earthquake or tsunami that caused major destruction in Solomon Islands 7.6.5.3 examine a case study of the Western and Choiseul Province Earthquake and tsunami	<i>Learners can be assessed on</i> 1. explain the reasons why earthquakes are common along the Pacific ring of fire 2. describe the warning signs of a tsunami and appropriate actions to take 3. give the positions of any five major volcanoes 4. suggest what people should do to avoid the dangers of Earthquake, tsunamis and volcanoes in Solomon Islands

Subject: Social Studies Year: 7		
Sub-strand: 7.6 Earthquakes, Tsunamis And Volcanoes (14 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>7.6.3 understand how earthquakes may form tsunamis and recognize the warning signs (u)</p> <p>7.6.4 locate on a map other areas where earthquake frequently occurs and positions of local and major volcanoes of the world on a map (s)</p> <p>7.6.6 have formed opinions about the effectiveness of the measures to avoid risks from earthquakes, Tsunamis, and Volcanic eruptions (a)</p>	<p><i>Learners should be able to</i></p> <p><u>Volcanoes</u></p> <p>7.6.2.5 define the term volcano and locate on a map area of volcanic activity in Solomon Islands</p> <p>7.6.2.6 draw and label a diagram of a volcano and identify the main features</p> <p>7.6.2.7 describe the formation, causes and the effects of volcanoes on environment and people</p> <p>7.6.2.8 discuss the ways in which the risks of volcanoes to human life may be avoided</p> <p>7.6.2.9 examine a case study of a volcanic eruption</p> <p>7.6.3.1 explain different types of volcanoes and identify photos these different types</p> <p>7.6.4.1 explain on a map where different earth quakes are usually occur at certain places in Our country</p> <p>7.6.6.1 discuss how the measures to avoid risks from earthquakes, tsunamis and volcanoes can be made more effective</p>	<p><i>Learners can be assessed on</i></p>

Subject: Social Studies Year: 7		
Strand: Environment and Population Strand Theme: Mapping Skills and Natural Landforms		
Sub-strand: 7.7 Work of Rivers and Streams (14 periods) This sub strand examines the importance of rivers and streams and how human activities can have negative impacts on them.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 7.7.1 know the stages and characteristics of river development (k) 7.7.2 understand the importance of rivers and streams to people and their activities (u) 7.7.3 understand some of the impacts of human activities on rivers and streams (u) 7.7.4 be able to locate on maps some of the major rivers in Solomon Islands and the world (s) 7.7.5 appreciate the benefits of rivers and streams to humans and other living things in the environment (v)	Learners should be able to 7.7.1.1 state the work of rivers and streams 7.7.1.2 identify one characteristic of different stages of river development 7.7.1.3 define erosion, deposition, transportation, meander, alluvium, ox bow lake, delta and river basin 7.7.1.4 recognize the main features of river valleys on photographs and large scale maps 7.7.1.5 examine a case study of a local river or stream near their school 7.7.2.1 list five important benefits of rivers and streams to people 7.7.2.2 describe four human activities that depend on rivers and streams 7.7.3.1 describe four human activities that can cause problems to rivers and streams 7.7.3.2 explain the negative impacts rivers can have on humans and the environment 7.7.3.3 explain how human activities can have impacts on rivers and streams 7.7.4.1 use an atlas to locate the major rivers in Solomon Islands and the world 7.5.5.1 explain why rivers and stream are important and why they should be cared for	Learners can be assessed on 1. name the different parts or stages of a river development 2. visit and write a report on a river to observe its work and features and record any change it causes to the surrounding physical environment Or doing Activity 8 on page 120, (questions 1. - 7) in the Social Studies Learner's Book 3. Activity 12 on page 125 (questions 1-4) 4. learners give their opinions on whether to log huge rain forest with first grade species or save the only river that villagers rely on in the same area

Strand: Environment and Population**Strand Theme: Mapping Skills and Natural Landforms****Sub-strand: 7.8 Work of the Sea and Coastlines (10 periods)**

This sub strand explain the importance of the Sea and the Coastline, especially the Coral Reefs and high lights the need for people to care for them.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>7.8.1 know and understand the causes of the constant moving and changing nature of the sea (k)</p> <p>7.8.2 understand the causes of the constant changing nature of coastlines (u)</p> <p>7.8.3 understand the formation of and threats to coral reefs and atolls (u)</p> <p>7.8.4 appreciate the value of coast and the sea to the people of Solomon Islands (v)</p>	<p>7.8.1.1 list the factors that cause constant changing action of the sea</p> <p>7.8.1.2 describe the work of the sea and the features it produces along the coasts (types of coasts, causes of long shore drift.)</p> <p>7.8.1.3 draw and explain the formation of different types of waves</p> <p>7.8.2.1 identify the main features of different types of coastlines</p> <p>7.8.2.2 recognize different coastal features from photographs, and explain how they are formed</p> <p>7.8.3.1 explain the process involved in the formation of coral reefs and atolls</p> <p>7.8.1.4 define the terms, beach, shore, coast, cave, arch, stack, swash, backwash, crest, trough wave length reef, atoll and lagoon</p>	<p>1. explain the work of the sea along coastlines</p> <p>2. explain the importance of coral reefs and suggest three ways in which they should be looked after</p> <p>3. draw a sketch of a coastline (near their school), label all the parts (cave, arches, stacks etc.) where appropriate and state the type of coast and give reasons</p> <p>4. what do they think are the benefits of sea and coastlines to people in Solomon islands?</p>

Subject: Social Studies Year: 7		
Strand: Resources & Development Strand Theme: Land Use and Resources		
Sub-strand: 7.9 Natural Resources of Solomon Islands (8 periods) This sub strand aim is to examine various natural resources people utilize to earn a living.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 7.9.1 know the main types of natural resources available in Solomon Islands (k) 7.9.2 understand the importance of natural resources and how they are used in Solomon Islands (u) 7.9.3 understand how the use of natural resources can be managed (u) 7.9.4 appreciate the need to preserve natural resources (a)	Learners should be able to 7.9.1.1 identify the types of natural resources in Solomon Islands 7.9.1.2 draw a map using symbols and a key to identify the natural resources available in their own community 7.9.1.3 discuss the importance of natural resources preservation in Solomon Islands 7.9.2.1 identify and explain the different ways people use and abuse the natural resources and their associated impacts in Solomon Islands 7.9.2.2 locate on the world map where forest resources are used in different parts of the world 7.9.3.1 suggest alternative ways to control these resources from unsustainable exploitation 7.9.4.1 define the terms; resources, pollution, sustainable, unsustainable, renewable, nonrenewable	Learners can be assessed on 1. list any six types of natural resources that are used in their own villages and explain what they are used for 2. list any three types of natural resources that are almost running out and explain whether there are any measures in place to control their use, if not what do they think should be done and why? 3. in groups act out a role play. On whether to allow logging or eco –tourism during a village meeting with the presence of a logging company manager 4. name one type of natural resources and suggest a way the government could best develop it or encourage people to develop it in a way which can maximize benefits for its people and country

Subject: Social Studies Year: 7		
Strand: Resources and Development Strand Theme: Land Use and Resources		
Sub-strand: 7.10 Small Scale Farming (13 periods) This sub strand examines Small Scale Farming in Solomon Islands in order for learners to fully understand its advantages and disadvantages on the soil structure.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 7.10.1 know the characteristics of shifting cultivation (k) 7.10.2 understand the impacts of shifting cultivation and ways of minimizing it (u) 7.10.3 be able to locate on a map different parts of the world where shifting cultivation is practiced (s) 7.10.4 know the different types of cash farming in Solomon islands (k)	Learners should be able to 7.10.1.1 define the terms <i>shifting cultivation</i> , <i>subsistence livelihood</i> , <i>Nubra</i> 7.10.1.2 explain the main characteristics of shifting cultivation. 7.10.2.1 identify and explain the advantages and disadvantages of shifting cultivation 7.10.2.2 discuss the contribution shifting cultivation provides to sustaining livelihoods in Solomon Islands 7.10.2.3 define small-scale, cash farming, intensive farming, small-holding, and market gardens 7.10.3. locate on a map different regions of the world where shifting cultivation is practiced and provide reasons 7.10.4.1 list and explain the reasons for developing cash farming in Solomon Islands 7.10.4.2 list different types of cash farming and give examples of the main cash crops 7.10.4.3 conduct a field work survey to find out information on cash crops in the local area	Learners can be assessed on 1. listing and explaining the differences between subsistence farming and cash farming 2. writing own case study of a farming area similar to this one of Kolotubi Either going to a village near your school, interview people and observe the farming in the area Or doing this in their home village during their next holiday period 3. use of a given question guide for their interviews and observations 4. on the question` do you think cash farming is a good form of farming which people in rural areas should be involved in? explain your reasons

