**Curriculum Mapping for Education for Sustainable Development in the Solomon Islands**

**Introduction**

The current Solomon Islands Primary Health Studies, Science and Social Science syllabi all include ***Environment, conservation, and Climate Change*** as a Key Learning Outcome (KLO) throughout the curriculum materials.This KLO is also a feature running through to the Junior Secondary school syllabi for Health Studies, Science and Social Science. See examples below.

Primary Health and Science: Environment, conservation and Climate Change: the development of positive attitudes and values towards the preservation and conservation of the environment and adaptation and management of the effects of climate change.

Primary Social Science: Environment, conservation and Climate Change: the 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 an understanding of hazards and planning and management of the impact of disasters.

Secondary Health Education: Development of positive attitudes and values towards the preservation and conservation of the environment and management of climate change.

Secondary Science and Social Science: Development of knowledge, positive attitudes and values toward the preservation and conservation of the environment as well as, adaptation and management of the effects of climate change. This will include understanding the hazards planning, and management of the impacts of disasters.

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|  | **PRIMARY LEVEL** |
|  | **Health Education** | **Science** | **Social Science** |
| **Contribution to KLO** | Primary Health Education (PH Ed) contributes to the development of healthy positive attitudes and values toward the preservation and conservation of the environment and reduces the emission of carbon dioxide and other greenhouse gases. PH Ed also emphasizes the prevention of diseases, safe water and sanitation, and food problems that may be indirectly or directly impacted by climate change. | The development of the concept of ecological community and interconnectedness contributes to underscoring the value of environmental preservation and conservation.Understanding human impacts and influence on the environment contributes to the management of people effects on climate change. | Learners will explore how people cooperate in their use of resources and can effectively manage and conserve resources in a sustainable way.Learners will examine the ways in which places and environments are shaped by the location, patterns, and processes associated with natural events (e.g. climate and weather, natural hazards and climate changes) and by human interaction. They will understand that people’s values influence how they behave to sustain their environment. |
|  **Year 1** | **Healthy Communities and Environments** Identify and state the features of a clean school and an unclean school.Participate in activities that keep the school environment clean. | **Life and Living**Living things and non-living things.Living things depend on many non-living things in the environment for their survival | **Place and Space** Identify the natural, built features and their importance to where I live and show how people care for their special places. |
|  | **Using water and toilets properly at school.**State and show how to care for and use their water sources, drinking water wisely | **Farming** Importance of garden food. | **Governance and Leadership** Show how people share and use resources, the impact on the environment and the reasons why economic activities may reward or constrain individuals and groups. |
|  |  | **Earth and Beyond** The Sun gives light and warmth and enables plants to grow. |  |
| **Year 2** | **Using water and toilets properly at school.**Identify, state and demonstrate how to care, use and clean their toilet properly and the importance of having a clean water source for drinking. | **Gardening** Identify basis garden requirements.Essential compositions of soilTypes of planting materials and their care. | **Place and Spaces in our Village or Settlements.**Know the difference between natural and built features and describe how people use spaces and places in the neighborhood. |
|  |  |  | **Where we live now and before**.Show the neighborhood changes over time, in sequence and how individual, events and ideas influence the history of the neighborhood. |
| **Year 3** | **Clean, healthy community and public places** Participate in activities how to keep their communities and public places clean and free from hazards | **Plant and animal groups** Classify organisms in the local environment | **Weather and Seasons** Identify ways that people’s homes are affected by weather and seasonal patterns.Know the location of the Solomon Islands in the world and identify the reasons why people choose to live where they do, |
|  | **Using water and toilets properly in the community and public places** Identify and show proper ways to care, use public and community toilets and their water sources and rivers. | **Growing plants in a nursery** Explain the terms nursery, germination, transplanting.Constructing nursery and management |  |
| **Year 4** | **Looking after our water** Explain how water can be cared for, kept clean and safe for everyday use. Identify positive behaviors which promote clean safe water sources and negative behaviors that cause health problems by polluted water. | **Organisms in their Environment** Survey local environment to identify living and non-living things Human Impacts on the environment | **The land around us** To identify and show the different islands that made up Solomon Islands. |
|  |  | **Exploring Water** The water cycle and its importanceImpacts of pollution on water resources. |  |
|  |  | **Farming** Importance of gardening and raising animalsMethods of gardening, types of vegetative propagationGrowing food from seeds, the nursery and transplanting |  |
| **Year 5** | **Pollution and Health** Recognize and describe different types of pollution and how these pollutions affect human health. Identify ways they can do to make a pollution-free environment. | **Sources and Changes** Renewable and non-renewable energy sourcesAppreciate that the sun is the primary source of energy in living things. | **The Solomon Islands in the Region** Compare the different landscapes and geographical features of neighboring countries in the Southwest Pacific. |
