

Tuvalu Ministry of Education and Sports
Department of Education

Social Science Syllabus

Classes 1 – 8

Prepared by the Teachers of Tuvalu in association with Griffith University through
the Tuvalu Australia Education Support Project (TAESP)

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1 What is Social Science?

'Te galiga o fenua ko te loto tasi'
Unity is the beauty of our islands

This is what we believe. It is the basis of social science.

Social science focuses on studies of people, their relationships with one another and the natural and social environments in which they live.

This subject involves examining the past, investigating the present and considering the future of people, societies and environments. There is an emphasis on learning about local island and Tuvaluan society, cultures and environment. However it also involves studying regional (Pacific) and global settings.

Social science is a multidisciplinary subject, which considers historical, geographical, political, social, economic, cultural and environmental perspectives. There are also many social science issues and topics that are found in other curriculum areas such as science, health science and business studies.

Studying social science contributes to the spiritual, emotional and intellectual development of young people in Tuvalu and helps them to participate fully in a changing Tuvaluan society as informed, confident and responsible citizens. Social Science plays an important role in the development of a sense of confidence and desire to conserve Tuvaluan culture, heritage and environment.

2 Aims of Social Science

The aims of social science education in Tuvalu are:

- To enable students to develop understandings about people, societies and environments over time and place.
- To enable students to become confident, active and informed citizens.

3 Objectives of Social Science

The aims of social science are achieved by addressing the following specific objectives:

3.1 Knowledge and Understanding Objectives

To develop knowledge and understanding of:

- People's organisation in groups and their rights, roles and responsibilities as they interact within groups
- Relationships between people and events through time
- The contribution of culture and heritage to identity and the nature and consequences of cultural interaction

- People's allocation and management of resources and people's participation in economic activity
- People's interaction with places and environment

3.2 Process and Skills Objectives

To enable students to:

- Develop and practice skills in social investigation
- Be able to think and express their opinions
- To communicate information and ideas in a variety of ways
- Make decisions individually and in groups
- Use historical and geographical skills and techniques
- Explore values and beliefs

3.3 Action Objectives

To enable students to:

- Conserve the natural and social environments in which they live
- Value their culture and heritage and help in preserving it

4 Values

Values hold a special place in social science. Values influence beliefs and attitudes and result in behaviours. The social science syllabus emphasises the promotion of the following values that influence the content, processes, skills, and learning strategies of social science.

4.1 Ecological Sustainability

This means beliefs, attitudes and behaviours that result in:

- Preserving the environment
- Using resources wisely to leave enough for future generations
- Respect for life

4.2 Social Justice

This means beliefs, attitudes and behaviours that result in:

- Promoting gender equality in our educational and professional lives
- Challenging unjust behaviours
- Valuing diversity
- Respect for human rights (including children's' rights)
- Fair allocation of community resources

4.3 Democratic Processes

This means beliefs, attitudes and behaviours that result in:

- Upholding the law
- Preserving individual and community rights (including people with special needs)

- Active citizenship
- Performing individual and community responsibilities

4.4 Peace and Welfare

This means beliefs, attitudes and behaviours that result in:

- Being an honest person
- Encouraging cooperativeness amongst people and communities
- Maintaining hope
- Maintaining beliefs
- Respect for others

4.5 Preservation of our Culture

This means beliefs, attitudes and behaviours that result in:

- Keeping our own traditional way of doing things such as feasting, dancing, fishing, weddings etc
- Valuing our language and dialects (including Nui language)
- Respect for others
- Developing confidence in being a Tuvaluan citizen
- Promoting our country and the way we behave.

5 How is the Teaching and Learning of Social Science Organised?

Social science is organised into five broad content strands and one process strand.

5.1 Culture and Heritage

Tū mo aganu Tuvalu
Tuvaluan way of life

This strand will help students to consider how culture and heritage contribute to their own identity as Tuvaluans and to the identity of others, as individuals and as group members. Students will discover how communities reflect the cultures and heritage of their people and find out how and why culture and heritage are developed, transmitted and maintained. Students will examine the nature and consequences of cultural interaction as they investigate the customs and traditions associated with cultural activities. Students will learn how the movement of people and the spread of ideas and technology influence cultures and heritage. It will also look at how families are structured in connection to family roles.

Key concepts in this strand are:

Traditions and customs

Cultural diversity

Family and identity

Historical evidence

5.2 Place, Space and Environment

E fanaka/ faopōpo te fuainumela o tagata kae tuman tena laukele

Population grows but the land remains the same

This strand describes the importance of places and the environment to people. It examines the different ways in which people view the environment and its significance. It describes environments in terms of both natural and social features. Throughout the strand students will understand how people record and describe places, spaces and environments. The strand stresses the knowledge and understandings of the islands of Tuvalu in comparison to its neighbours and other countries in the world.

Key concepts in this strand are:

Spatial patterns

People and place

Environments

Environmental issues

5.3 Time, Continuity and Change

Mea katoa e isi ne lotou kogā tai

To everything there is time

This strand emphasises the understanding of time through talking about the past present and possible future settings. Students will examine the way in which peoples' values, aspirations and actions have been developed and continue to be developed by social change and continuity. Through this strand students will examine ways in which the past can be remembered and recorded, they will learn how people experience events in different ways and that people's view of time and events may differ.