Subject: Social Studies Year: 7		
Sub-strand: 7.10 Small Scale Farming (13 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.10.5 know types of market outlets for farm crops (k)</p> <p>7.10.6 be able to draw a flow chart of inputs, processes and outputs of small scale cash farming (s)</p> <p>7.10.7 understand the benefits and disadvantages of small scale cash farming to rural communities in Solomon islands (u)</p> <p>7.10.8 have formed opinions about whether small scale cash farming is a good form of rural development (a)</p>	<p>Learners should be able to</p> <p>7.10.4.4 list the effects of the changes from shifting cultivation to cash farming</p> <p>7.10.5.1 assess the local demand and market outlets for farm crops</p> <p>7.10.5.2 compare types of small scale cash cropping and their market outlets in countries studied to that of Solomon Islands</p> <p>7.10.6.1 draw flow chart of inputs, processes and outputs of small scale cash farming</p> <p>7.10.7.1 discuss the benefits and disadvantages of small scale farming in Solomon islands</p> <p>7.10.7.2 examine a case study of a small scale cash farm in other third world countries.(eg. Goat Farming in Kenya)</p> <p>7.10.8.1 discuss and justify whether shifting cultivation or cash farming is good for rural development in Solomon Islands</p>	<p>Learners can be assessed on</p>

Subject: Social Studies Year: 7		
Sub-strand: 7.11 Large Scale Commercial Farming – Plantations (10 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>7.11.3 understand the changing nature of world market prices of plantation crops (u)</p> <p>7.11.4 be able to locate four (4) examples of large scale commercial farming in different parts of the world on a world map (s)</p> <p>7.11.5 have formed opinions whether large scale commercial farming is good for Solomon Islands (a)</p>	<p>Learners should be able to</p> <p>7.11.3.1 list reasons why the price of plantation crops changes a lot</p> <p>7.11.4.1 locate on a world map four different examples of plantations</p> <p>7.11.5.1 express opinions about whether plantations are good or bad for Solomon Islands</p>	<p>Learners can be assessed on</p>

Strand: Social Issues And Resolutions in Solomon Islands
Strand Theme: Community and Social Conflicts

Sub-strand: 7.12 Family and Community Disputes and How to solve them (10 periods)

This sub strand consists of two sub strands. It examines the types, causes and impacts of community and social conflicts and how these conflicts can be resolved. It also looks at the types of gender issues which could also create conflicting views between different genders and some ways of resolving them.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should	Learners should be able to	Learners can be assessed on
<p>7.12.1 know the types and causes of conflicts in communities (k)</p> <p>7.12.2 understand the impacts of conflicts on people and society (u)</p> <p>7.12.3 be able to dramatize a conflict situation in a community and how it is resolved (s)</p> <p>7.12.4 understand the traditional and modern processes of resolving conflicts (u)</p> <p>7.12.5 be able to demonstrate a way of resolving conflicts (s)</p>	<p>7.12.1.1 identify examples of different types of conflicts in their respective communities and their causes</p> <p>7.12.1.2 explain the stages and development of conflicts</p> <p>7.12.2.1 discuss positive and negative consequences of conflict on individual, family and communities, and the processes of resolving them</p> <p>7.12.2.2 define the terms conflict, Community conflict, Social Conflict, Community</p> <p>7.12.3.1 dramatize a common type of social conflict situation in a community and how it can be resolved</p> <p>7.12.4.1 compare traditional and modern processes of resolving conflicts and people often involved</p> <p>7.12.5.1 discuss the best ways of resolving conflicts and justify reasons</p>	<p>1. how conflicts are caused and it's impact on the people and the community</p> <p>2. explain how conflicts are resolved traditionally in their communities and how resolved in the modern way</p> <p>3. explain why it is important to resolve conflicts as possible as we can</p>

Subject: Social Studies Year: 7		
Strand: Social Issues and Resolutions in Solomon Islands Strand Theme: Community and Social Conflicts		
Sub-strand: 7.13 Gender Issues (7 periods) This sub strand looks at Gender Issues, especially roles which causes gender imbalance in development and suggest how gender issues can be resolved.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 7.13.1 know the types of gender inequalities (k) 7.13.2 understand the inequalities between the sexes (u) 7.13.3 be able to role play a gender conflict and how it can be resolved (s) 7.13.4 formed opinions on gender equality (a)	Learners should be able to 7.13.1.1 identify some common examples of gender issues of inequality in the community 7.13.1.2 define the term gender, gender inequality, gender role and gender conflict 7.13.2.1 explain the types of gender roles and inequalities in Solomon Islands 7.13.2.2 discuss the social changes taking place and how these causes gender conflict 7.13.3.1 dramatize a common example of a gender conflict in your community and how it can be resolved 7.13.4.1 discuss and justify your views about gender equality issues	Learners can be assessed on 1. list any four different kinds of roles that are commonly carried out by women and men in Solomon Islands 2. explain the kinds of roles that are now done by both genders today and explain why both genders now do similar roles 3. the question `do you think there should be equality in gender role in your own community? Explain your reasons

12.2 Social Studies Year 8 Syllabus

Subject: Social Studies Year: 8		
Strand: History of Solomon Islands and it's Relation with the world Strand Theme: Agents of Change and Colonization		
Sub-strand: 8.1 Agents of Change and Colonization of Solomon Islands 1568-1897 (19 periods) This sub strand aims at examining the agents of change, colonization and its related issues in Solomon Islands and other selected countries. Understanding their impacts will enable learners to develop positive attitudes towards our history and the history of other countries.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.1.1 know the main agents of change in Solomon Islands (k) 8.1.2 understand the reasons for the coming of outsiders and their impacts in Solomon Islands (u) 8.1.3 locate on an atlas/ map the countries of origin of these agents of change and their first established basis in Solomon Islands (s) 8.1.4 be able to locate on a map the islands in Solomon Islands that were first declared protectorate under the British- Solomon Islands administration (s) 8.1.5 have formed opinions about positive and negative contributions of these agents of change to the development of Solomon Islands (a)	Learners should be able to 8.1.1.1 define the terms agents of change, colonialism, colonization, colonial powers, colonist and colony 8.1.1.2 list the main agents of change in Solomon Islands and explain their origin, roles, and how it affected Solomon islanders 8.1.2.1 state the reasons for British colonization and outline their roles in Solomon Islands 8.1.2.2 tell stories of encounters between early Europeans and Solomon islanders 8.1.3.1 locate on a map the countries of origins of these agents of change and their first established bases in Solomon Islands 8.1.3.2 draw a time line to show the order of colonization process different agents of change in Solomon Islands 8.1.3.4 examine a case study about the colonization history of India. 8.1.4.1 locate on a map the first islands in the Solomon Islands which the colonial power has first taken under control 8.1.5.1 discuss the positive and negative impacts these agents of change have on the development of Solomon Islands and its people	Learners can be assessed on 1. list any three different types of agents of change 2. identify one agent of change and state any three types of positive and negative changes they have on Solomon Islands 3. do you think without the coming of these agents of change to Solomon Islands our society can still develop? Explain

Subject: Social Studies Year: 8		
Strand: History of Solomon Islands and the World Strand Theme: Agents of Change and Colonisation		
Sub-strand: 8.2 The Protectorate & World War Two(WW2) 1896 – 1945 (7 periods) This sub strand looks at why British made a protectorate over Solomon Islands and explains the causes of World War 2 and its positive and negative impacts on Solomon Islands.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.2.1 understand the impacts of the protectorate and Colonial Government in Solomon Islands (u) 8.2.2 understand reasons for WW2 in the Pacific, the countries involved and how it ended and its impacts on Solomon Islands (u) 8.2.3 understand the role of Solomon Islanders in the WW2 (u) 8.2.4 be able to locate on the map the main battle grounds in Solomon Islands, the routes of invasion and retreat from Solomon Islands (s) 8.2.5 from opinions about whether WW2 has helped in the development of Solomon Islands (a)	Learners should be able to 8.2.1.1 refer to the reasons for the establishment of the protectorate in Solomon Islands in Chapter 1 8.2.1.2 discuss the negative and positive impacts of Colonial Government in Solomon Islands 8.2.2.1 explain the causes of WW2 , the countries involved, how the war came and their positive and negative impacts on Solomon Islands 8.2.2.2 explain the reasons for the ending of WW2 in Solomon Islands 8.2.2.3 discuss some skills and attitudes learnt from the Allied Forces in the war 8.2.3.1 relate stories about WW2 that they might know of 8.2.3.2 describe the roles of Solomon Islanders in the war 8.2.4.1 locate on a map the main battle grounds of WW2 in Solomon Islands, the main countries involved and trace their invasion routes into the Solomon Islands 8.2.5.1 discuss whether there were positive impacts of WW2 that has contributed to the development of Solomon Islands	Learners can be assessed on 1. explain the reason for the British making a protectorate over Solomon Islands 2. explain four advantages and disadvantages WW2 has brought to Solomon Islands 3. do you think WW2 has contributed to the development of Solomon Islands Explain