|  |  | **Gardening Skills** Know the skills of soil preparation, caring for tools, nursery, and transplanting in a practical setting. | **Natural Hazards** Identify some natural hazards and how they affect people’s lives.Show ways to deal with natural hazards. |
|  | **Water, sanitation, and Health** Describe how clean water supply and proper sanitation can contribute to good health.Identify health problems associated with poor water supply, poor sanitation and poor hygiene practices. | **Energy Sources and Changes** Identify some sources of energy used locally and understand that there is a limited supply of energy on our planet today, this need to use energy wisely is paramount. |  |
| **Year 6** | **Creating a Healthy environment** Recognize and describe activities, and behaviors that promote a clean healthy environment and behaviors or actions that pollute or damage the environment | **Food Chains** Transfer of energy from producer to consumersPredator and prey relationships | **Solomon Islands and the World** Describe the relationship of the Solomon Islands to the wider world in the past and present. Use devices of maps to compare and contrast the different geographical features of places. |
|  | **Water-borne related diseases** Identify and describe waterborne diseases, their causes, symptoms, and preventative strategies. | **Variations in Living Things** Adaptive features and variations in organisms that help them survive.Know that extinction is a process occurring every day. | **Managing Natural Resources** Show appropriate ways of managing resources in a sustainable manner, undertake a simple environment use survey and give reasons for population growth. |
|  |  |  | **Weather and Climate** Understand the differences between weather and climate, know the seasonal patterns of the Solomon Islands and other parts of the world then show how people are affected by weather and climate. |
|  | **JUNIOR SECONDARY LEVEL** |
|  | **HEALTH STUDIES** | **SCIENCE** | **SOCIAL SCIENCE** |
| **Contribution to KLO** | Secondary Health Education contributes to the development of healthy positive attitudes, behaviors and values towards promoting clean healthy environment, preservation and conservation of the environment, and the reduction of carbon emissions and other greenhouse gases. Secondary Health education also emphasizes the prevention of diseases and or health-related problems which may indirectly or directly impact be climate change. | The concept in the syllabus offers learners to appreciate the importance of looking after their environment. A clean environment reduces the risk of getting ill. The syllabus also offers knowledge and skills to preserve and conserve the resources that are important to small island states like ours. Learning scientific knowledge about the causes of climate change is paramount to making informed decisions about the adverse impact it has on all living organisms. | 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 and intended learning outcomes of many of the sub-strands: e.g. within Resources and Development strand (Resources of S/islands sub-strand in Year 7 and the entire strand on Environment for the first three years in secondary). |
| **Year 7** | **Healthy Community and Environments**Recognize and identify environmental issues or changes that occur in their community and country.Recognize behaviors and demonstrate activities that promote and create a clean healthy environment | **Energy and Change**Energy forms, Transformation and conservationAlternative forms of energyRenewable and non-renewable Energy sources | **Mapping Skills, Environment and Population** Earthquakes, Tsunamis and VolcanoesLocation and frequenciesCauses and effects |
|  | **Healthy eating habits and values**Recognize their eating habits, patterns and values and discuss what influences their eating patterns. | **Life and Living** EcologyEcosystemsPhysical AttributesFood Chains and Food Webs | **Mapping Skills, Environment and Population**Work of Rivers and StreamsWork of Sea and CoastlinesNatural resources of Solomon IslandsLand use and Resources |
| **Year 8** | **Principles of Healthy Eating and Diets**Discuss and identify the national guide for healthy eating and drinking.Explain the benefits of eating a variety of nutritious food. | **Earth and Beyond**Atmospheres, Water cycle, Climate and Weather | **Weather, Climate and Vegetation of SI**Important weather elements and types of weather and climate in Solomon IslandsHow vegetation is influenced by the weather and climate typeWeather hazards and impact on human lifestyles. |
|  | **Healthy Community and Environments**Describe the effects and causes of environmental pollution, its impact on health of individuals and population: ethical considerations and social responsibility of individuals, community and government’s business to protect and care for the environment. | **Life and Living**Plant processes – Photosynthesis, RespirationMarine Ecosystems – Coral Reefs, Inter-tidal zone, Mangrove ecosystem | **Use of Resources**Developing and Managing Forest resourcesLogging practices and deforestationRelationships between population and resources, migration and their impacts. |
|  |  | **Earth and Beyond**The Fragile earth: Major Geological Forces, Volcanoes, Earthquakes and Tsunami | **Resources and Development**Developing and Managing Marine ResourcesDeveloping and Managing Mineral resourcesDeveloping resources for Tourism |
| **Year 9** | **Promoting Healthy Environment**Discuss and identify the benefits of conservation and sustainable practices to maintain a clean healthy environment.Explain the relationship between environmental breakdown and the health of communities. | **Life and Living**Effects of human civilization on ecosystems | **Climate Change**Meaning of terms associated with Climate Change and El NinoCauses of Climate Change impacts and measures to reduce impact.Global warmingEl Nino – its causes and effects |
|  |  | **Earth and Beyond**Climate Change and Environmental Issues | **Large Scale Manufacturing**Characteristics, Advantages and Disadvantages  |