Key concepts in this strand are:

Concepts of time

Changes and continuities

People and events

5.4 Resources and Economic Activities

*Ko tou malosi, ko tou maumea
Ko tou maumea, ko tou malosi*

Your strength is your wealth
Your wealth is your strength

This strand will help students develop their knowledge of the nature of resources and of the ways people use them. Resources include human, natural, capital and information resources. Students will learn that resources may be considered renewable or non-renewable and that the management of resources involves choices.

Throughout this strand, students will examine the changing nature of economic activities including work opportunities and conditions. They will find out how societies organise the production, distribution and consumption of goods and services. They will also discover how specialisation and interdependence relate to the rights of consumers and workers and how these may change. Students will consider how the policies and actions of institutions, businesses, governments and international organizations affect economic activities and have consequences for people and for society.

Key concepts in this strand are:

Types of resources

Production and distribution of resources

Resource management

Sustainability

5.5 Social Organisation and Citizenship

Fai au faiga faka Tuvalu e iloga ei koe
You are only truly a Tuvaluan if you do things the Tuvaluan way

In this strand students will study the kinds of groups people form, kinds of groups people join, their function and ways in which interaction occurs within and between groups. They will find out how groups operate to meet particular goals, challenges and crises. Students will learn of the costs and benefits that these organizations bring to individuals and about the losses and gains made by joining such groups. Students will understand the rights, roles and responsibilities people have as they participate in groups.

Students are given opportunities to develop an understanding of political and legal structures through which they can gain an appreciation of traditional and

western law in a variety of societies. Students will learn and understand their rights, roles and responsibilities of citizenship within their communities and world levels.

Key concepts in this strand are:

Decision making systems

Legal systems

Groups and communities

Active citizenship

The scope of the five content strands can be seen in the following table, which outlines some of the sub- concepts or terms that could be used in connection with each of the strands.

Sub-concepts and Terms used in Social Science				
<i>Culture and Heritage</i>	<i>Place, Space and Environment</i>	<i>Time, Continuity and Change</i>	<i>Resources and Economic Activities</i>	<i>Social Organisation and Citizenship</i>
Artefacts Religion Beliefs Feasting Foods Dancing Music Singing Weaving Weddings Diversity Language Traditional And Western Beliefs Cultural Interaction Identity Family Structure Sport Local Games First- Born Toddy Cutting Medicine Buildings Fishing Gift giving Preservation of food Greetings Gathering and food preparation	Local Area Regions Global Places Pacific Neighbours Islands Tuvalu Location Population Migration Urbanisation Social Environments Natural Environments Conservation Area Settlements Distance Scale Mangroves Waste Management Global Warming Biodiversity	Concepts Of Time Weather Lifestyles Technology Internet Cultures Cohesion Movement Communication Blackbirding WW2 Stories Hurricanes	Sustainability Resources Scarcity Money System Production Management Exchange Enterprise Consumption Cooperation Access Goods And Services Interdependence Supply And Demand Opportunity Cost Trade Work Copra Traditional Farming And Fishing Tourism	People Events Roles Rights Responsibilities Purpose And Function Of Schools Function Of Local Government People In Local Government Tuvalu Emblem Types Of Law (Family, Customary, Primary) Constitution Citizenship Purposes Of Levels Of Government Falekaupule Types of leadership

5.6 Investigation, Communication and Participation

The processes of social science are organised into a strand called Investigation, Communication and Participation.

Investigation

This develops students' skills in researching, processing and interpreting data. It is the basis for problem solving, considering alternatives and designing methods for looking for information, sorting and testing information.

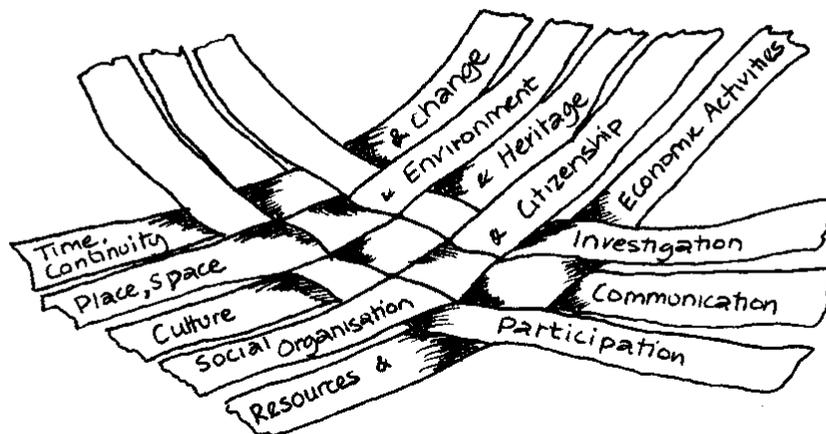
Communication

This develops students' skills in using all forms of communication – spoken, written, graphic and statistical. Students learn to collect, sort and present information using a range of formats. In Tuvalu special emphasis is placed on communication through song and dance.