Subject: Social Studies Year: 8		
Strand: History of Solomon Islands and the World Strand Theme: Agents of Change and Colonisation		
Sub-strand: 8.3 Road To Political Independence – 1945 -1977 (8 periods) This sub strand highlighted how local political movements impacted on the development of self government in Solomon Islands which eventually led to political independence.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.3.1 know the leaders and the political events that led to the political independence of Solomon Islands (k) 8.3.2 be able to construct a timeline to show the political developments in Solomon Islands (s) 8.3.3 understand how local political movements impacted on the development of self government in Solomon Islands (u) 8.3.4 form opinions about the indigenous Solomon Islander's involvement in the pre-independence process (a)	Learners should be able to 8.3.1.1 explain the meaning of Pre-independence 8.3.1.2 explain the progress of local participation towards self-government through the development of legislative bodies 8.3.2.1 construct a time – line to show the Political development from local council to legislative assembly 8.3.3.1 identify the origins and roles of some local political movements towards the political independence of Solomon Islands (eg.Fallows Movement , Ma'asina Ruru and Moro Movement) 8.3.3.2 explain the impacts of some local movements on the people and processes of self government 8.3.3.3 examine a case study about the history of a country in another part of the world and compare it to Solomon Islands 8.3.4.1 discuss whether local Solomon Islanders had some important involvement roles in preparing for our independence	Learners can be assessed on 1. list the different political bodies (or councils) formed by the colonial govt between 1945 to 1977 and dates 2. compare three ways in which indigenous Solomon Islanders contributed towards the independence of Solomon Islands 3. do you think locals have contributed much towards Solomon Islands Political independence? Explain

Subject: Social Studies Year: 8		
Strand: Governance and Leadership Strand Theme: Modern Community Leadership		
Sub-strand: 8.4 Women and Leadership (12 periods) This sub strand consists of two sub strands. It examines the immerging roles of women in leadership and also the national government leadership and its roles within a country.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.4.1 know the roles of women in traditional and modern leadership (k) 8.4.2 understand the importance of having women in making decisions and reasons for the changing roles of women in leadership (u) 8.4.3 have formed opinions about whether women should be involved in modern leadership (a)	Learners should be able to 8.4.1.1 identify and describe women leaders in their own community 8.4.1.2 discuss the barriers women leaders must overcome and their expected skills and knowledge needed in leadership positions 8.4.2.1 examine a case study of former female politicians in national politics or Administration and other organizations 8.4.2.2 examine four case studies of women leaders (two local and two other countries.) 8.4.2.3 explain the reasons for the changing roles of women to leadership 8. 4.2.4 write a story about a women leader they know either from their community, they hear or read about 8.4.2.5 discuss the advantages and disadvantages of having a woman as a leader. (Either locally or nationally) 8.4.3.1 discuss whether women should be involved in modern leadership	Learners can be assessed on 1. identify three leadership roles women play in traditional Solomon Islands societies? 2. explain three reasons for the changing role of women which makes them take up leadership roles today 3. take part in a discussion or debate on the role of women in leadership 4. explain the reasons why you think women should or should not be involved in modern leadership

Strand 2: Governance and Leadership
Strand Theme: Modern Community Leadership

Sub-strand: 8.5 The National Government (20 periods)

This sub strand explains to learners the different levels of government in Solomon Islands, how governments are chosen and how services are delivered.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.5.1 know the different levels of the government in Solomon Islands (k)</p> <p>8.5.2 understand the structure and importance of the national government (u)</p>	<p>Learners should be able to</p> <p>8.5.1.1 explain the different levels of government in Solomon Islands</p> <p>8.5.2.1 identify and explain the different functions and importance of a national government</p> <p>8.5.2.2 identify the relationship between Executive, Legislature, Judiciary and the Public</p> <p>8.5.2.4 explain how National and Provincial governments get money to meet cost of services for their people</p> <p>8.5.2.5 list problems and challenges of the national governments</p> <p>8.5.2.6 describe the roles of the Prime Minister, Cabinet and the Opposition Group</p> <p>8.5.2.7 outline the processes by which laws are made in Parliament</p> <p>8.5.2.8. explain the expected roles of ordinary citizens to their government and vice-versa, and ways in which citizens can interact with elected leaders (outside election times)</p> <p>8.5.2.9 define the terms Executive Legislature and Judiciary ,Political Parties and Parliament Committees</p> <p>8.5.2.10 examine case studies to contrast the system of government in Solomon Islands with other systems in the world</p>	<p>Learners can be assessed on</p> <p>1. list the different systems of government</p> <p>2. explain any two changes that will help to ensure that only good quality leaders are elected in to Parliament</p> <p>3. draw the structure of the national government and comparing and contrasting the work of the government and opposition</p> <p>4. on the question `Do you think the national system of government in Solomon Islands should be changed or remain as it is? Explain your reasons</p>

Subject: Social Studies Year: 8		
Sub-strand: 8.5 The National Government (20 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.5.3 be able to draw a diagram to show the structure of national government (s)</p> <p>8.5.4 understand the way in which the national government is chosen (u)</p> <p>8.5.5 form opinions about the possible changes to improve the government system (a)</p>	<p>Learners should be able to</p> <p>8.5.3.1 draw and label the structure of the national government of Solomon Islands</p> <p>8.5.4.1 describe the different types of election methods in electing leaders</p> <p>8.5.4.2 describe the process and problems involved in the election of national leaders and the formation of a government</p> <p>8.5.4.3 list and explain the criteria for electing a quality leader and the role of Parliament leaders</p> <p>8.5.4.4 explain the role of political parties and Parliament committees and how they function</p> <p>8.5.5.1 discuss ways the structure of central government can be improved</p>	<p>Learners can be assessed on</p>

Strand 2: Governance and Leadership**Strand Theme: Modern Community Leadership****Sub-strand: 8.6 Rules, Laws and The Judiciary (7 periods)**

This sub strand examines Governance and Leadership in modern Solomon Islands Society. It explains to learners why we have rules and laws and why it is important that we live up to those rules and laws.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>8.6 .1 know the meaning of rules and laws and related terms (k)</p> <p>8.6 .2 understand the structure of the judicial system in Solomon Islands (u)</p> <p>8.6 .3 be able to construct a diagram to show the structure of the judicial system in Solomon Islands (s)</p> <p>8.6.4 form opinions about the roles of the Judiciary in the Country (a)</p>	<p>8.6.1.1 define the terms Rules, Laws, Police and the Judiciary, Human Rights</p> <p>8.6.1.2 explain reasons for rules and laws, how they are made and their examples</p> <p>8.6.1.3 explain the different types of national laws and some basic documents of these laws and their purpose</p> <p>8.6.1.4 describe the basic Rule of Law concept in relation to daily life</p> <p>8.6.1.5 explain the role of laws and the function of governments and courts in protecting human rights in Solomon Islands</p> <p>8.6.2.1 explain the different levels of the courts in the country and the types of cases they can deal with</p> <p>8.6.2.2 examine a case study of how the Judiciary keeps “checks and balances” on the government</p> <p>8.6.3.1 draw the structure of the court system in Solomon Islands</p> <p>8.6.4.1 discuss the strengths and weaknesses of the Judiciary in Solomon Islands and suggest how it can be strengthened</p>	<p>1. explain the reasons for having rules and or laws in society</p> <p>2. list the different levels of courts in Solomon Islands and explain what kinds of cases they deal with</p> <p>3. draw the structure of the judicial system in Solomon Islands</p> <p>4. on the question ` Do you think the work of judiciary is important. Explain your reasons</p>

Subject: Social Studies Year: 8		
Strand: Environment and Population Strand Theme: Mapping and the Physical Environment		
Sub-strand: 8.7 Mapping Skills (6 periods) This sub strand consists of four sub strands. It aims to introduce mapping skills and describe various weather, climate patterns and physical environment and landscape in Solomon Islands and the world.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.7.1 understand how to read, interpret and analyze map Information by using map key, scale, latitude and longitude (k) 8.7.2 recognize different types of maps eg, relief/cultural (u) 8.7.3 be able to interpret and analyze information from maps in written forms, graphic or tabulated forms (u) 8.7.4 be able to use a grid on a map (s) 8.7.5. be able to recognize relief features using contours (k)	Learners should be able to 8.7.1.1 define the terms: map key, scale, latitude, longitude time zone, relief, grid, contours, key. Greenwich Mean time 8.7.1.2 read and interpret features in a map e.g. keys, symbols, key, scales, time zones 8.7.1.3 locate places on a map using latitude, longitude and grid references 8.7.1.4 record measurement using different scales; statement scales, fractional scales and line scales 8.7.1.5 calculate time for different places or zones according to Latitude 8.7.2.1 differentiate different types of maps 8.7.3.1 present map information in a form of written reports, tables, charts, graphs and statistics 8.7.4.1 use grid on a map to find places 8.7.5.1 use a sand tray or sandy area to construct simple contours 8.7.5.2 recognize relief features from a contour map and draw a cross section from a contour map showing features along it	Learners can be assessed on 1. describe the features shown on a large scale map. (Human/ Physical) 2. calculate times for 5 Countries in different places or zones according to GMT 3. draw a cross section of a relief feature from a contour map 4. how important are time difference between different places?

Solomon Islands years 7 - 9 Social Studies syllabus

Subject: Social Studies Year: 8		
Sub-strand: 8.8 Weather, Climate and Vegetation of Solomon Islands (10 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.8.3 be able to read simple graphs showing weather features and use some types of weather recording Instruments (s)</p> <p>8.8.4 understand types of weather hazards and people's life styles (u)</p> <p>8.8.5 appreciate how the people's lifestyles in Solomon Islands are influenced by the type of weather and climate (v)</p>	<p>Learners should be able to</p> <p>8.8.3.1 read temperatures and rain graphs about local areas in Solomon Islands</p> <p>8.8.4.1 explain what cyclones are and their causes</p> <p>8.8.4.2 discuss the types of associated cyclones can have on people and precautions to avoid these</p> <p>8.8.5.1 discuss in what ways the lifestyle of Solomon Islanders is influenced by the type of weather and climate</p>	<p>Learners can be assessed on</p>

Strand: Environment and Population**Strand Theme: Mapping and the Physical Environment****Sub-strand: 8.9 Climatic Regions of the World (9 periods)**

This sub strand aims helping learners to understand fully why different parts of the world have different climates and how their life styles are influenced by those climates.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>8.9.1 know different types of climatic regions of the world (k)</p> <p>8.9.2 understand how the distribution of vegetation in different regions of the world is influenced by the type of climate (u)</p> <p>8.9.3 be able to compare graphs of different weather features and climate zones of the world (s)</p> <p>8.9.4 appreciate that people's lifestyles are influenced by the type of climate (v)</p>	<p>8.9.1.1 list the different types of climates regions of the world</p> <p>8.9.1.2 locate the Equatorial, Tropical, Temperate and Polar Regions of the world on a map and describe their types of vegetation and climate patterns</p> <p>8.9.2.1 explain the different causes of the climate regions</p> <p>8.9.2.2 compare photographs of vegetation types in tropical temperate and Polar Regions</p> <p>8.9.2.3 identify photographs of different types of activities practiced by people in different climatic regions of the world</p> <p>8.9.2.4 explain the difference between the types of activities practiced in any two different climatic regions of the world</p> <p>8.9.3.1 compare weather graphs of different parts of the world to that of Solomon Islands</p> <p>8.9.4.1 describe some examples of the impacts of climate on human activity and vice versa</p> <p>8.9.4.2 describe why certain people behaved and dressed in certain ways</p>	<p>1. list three different climatic regions of the world</p> <p>2. explain the differences between each of the above climatic regions</p> <p>3. contrast two different climate graphs and explain which climatic region each graph is taken from</p> <p>4. which climatic regions of the world would you like to live? Explain reasons</p>

Subject: Social Studies Year: 8		
Strand: Resources and Development Strand Theme: Use of Resources		
Sub-strand: 8.10 Developing and Managing Forest Resources (8 periods) This Sub strand consists of four sub strands. It aims to examine the natural resources and the how they are used or developed and managed in Solomon Islands and the world.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.10.1 know the uses of forest resources (k) 8.10.2 know the main types of logging practices causing destruction of environment (k) 8.10.3 understand the effects of forest resource abuses and management measures to control these in Solomon Islands (u) 8.10.4 understand the good practices of logging which minimizes the destruction of the environment 8.10.5 understand the benefits of forest resources to the local community and the national economy (u) 8.10.6 be able to locate on a map of Solomon Islands where forest resources are used and abused(s) 8.10.7 appreciate the value of forest resources in the improvement of selected communities in Solomon Islands (v)	Learners should be able to 8.10.1.1 list the traditional and modern uses of forest resources 8.10.2.1 explain the methods of forest resource harvesting that may be considered as unsustainable 8.10.3.1 explain the effects of forest resource abuses on the environment 8.10.3.2 suggest some management measures of controlling unsustainable use of forest resources, and harvesting trees in a sustainable way 8.10.3.3 examine an area of present or future logging near the school or find out how local people are using their forests 8.10.4.1 examine a case study of re-forestation development in a particular logged area in Solomon Islands 8.10.5.1 explain four important benefits selected local communities may derive from forest resources 8.10.6.1 locate on the map of Solomon Islands areas where unwise use of forest resources may be found 8.10.7.1 discuss the kinds of benefits of the forest resources that can help in the improvement of communities in Solomon Islands	Learners can be assessed on 1. list any four important traditional uses of forest in your village or community 2. identify an example of a forest abuse and explain any three negative effects it has on the environment and people 3. do you think the forest in your area or community has been wisely or unwise used? Explain how it could have been better used to ensure it is still available for the future

Subject: Social Studies Year: 8		
Strand 4: Resources and Development Strand Theme: Use of Resources		
Sub-strand: 8.11 Developing and Managing Marine Resources (8 periods) This sub strand aims at helping learners to understand the importance of our sea resources to our livelihood and national economy and why it is important that harvesting is done sustainably.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.11.1 know the types of marine resource <i>(k)</i> 8.11.2 understand the benefits of marine resources to the local community and national economy <i>(u)</i> 8.11.3 understand the different methods of marine resource harvesting, conservation and management <i>(u)</i> 8.11.4 understand the importance of the Coral Triangle area to marine life <i>(u)</i> 8.11.5 have formed opinions about different types of human activities that affect marine resources <i>(a)</i>	Learners should be able to 8.7.1.1 identify the types of marine resources 8.7.2.1 identify certain marine products and explain their use and benefits to local communities and national economy 8.11.3.1 list and explain traditional and modern methods of marine resource harvesting, conservation and management 8.11.3.4 examine a commercial fish processing establishment 8.11.3.2 draw diagrams of some of the main methods of traditional and modern fishing 8.11.3.5 explain some of the unsustainable practices on marine resources e.g. dynamiting of fish, use of drift net, and oil spillage in canneries 8.11.3.6 explain government regulations and laws to protect marine resources in Solomon Islands and some challenges in enforcing them 8.11.4.1 locate the areas and countries within the Coral Triangle area and explain its importance to marine life and how to protect it 8.11.5.1 discuss views about how different human activities that affect marine life can be managed	Learners can be assessed on 1. explain the different uses of sea resources in your village and community 2. examine a case study of any human activities and their effects on marine resources 3. do you think sea resources in your own area or community has been used wisely or unwisely? Explain how it could have been used better to ensure it is still available for the future

Subject : Social Studies Year: 8		
Strand : Resources and Development Strand Theme : Use of Resources		
Sub-strand: 8.12 Developing and Managing Mineral Resources (8 periods) This sub strand aims at helping the learners understand the different types of mineral resources in Solomon Islands' it's advantages and disadvantages if extracted and suggest ways in which both the resource owners and government can be benefited.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.12.1 know the different types of mineral resources in Solomon Islands (k) 8.12.2 understand the types of mining methods used in the extraction of minerals (u) 8.12.3 understand the impacts local mineral resources may have on communities and country (u) 8.12.4 locate on a map the mining areas in Solomon Islands as well as the major mining regions in the world (s) 8.12.5 form opinions on how mineral exploitation should be carried out to ensure maximum benefits and minimal destruction to the environment (a)	Learners should be able to 8.12.1.1 list the types of mineral resources in Solomon Islands 8.12.2.1 explain the different methods or types of mining and the advantages and disadvantages of each type 8.12.2.2 recognize different types of mining activities in the photographs or pictures 8.12.2.3 explain the costs of mineral exploitation in Solomon Islands 8.12.2.4 suggest ways to exploit mineral resources in Solomon Islands that maximizes benefits to resource owners and government with minimal destruction 8.12.3.1 explain the important benefits of mining in Solomon Islands to the resource owners and the National Government 8.12.3.2 examine a case study of a mining area outside of Solomon Islands 8.12.4.1 locate the major mining regions of the world and the mining areas in Solomon Islands 8.12.5.1 discuss how mineral exploitation should be carried out to benefit people with little environmental destruction	Learners can be assessed on 1. list the different types of mineral resources and say which is available in Solomon islands 2. explain the advantages and disadvantages of mining in Solomon Islands 3. if mineral is found in your own area and a mining operation is allowed to come, how would you ensure the destruction to the environment is controlled and members of the community get maximum benefit from it

Strand 4: Resources and Development
Strand Theme: Use of Resources

Sub-strand: 8.13 Developing Our Resources for Tourism (8 periods)

This sub strand highlights how our current natural attractions can be used for tourist attractions without destructions to the natural environment with huge benefit to the national economy and operators.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>8.13.1 understand what tourism is and its importance in the country (u)</p> <p>8.13.2 be able to construct a bar graph of tourists coming to Solomon Islands per year (s)</p> <p>8.13.3 locate on a map where most tourists come from and main tourist destinations in the country (s)</p> <p>8.13.4 form opinions about the benefits and problems of tourism in Solomon Islands (a)</p>	<p>Learners should be able to</p> <p>8.13.1.1 define the terms tourism and tourist</p> <p>8.13.1.2 explain the importance of and reasons why tourists come to Solomon Islands</p> <p>8.13.1.3 explain the benefits and disadvantages of tourism</p> <p>8.13.1.4 observe a tourist area or a potential tourism area near the school and list its main features, and suggest how it could be developed</p> <p>8.13.1.5 recognize different types of tourism from photographs</p> <p>8.13.1.6 explain why it has been difficult to attract tourists to Solomon Islands</p> <p>8.13.1.7 examine case studies of tourism industry in overseas countries</p> <p>8.13.2.1 construct a graph from statistics of tourist arrivals in Solomon Islands for any one year and interpret this information</p> <p>8.13.3.1 identify and locate on a map the countries where most of the tourists to Solomon Islands come from</p> <p>8.13.3.2 locate on a map of Solomon islands the main tourist destinations in the country</p> <p>8.13.4.1 discuss some of the problems caused by tourism in Solomon Islands and how it should be addressed</p>	<p>Learners can be assessed on</p> <p>1. what are the kinds of things that could attract tourists to come to Solomon Islands?</p> <p>2. explain three advantages tourism have over natural resource exploitation (such as forestry & mining) in Solomon Islands</p> <p>3. locate on a map of Solomon Islands any two tourist resorts and hotel destinations tourists always go to and explain reasons for their success</p> <p>4. how do you think tourists can be better developed in Solomon Islands in order to maximize benefits to our people and country?</p> <p>5. tourism blessing or curse. Discuss</p>

Subject: Social Studies Year: 8		
Strand 5: Social Issues and Resolution in Solomon Islands Strand Theme: Social Conflict		
Sub-strand: 8.14 Social Unrests And Resolutions (13 periods) This sub strand consists of two sub strands. It aims to examine the causes and the effects of Social unrests and how they are resolved.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 8.14.1 know what social unrest is and its causes (k) 8.14.2 understand the impacts of social unrests and how it can threaten a ruling government (u) 8.14.3 understand the methods used to resolve the social unrest (u) 8.14.4 carry out a case study about the Solomon Islands `social unrest of 1998-2002 (s)	Learners should be able to 8.14.1.1 examine two case studies examples of social unrests in different parts of the world - Europe: Kosovo & Africa: Nigeria 8.14.1.2 identify the root causes of social unrests 8.14.2.1 identify and explain the economic, social, psychological, emotional impacts of the social unrest 8.14.2.2 discuss how a ruling government can be affected by social unrests 8.14.3.1 discuss the methods used in resolving social unrest 8.14.3.2 name some important national leaders, organizations and or groups involved and the role they played in solving the social unrest 8.14.4.1 examine a case study of the social unrest in Solomon Islands between 1998 – 2002 and how it ended 8.14.4.2 explain the main agreements reached and methods used in resolving these social unrests 8.14.4.3 state and explain the weaknesses and strengths of these agreements	Learners can be assessed on 1. explain three different causes of social unrest 2. explain in detail any three major causes of the social unrest in Solomon Islands from 1998 to 2002 and suggest how it can be resolved 3. how do you think Solomon Islanders could prevent similar conflict between its own people from happening again in the future

Subject: Social Studies Year: 8		
Sub-strand: 8.14 Social Unrests And Resolutions (13 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>8.14.6 form opinions about whether the root causes of the social unrest are addressed in the peace process in Solomon Islands (a)</p>	<p><i>Learners should be able to</i></p> <p>8.14.4.4 explain particular events during the unrest and how it was resolved after</p> <p>8.14.4.5 know the groups involved and the roles they play in the peace processes during and after the social unrest</p> <p>8.14.6.1 discuss whether the root causes of the social unrest were fully addressed in the peace process carried out in the country</p>	<p><i>Learners can be assessed on</i></p>

12.3 Social Studies Year 9 Syllabus

Subject: Social Studies Year: 9		
Strand 1: History of Solomon Islands and the world Strand Theme: Independence and After		
Sub-strand: 9.1 Declaration of Independence (10 periods) This sub strand aims at helping learners to understand what a sovereign state means and to appreciate what is meant to be a democratically independent state.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 9.1.1 know the dates of independence, period of colonial rule and other important dates in the history of Solomon Islands (k) 9.1.2 understand what independence means to Solomon Islands as a sovereign state (u) 9.1.3 understand the process leading to independence and declaration of independence (u) 9.1.4 be able to draw a flow chart to outline the transition of political leadership from colonial administrators to Solomon Islanders (s) 9.1.5 appreciate that Solomon Islands is both a sovereign and democratic state in its own right like any other countries of the world (v)	Learners should be able to 9.1.1.1 state the dates of colonial rule and the independence of Solomon Islands 9.1.2.1 explain what independence means to Solomon Islands as a sovereign state 9.1.3.1 explain how the negotiation processes within Solomon Islands government leaders and Britain leading to the achievement of independence was done 9.1.3.2 identify and explain the importance of the national symbols (such as the flag, national anthem, coat of arms, and national constitution) which are the preambles of Solomon Islands independence 9.1.3.3 read a story or watch a video about the independence events and celebrations on July 7 th 1978. After watching, explain the meaning of the national anthem 9.1.3.4 examine a case study of Indian independence 9.1.4.1 draw a flow chart to show the transition of political leadership from colonial administrators to Solomon Islanders 9.1.5.1 discuss whether it is a good decision that Solomon Islands should be given independence or should still remain under its colonial power	Learners can be assessed on 1. explain what political independence and sovereign state means and features of a sovereign state 2. explain the advantages and disadvantages of a sovereign and independent state? 3. do you think the declaration of Solomon Islands independence from Britain is too early, timely or too late. Explain your reasons and or suggestions

Subject: Social Studies Year: 9		
Strand: History of Solomon Islands and the World Strand Theme: Independence and After		
Sub-strand: 9.2 Post Independence And Challenges (8 periods) This sub strand help learners to understand the causes of political instability, unequal economic development and disunity in Solomon Islands and the process of neo-colonialism ,dependence ,independence and globalization.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.2.1 know the meaning of terms often associated with an independent state (k) 9.2.2 know some of the achievements and challenges Solomon Islands has had after its political independence (k) 9.2.3 understand the underlying causes of political instability, unequal economic development and disunity in Solomon Islands (u) 9.2.4 understand the process of neo-colonialism, dependence, interdependence and globalization (u)	<i>Learners should be able to</i> 9.2.1.1 explain the terms national unity, nationhood, nation-building, political stability, economic development, decentralization and social services 9.2.2.1 identify and explain some of the achievements and challenges since our country's political independence 9.2.2.2 identify the quality of services provided by the Government in a typical village in Solomon Islands 9.2.2.3 discuss some ways of addressing the challenges facing Solomon Islands since its political independence 9.2.2.4 examine a case study of a neighboring country's (Malaysia) experiences after independence 9.2.3.1 identify the social factors that either promote or undermine national unity in Solomon Islands after independence 9.2.3.2 explain the main reasons for political instability and unequal distribution of economic development among the provinces 9.2.4.1 define the terms neo – colonialism, and interdependence, globalization and give examples of each	<i>Learners can be assessed on</i> 1. list any three challenges Solomon Islands has faced during the years after independence 2. explain the achievements of Solomon Islands since independence 3. do you think an independent country like Solomon Islands should continue to depend on other countries for some of its development needs? Explain

Subject: Social Studies Year: 9		
Sub-strand: 9.2 Post Independence And Challenges (8 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><i>Learners should</i></p> <p>9.2.5 form opinions about the process of nation building and dependency on outside countries (a)</p>	<p><i>Learners should be able to</i></p> <p>9.2.4.2 suggest alternative ways Solomon Islands could take to reduce its dependency attitude on outside countries</p> <p>9.2.5.1 discuss positive effects of nation building in Solomon Islands and its weaknesses</p>	<p><i>Learners can be assessed on</i></p>

Strand 2: Governance and Leadership
Strand Theme: Modern Governance

Sub-strand: 9.3 Provincial/State Leadership, Politics and Governance (8 periods)

This sub strand consists of four sub strands. It aims to explain modern governance issues affecting provincial governments and other aspects of Governance and ways to address these issues.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.3.1 understand the structure , functions and importance of provincial governments system in Solomon Islands (u)</p> <p>9.3.2 understand the difference between the present provincial government system and proposed state government (u)</p> <p>9.3.3 be able to draw and label the structure of the provincial government system of Solomon Islands (s)</p> <p>9.3.4 form opinions about the strengths and weaknesses of state and provincial governments (a)</p>	<p>Learners should be able to</p> <p>9.3.1.1 name some provincial leaders in their own provinces</p> <p>9.3.1.2 identify the different provinces in Solomon Islands and their administration centers</p> <p>9.3.1.3 identify the symbols, flags, second appointed days, etc, of each province</p> <p>9.3.1.4 describe how provincial leaders are chosen in the provincial government system and the roles of Premiers and provincial assembly</p> <p>9.3.1.5 explain the functions and importance of the provincial government system and its link with national government</p> <p>9.3.2.1 explain what a state government is and compare and contrast it with provincial government system</p> <p>9.3.3.1 draw and label the structure of the provincial government system of Solomon Islands</p> <p>9.3.4.1 discuss the advantages and disadvantages of provincial government and the proposed state or Federal government system</p>	<p>Learners can be assessed on</p> <p>1. explain the work of provincial governments in Solomon Islands</p> <p>2. identify any three problems or issues facing the provincial government system and suggest ways of addressing them</p> <p>3. draw and label the structure of the provincial government system</p> <p>4. do you think state Government is a suitable system for Solomon Islands compared to provincial government system. Justify your opinions</p>

Subject: Social Studies Year: 9		
Strand 2: Governance and Leadership Strand Theme: Modern Governance		
Sub-strand: 9.4 Civil Society and Trade Unions (8 periods) This sub strand looks at the importance of Civil Society and Trade Unions in relation to the operation of the National Government.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 9.4.1 know the different civil society groups and trade unions in Solomon Islands (k) 9.4.2 understand the roles of civil society and Trade Unions (u) 9.4.3 act out a role play of a civil society group opposing a Government decision or bill in parliament (s)	Learners should be able to 9.4.1.1 name some local civil society groups in Solomon Islands and their links with international organizations (Youth, Association, clubs, groups, NGOs, women groups, churches) 9.4.1.2 list the different Trade Union groups in Solomon Islands 9.4.1.3 identify the kinds of people who are members of civil society and trade union groups 9.4.2.1 explain the roles and functions of civil society, trade union groups and their relationships with the government 9.4.2.2 explain the advantages and disadvantages of having civil society and trade union groups in the country 9.4.2.3 explain how you can become an active member of civil society 9.4.2.4 examine a case study of how a civil society or trade union group keeps “ checks and balances ” on the government 9.4.2.5 define the terms Civil Society, Non Government Organizations and Trade Unions 9.4.3.1 participate in a role play showing how a civil society group and supporting public take part in a public march to present their opposition in a speech by it’s leader to the Prime minister over a government controversial decision or bill in parliament	Learners can be assessed on 1. explain the difference between civil society and trade unions 2. explain how civil societies and Trade unions can influence government’s decisions for the good of its members 3. do you think the work of trade unions in the country should be supported? Explain your reasons

Subject: Social Studies Year: 9		
Sub-strand: 9.4 Civil Society and Trade Unions (8 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.4.4 have formed opinions about the work of civil society and Trade unions in Solomon Islands (a)</p>	<p>Learners should be able to</p> <p>9.4.4.1 discuss and justify whether we should have civil society and trade union groups in Solomon Islands</p>	<p>Learners can be assessed on</p>

Subject: Social Studies Year: 9		
Strand 2: Governance and Leadership Strand Theme: Modern Governance		
Sub-strand: 9.5 Issues of Good Governance (16 periods) This sub strand aims at enabling learners to understand the importance of Good Governance and Leadership and the Roles and Functions of good governance institutions.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 9.5.1 know the main features of good governance, and institutions that promote it (k) 9.5.2 understand the importance of good governance and leadership, and the roles and functions of good governance institutions (u) 9.5.3 understand the types and causes of corruption and possible solutions (u) 9.5.4 form opinions on the effectiveness of Integrity Institutions that promote Good Governance in Solomon Islands (a)	Learners should be able to 9.5.1.1 define the terms governance, corruption, accountability, transparency, good governance, integrity institutions and bad governance 9.5.1.2 explain the meaning of Integrity Institutions, their examples and functions 9.5.1.3 explain the features and importance of good governance and leadership in an organisation 9.5.2.1 explain the importance of Good Governance in the family 9.5.2.2 identify national leaders admired for their style or quality of leadership and explain the reasons for these 9.5.2.3 assess whether the process of selecting national and provincial leaders follows good governance practices in identifying good leaders 9.5.2.4 assess whether the Governance and leadership in some local organizations reflects the features of Good Governance 9.5.2.5 discuss the link between government and good governance and, the role of media in good governance and the importance of free speech 9.5.3.1 identify and explain examples of corrupt actions in national or provincial governments or other organizations, their consequences and ways of addressing them 9.5.4.1 discuss the strengths and weaknesses of these integrity institutions and organizations	Learners can be assessed on 1. list the features of good governance 2. explain the features of bad governance or corruption facing our national and provincial government or any organization 3. do you think the integrity institutions are doing an important job in promoting good governance? Explain

Subject: Social Studies Year: 9		
Strand: Environment and Population Strand Theme: Mapping Skills, Population and Resources		
Sub-strand: 9.6 Demographic and Mapping Skills (7 periods) This sub strand aims to examine the Solomon Islands population and its relationship to the world population trend. It also discusses the distribution, development and management of our resources.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should 9.6.1 know what demography means and where to collect demographic related data and information (k) 9.6.2 understand how to read, interpret and analyze information in relation to population and resources (u) 9.6.3 be able to present information in relation to population and resources in different formats eg., tables, graphs (s) 9.6.4 understand cross-sections on maps, relief and other important features from large scale maps (u)	Learners should be able to 9.6.1.1. define the term <i>demography</i> and identify sources of information on population and resources 9.6.1.2 gather information on population and resources 9.6.2.1 apply basic calculation to population and resources formulas e.g. Birth Rate, Rate of Natural Increase 9.6.3.1 represent and present population and resource information in different forms e.g. graphs, tables, charts or written sentences 9.6.4.1 explain how a cross section is drawn and how to use them on maps 9.6.4.2 orient a large scale map in the field and use it to identify human and physical features and to follow a route 9.6.4.3 describe the area shown on a large scale map in terms of relief and human features and the relationship between them	Learners can be assessed on 1. explain at least one important reason why information about a country's population is important 2. use formulas to calculate aspects of population from population statistics as follows; - population density, - population growth - birth rate, - death rate, - natural increase, - net migration, 3. draw a bar graph to present the information about an aspect of a population from available statistics

Strand 3: Environment and Population**Strand Theme: Mapping Skills, Population and Resources****Sub-strand: 9.7 Climate Change and El Nino (7 periods)**

This sub strand will learners to understand the causes of Climate Change El Nino, La Nina and examine ways Solomon Islanders can take to reduce effects of Climate Change in Solomon Islands.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should	Learners should be able to	Learners can be assessed on
<p>9.7.1 know the meaning of the terms associated with Climate Change and El Nino (k)</p> <p>9.7.2 understand the causes of Global warming, Climate Change, its impacts and measures to reduce it (u)</p> <p>9.7.3 be able to locate in a local map the islands in the country which are likely to be most affected by global warming (s)</p> <p>9.7.4 understand El Nino, its causes and effects (u)</p> <p>9.7.5 have formed opinions about the measures to reduce the causes of Climate Change (a)</p>	<p>9.7.1.1 define the terms <i>Global Warming, Green house effect, ozone layer, Climate Change, El Nino, La Nina</i></p> <p>9.7.2.1 examine a case study on the effects of Climate Change</p> <p>9.7.2.2 explain the causes of Global Warming and Climate change</p> <p>9.7.2.3 describe human actions that cause Climate Change and explain their effects on the environment, and people's lives</p> <p>9.7.2.4 suggest measures that can be taken to reduce the effects of Global Warming and Climate Change</p> <p>9.7.3.1 identify the islands that are likely to be most affected by Climate Change in the country</p> <p>9.7.3.2 examine a case study of a particular local area in Solomon Islands that has been affected by the effects of Climate Change</p> <p>9.7.4.1 explain the causes and effects of <i>El Nino</i></p> <p>9.7.5.1 discuss some of the strengths or weaknesses about measures to reduce climate change</p>	<p>1. explain the causes of climate change</p> <p>2. suggest the measures that can be taken to avoid the effects of climate change in likely affected areas in Solomon islands</p> <p>3. locate in a world map any three countries in the world which are subjected to the effects of climate change</p> <p>4. explain actions people who are likely to be affected by climate change in Solomon islands can take to avoid or reduce its effects?</p>

Strand 3 : Environment and Population**Strand Theme: Mapping Skills, Population and Resources****Sub-strand: 9.8 Solomon Islands Population (10 periods)**

This sub strand looks at the Solomon Islands Population in terms of human resources development at the same time cautioned learners to be mindful about the negative impacts of a huge population on the country's natural resources.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.8.1 know some important facts about the size, distribution and growth of population in Solomon Islands (k)</p> <p>9.8.2 understand the factors which can cause population to grow and its impacts (u)</p> <p>9.8.3 understand the relationship between population, resources and services and the consequences of rapid population growth on development (u)</p>	<p>Learners should be able to</p> <p>9.8.1.1 identify how many members each family has and in their community</p> <p>9.8.1.2.explain the factors that affect population size and facts about the growth of population in Solomon Islands</p> <p>9.8.1.3 compare the population size of Solomon Islands with populations of other developing and developed countries</p> <p>9.8.1.4 explain the importance of developing human resource in Solomon Islands and its effects</p> <p>9.8.2.1 explain the meaning of birth rate, death rate and rates of natural increase and the negative and positive effects of an increased population</p> <p>9.8.2.2 illustrate the structure of Solomon Islands population and explain the effects of a large dependent population</p> <p>9.8.3.1 assess the population distribution of population, available resources and services available in Solomon Islands</p> <p>9.8.3.2 explain how natural and man-made resources can be maintained to sustain the growing population</p>	<p>Learners can be assessed on</p> <p>1.list the factors that contribute to the rapid growth of population in Solomon Islands</p> <p>2. explain at least one reason why people or human resources are the most important resources in Solomon islands. Identify one way in which the government is responsible for developing it for the benefit of the country</p> <p>3. do you think Solomon Islands population growth rate should or should not be controlled? Explain how this can be done</p>

Subject: Social Studies Year: 9		
Sub-strand: 9.8 Solomon Islands Population (10 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.8.4 be able to locate on a map of Solomon Islands, densely and sparsely populated areas (s)</p> <p>9.8.5 form opinion about whether Solomon Islands should restrict population growth and movements in Solomon Islands (a)</p>	<p>Learners should be able to</p> <p>9.8.4.1 locate on a demographic map of Solomon Islands dense and sparsely populated areas and give reasons</p> <p>9.8.5.1 discuss whether the government should restrict population growth by family planning or other means to control population movement in Solomon Islands</p>	<p>Learners can be assessed on</p>

Strand 3: Environment & Population**Strand Theme: Mapping Skills, Population and Resources****Sub-strand: 9.9 World Population Trend (8 periods)**

This sub strand examines World Population in terms of its growth and its impacts on the natural resources.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
Learners should	Learners should be able to	Learners can be assessed on
<p>9.9.1 know some terms associated with population (k)</p> <p>9.9.2 understand the world population growth rate, structure distribution and density and its effects (u)</p> <p>9.9.3 understand the relationship between population and resources, migration and their impacts (u)</p> <p>9.9.4 locate on a map of world densely and sparsely populated areas (s)</p> <p>9.9.5 form opinions about whether the governments should control their population growth and movements (a)</p>	<p>9.9.1.1 define the following terms, doubling time, population explosion, population growth, birth rate, death rate, natural increase, mortality rate and life expectancy etc</p> <p>9.9.2.1 interpret the world population growth trend and identify the factors that contribute to these</p> <p>9.9.2.2 make comparisons to world populations from before 1700's and that of present times</p> <p>9.9.2.3 explain the causes and impacts of an increasing world population growth</p> <p>9.9.2.4 explain the population cycle, structure and the demographic transition model</p> <p>9.9.2.5 use formulas for each population terms and calculate the following: population growth, natural increase, doubling time, population density and actual population increase</p> <p>9.9.3.1 explain the relationship between world population and resources and their effects on the natural environment</p> <p>9.9.3.2 assess the types, causes and effects of population migration in the world</p> <p>9.9.4.1 locate on a world map areas with high and low density of people and explain reasons for these</p> <p>9.9.5.1 discuss the weaknesses of controlling overpopulation and how they can be strengthened</p>	<p>1. list the factors that contributed to the rapid growth of world population</p> <p>2. explain the negative impacts of a rapidly growing population on any country's resources</p> <p>3. locate and name the first five most populous countries in the world. Which parts of the world are they situated?</p> <p>4. what measures do you think should be taken to control the world population growth and problems? Explain how this can be done</p>

Subject: Social Science Year: 9		
Strand 4: Resources and Development Strand Theme: Manufacturing Industries		
Sub-strand: 9.10 Small - scale Manufacturing Industries in Solomon Islands (8 periods) This sub strand consists of two sub strands. It aims to provide learners with an understanding of the different kinds of manufacturing industries that make useful products from raw materials.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.10.1 know the characteristics of small scale manufacturing industries in Solomon Islands (k) 9.10.2 understand the importance of small- scale manufacturing industries and their location factors in Solomon Islands (u) 9.10.3 locate on a map of Solomon Islands two small scale manufacturing industries (s) 9.10.4 form opinions about the advantages and disadvantages of small scale manufacturing industries in Solomon Islands (a)	<i>Learners should be able to</i> 9.10.1.1 define what a small manufacturing industry is, its characteristics and identify any two examples in Solomon Islands 9.10.1.2 list examples of traditional and modern industries in the community and explain their activities 9.10.1.3 define the terms industry, small scale manufacturing industry, traditional industry and modern industry 9.10.2.1 explain the important benefits of small scale manufacturing industries to communities and the country 9.10.2.2 assess their locations and the factors that influence the decision for their locations 9.10.2.3 illustrate the activities and processes involve in small scale industries, the raw materials used and products they make 9.10.2.4 examine a case study on two examples of small scale manufacturing industries in selected country/countries 9.10.3.1 locate on a map any two small scale manufacturing industries in Solomon Islands 9.10.4.1 discuss the advantages and disadvantages of small-scale manufacturing industries in Solomon Islands and whether they should be encouraged	<i>Learners can be assessed on</i> 1. give three examples of small manufacturing industries that can be developed in Solomon Islands 2. explain three problems people faced when they want to start a small manufacturing industry 3. carry out a simple research project about a small-scale industry in the local community 4. do you think small scale manufacturing industries are important to the Solomon Islands? Explain

Subject: Social Studies Year: 9		
Strand 4: Resources & Development Strand Theme: Manufacturing Industries		
Sub-strand: 9.11 Large Scale Manufacturing Industries in the world (12 periods) This sub strand explains what Large Scale Industries are and help learners to see whether or not large Scale Industries are good for Solomon Islands.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i> 9.11.1 know the characteristics of large scale Manufacturing industries (k) 9.11.2 understand the advantages and disadvantages of large scale manufacturing industries (u) 9.11.3 be able to locate the main industrial regions of the world (s) 9.11.4 formed opinions about whether large scale industrialization is good for Solomon Islands (a)	<i>Learners should be able to</i> 9.11.1.1 list the types of large scale manufacturing industries, the raw materials they use and the products they manufacture 9.11.1.2 explain the factors for the choice location of manufacturing industries 9.11.2.1 explain the importance of these industries to the economic development of countries in selected countries 9.11.2.2 discuss the positive and negative impacts of industrialization 9.11.2.3 examine a case study of large manufacturing industry in Japan 9.11.3.1 locate and name the world's major industrial regions on a world map 9.11.4.1 discuss the possibility of Solomon Islands developing large-scale manufacturing industries	<i>Learners can be assessed on</i> 1. List three different types of large scale manufacturing industries, the country it is situated, the raw materials used and the type of finished products they produce 2. explain the advantages and disadvantages of large scale industrialization in any two countries 3. suggest whether large scale industries are good for Solomon Islands. Explain your reasons

Strand 5: Social Issues and Resolution in Solomon Islands
Strand Theme: Peace Studies

Sub-strand: 9.12 Peace and Peace Building (12 periods)

This sub strand aims to show that through peace studies learners will be able to understand and practice peace in order to promote it in their own community.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<i>Learners should</i>	<i>Learners should be able to</i>	<i>Learners can be assessed on</i>
<p>9.12.1 know some characteristics of national peace and skills for practicing peace building (k)</p> <p>9.12.2 understand the importance of respecting others to enhance peace (u)</p> <p>9.12.3 be able to dramatize the processes involved in peace building (s)</p>	<p>9.12.1.1 identify characteristics of peace within one self, between different groups and provinces in Solomon Islands</p> <p>9.12.1.2 define the terms: peace, reconciliation, victims and offenders</p> <p>9.12.1.3 explain the different meanings of peace in traditional and contemporary Solomon Islands</p> <p>9.12.1.4 participate in a debate or discussion on ways of promoting interpersonal peace</p> <p>9.12.2.1 identify how respect is demonstrated to individuals, family members, village elders, police and political leaders</p> <p>9.12.2.2 discuss the ability to tolerate and respect differences</p> <p>9.12.3.1 dramatise changes brought about by peace in Solomon Islands.</p> <p>9.12.3.2 dramatize an example of a peace process in their respective communities</p>	<p>1. explain at least three ways in which peace may be maintained in their communities</p> <p>2. analyze and explain two examples of interpersonal conflicts and how they might be resolved</p> <p>3. write a story about how inter-group peace might be achieved within their community</p> <p>4. suggest ways of ensuring peace in Solomon Islands</p>

Subject: Social Studies Year: 9		
Sub-strand: 9.12 Peace and Peace Building (12 periods)		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p>Learners should</p> <p>9.12.4 understand the role of a facilitator in achieving inter-group peace building (<i>u</i>)</p> <p>9.12.5 form opinions about the best ways to maintain peace in Solomon Islands (<i>a</i>)</p>	<p>Learners should be able to</p> <p>9.12.4.1 discuss some of the important skills for conducting interpersonal and inter-group peace building</p> <p>9.12.4.2 practice listening skills and proper ways of communicating feelings to others</p> <p>9.12.4.3 identify the characteristics and qualities of a good peace facilitator and practice skills in leading discussions on interpersonal peace building</p> <p>9.12.4.4 compare Solomon Islands peace building process with that of another country</p> <p>9.12.5.1 .Describe and explain why maintaining peace is important in a family, community and the society at large</p>	<p>Learners can be assessed on</p>

Section 13. LEARNING AND TEACHING RESOURCES

This section contains a list of learner's books, teacher's guides and other learning and teaching resources for effective teaching and learning of Secondary Social Studies syllabus for years 7 to 9.

No	Title	Publications Date	Publisher
1	Solomon Islands Social Studies Year 7 Learner's Book	2010	Pearson Education, Australia
2	Solomon Islands Social Studies Year 7 Teacher's Guide	2010	Pearson Education, Australia
3	Solomon Islands Social Studies Year 8 Learner's Book	2011	Pearson Education, Australia
4	Solomon Islands Social Studies Year 8 Teacher's Guide	2011	Pearson Education, Australia
5	Solomon Islands Social Studies Year 9 Learner's Book	2012	Pearson Education, Australia
6	Solomon Islands Social Studies Year 9 Teacher's Guide	2012	Pearson Education, Australia

Section 14. TOOLS AND EQUIPMENT

This section contains a list of tools and equipment for effective teaching and learning of Secondary Social Studies syllabus for years 7 to 9.

No	Equipment	Supplier
1	Globe	
2	World Political Map	
3	Wall maps of each Continents	
4	Pacific Ocean Map	
5	Solomon Islands Map	
6	Rain Gauge	
7	Hygrometer	
8	Barometer	
9	Thermometer	
10	Ruler	
11	Pencil	
12	Marking pen	

Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

The Secondary Social Studies Syllabus for Years 7 – 9 is written using the outcomes - based approach to education in Solomon Islands. This syllabus is based on an outcomes - based curriculum framework with a philosophy of a learner centred teaching pedagogy. It is based on learning outcomes as *curriculum standards*. These are *curriculum requirements* that should guide the planning for effective teaching and learning strategies as well as designing and setting of valid, fair and reliable assessments. These standards or curriculum requirements will become the *assessment benchmarks* for assessment at the school and national levels using both the formative and summative form of assessments.

Assessment is defined as a continued planned process of gathering, analysing and interpreting information and data about students learning. It is a process of seeking and interpreting evidences used by learners and their teachers, to identify where the learners are in their learning, and where they need to go to and how best to get there. It is important that teachers diagnose and identify learning abilities of the learners in order for them to develop and implement intervention strategies to improve both the learning process of learners and teaching approaches of the teachers. Teachers should support learners who have acquired the learning outcomes or curriculum requirements in order to maintain their level of performance and similarly assist learners who have not acquired the requirements with remedial tasks. This is to enable learners to acquire curriculum requirements and progressed on with their learning. Therefore such assessment strategy is aiming towards improving learning and teaching processes and should focus more on a learner centred teaching pedagogy.

The assessment component in this syllabus involves both internal and external assessments and national examinations. Such an assessment approach is sometimes referred to as formative and summative assessments. However, assessment of learning outcomes differs in some ways from the traditional way of assessing objectives using the norm – referenced assessment. Assessment of learning outcomes focuses more on the criteria – referenced assessment and will allow learners to compete against set and agreed curriculum standards. The emphasis is more on formative and diagnostic form of assessments because it is an ongoing assessment in the classroom. The assessment of learning outcomes will be based on achievement levels. These levels have descriptors of possible performance abilities or skills at different intellectual and hierarchical competencies for each of the learning outcome assessed. Teachers will then be able to identify achievement levels for each student and be able to set remedial tasks to assist underachieving learners. The assessment data and information should be recorded and kept in a systematic and orderly manner as learning records in the schools.

The assessment information and data gathered from such assessments can be used for improving the learning and teaching processes in the classroom and for making informed decisions regarding assessments in the schools and national assessments and examinations. Furthermore, such information and data will also inform the Curriculum Development Division (CDD) and National Examination and Standards Unit (NESU) of the Ministry of Education and Human Resources Development (MEHRD) as well as the School of Education and Humanities (SOEH) of the Solomon Islands National University (SINU) on how the prescribed or the intended curriculum was taught and learnt in schools and how best to improve both the teaching and learning processes and implementation of valid, fair and reliable formative and summative assessments.

It is the Ministry's plan to examine *all subjects* at the end of Year Nine (9), the final year level at the end of the Universal Basic Education in Solomon Islands. It would mean that all subjects offered in the national curriculum would need to offer school base assessment (SBA) as part of the formative or continuous/internal assessment. The SBA should be implemented as part of the teaching and learning processes and is focussed more on learner centred teaching philosophy. The purpose of having an SBA is for assessing skills that are not assessable in the summative and national examinations at the end of the term, semester or a year. Furthermore, such an assessment approach is required to strengthen key components of the formative assessment, that is, to be more valid, fair

and reliable in terms of having common assessment tasks (CAT) in a more organized manner as well as creating provisions for teacher designed assessment tasks (TDAT) to meet the learning needs of learners within the school context and learning environment.

Detailed information, guidelines and appropriate weightings for SBA and internal assessment for Secondary Social Studies can be obtained from the subject prescription handbook.

Achievement Levels

Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.

Aims

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

Assessment

Judging and describing the learning outcomes that learners have achieved.

Assessment event

An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.

Attitude

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

Competency Levels

Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.

Curriculum

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

Entrepreneurial thinking

Considering and planning to start or organize a commercial enterprise involving a financial risk.

Improvisation

The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.

Specific Learning Outcomes

Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.

Key Learning Areas

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.

Learner

A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Student or Pupil.

Learner – centred

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

Learning

The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings.

Learning material

The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

General Learning Outcome

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.

Lesson

A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.

Outcomes-based

A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.

Period

A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.

Process skill

An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution

Programme of study

Detailed plan for teaching a course over a period of time.

Programme Planner

A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.

Rationale

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

Scheme of work

Similar to a programme of study – usually linked to the syllabus.

Scope

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.

Sequence

The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time.

Strand

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

Strand statement

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

Strand year statement

Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Strand theme statement

An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

Subject

One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects derive strongly from the range of disciplines of knowledge.

Sub-strand

A sub-division of a strand dealing with a particular topic within that strand.

Syllabus

A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.

Teaching material

Range of teaching materials utilized by teachers to assist with the process of facilitating learning.

Value

Moral standard of behaviour; principles which govern a person's actions.

Vernacular Language

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

Section 17. REFERENCES

Barton, J. & Collins, A. (1993). Portfolios in teacher education. *Journal of Teacher Education*, 44(3), 200 - 210.

Killen, R. (2007) *Effective Teaching Strategies: Lessons from Research and Practice* (4th Ed). South Melbourne, Thomas Science Press

MEHRD, (2002). *Education Strategic Plan 2002 to 2004*. MEHRD, Honiara

MEHRD, (2005). *Education Strategic Plan 2004 to 2006*. MEHRD, Honiara

MEHRD, (2007). *Education Strategic Framework 2007 to 2015*. MEHRD, Honiara

MEHRD, (2005). *Education for Living: Policy on TVET*. MEHRD, Honiara

MEHRD, (2004) *Curriculum Review and Reform Project Implementation Document*. MEHRD, Honiara

MEHRD, (2005). *Curriculum Reform Management Plan 2005 to 2009*. MEHRD, Honiara

MEHRD, (2007). *National Education Action Plan 2007 to 2009*. MEHRD, Honiara

MEHRD, (2009). *National Education Action Plan 2010-2012*. MEHRD, Honiara

MEHRD, (2011). *National Curriculum Statement*. MEHRD, Honiara

MEHRD, (2011) *Policy Statement and Guidelines for the Development and Implementation of the National Curriculum*. MEHRD, Honiara

Reece, I & Walker, S. (2003) *Teaching, Training and Learning: A practical guide* (5th Edition), Business Education, Publishers Ltd, United Kingdom

Secondary School Social Studies Syllabus (Forms 1-3), 1988, Curriculum Development Division, MEHRD, Honiara, Solomon Islands.

Secondary School Social Studies Syllabus (Form 4 and 5), 1998, Curriculum Development Division, MEHRD, Honiara, Solomon Islands,