Participation

This develops students' skills and confidence in cooperative work and decision-making. Students are encouraged to use these skills in their own lives.

The following diagram shows that the social science processes should be integrated across all the content strands.



5.7 Content and Time Allocations

In each of the class levels from 1 – 8 there should be equal attention paid to the five content strands of social science (Culture and Heritage; Place, Space and Environment; Time, Continuity and Change; Resources and Economic Activities; Social Organisation and Citizenship).

The following numbers of lessons are allocated to social science:

Class 1 - 2	3 lessons per week @ 30 minutes per lesson
Class 3, 4 and 5	3 lessons per week @ 40 minutes per lesson
Class 6	4 lessons per week @ 40 minutes per lesson
Class 7 and 8	4 lessons per week @ 45 minutes per lesson

When planning a terms' or year's work program, teachers should ensure that issues from all strands are covered, and this can be done by using the Learning Objectives from the Scope and Sequence Charts on pages 21 – 30. For example a unit on 'My Family' (Class 1) can use objectives from Culture and Heritage; from Place, Space and Environment; and from Time, Continuity and Change. The Teachers' Handbooks for each level give examples of how this can be done.

6 How to do Social Investigations¹

The process strand of investigation, communication and participation emphasises active investigation of social science issues and topics. Using the TELSTAR strategy of social investigation allows teachers to plan investigations for students and allows older students to use the strategy to do their own research and investigations.

The TELSTAR strategy is the means by which processes and skill development is focused towards active student investigation. It:

- Is not a linear process as it allows students or teachers to return to previous steps if their information or analysis is inadequate.
- Allows for student negotiation and exploration of an issue or topic as well as critical assessment of the information gathered.
- Requires reflection, which helps students develop an awareness of their own learning processes.
- Encourages active participation.
- Caters for a range of approaches from teacher-directed to student-directed depending on the level of development of the students.
- Encourages the use of a wide variety of teaching strategies and worthwhile activities.
- Caters for different learning styles of students and teacher expertise.

The diagram on the following page shows the steps of the TELSTAR social investigation model and the questions that should be asked by teachers and students at each of the steps. On the next page is a description of each of the steps of TELSTAR.

¹ This section has been adapted from the Draft P – 10 Social Education Syllabus (unpublished), Department of Education, Queensland.

Student Focus Questions

- What is the topic?

T



- Why should we study this topic?

- How do we feel about this topic?
Who else feels strongly about it?

E



- What do we want to find out?
How can we do this best?

L



- How will we gather the information?

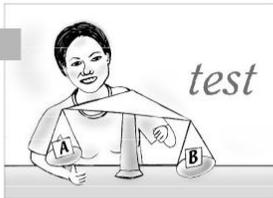
- How might we sort our information?
What connections can we make?

S



- What conclusions can we draw?
What evidence supports them?

T



- What might we do with our findings?
What actions could we take?

A



- How do we feel about the topic now?

R



REFLECT – should I change the questions?

CONTROL CHECK

Is there enough information collected?
Is it accurate, relevant, biased, worth using?

Does this answer the questions sufficiently?

Have all the factors been adequately considered?

How could the investigation have been improved?

REFLECT – has my view on this topic changed?

TUNE IN	This step is crucial for setting the scene, and important for those students who need the big picture first. It could consist of one activity or more. An activity might highlight a concept or generalisation to be developed in the unit or a skill that might be further developed. It may use a contrasting example to that which is to be the focus of the unit. In all cases, it can stand as a reference point for what follows.
EXPLORE THE TOPIC	It may appear to take a long time to explore knowledge and attitudes properly, but it is essential to open these up to scrutiny so that students can eventually reflect on what knowledge has been learned and attitudes that may have changed. It is also an important foundation for the next step.
LOOK FOR INFORMATION	There is a place here for teacher exposition if the teacher has expertise on the topic. However not all information can be gained in this way. Students can maintain or be taught a variety of skills as they gather information, including library research skills, interview or group interaction skills, as well as a variety of comprehension strategies to assist in understanding what they read.
SORT INFORMATION	Specific skills that may need to be taught in this step include breaking down information into parts, identifying relationships, determining causality, searching for comparisons or contrasts. Critical thinking about the accuracy, relevance, reliability and representativeness of information may lead to some of it being discarded, thus leading to a search for new information. Over time students should be encouraged to analyse material for value bases or assumptions, and to treat it appropriately.
TEST INFORMATION	If students have been working in groups, they will have to reach group conclusions before the groups come together to form class conclusions. Conclusions reached should answer the original focus question and its sub-questions. Students should be encouraged to use evidence from the previous step to substantiate such conclusions. Conclusions may not be those found in books, but may involve students developing their own original synthesis of the information. Creative as well as logical thinking is possible in reviewing consequences and possible solutions.
ACT	There should be a meaningful result for any investigation. This may take the form of a letter or a debate. A display on a local issue could be mounted in the school. Findings do not always have to be presented in an assessable form but could perhaps be in the form of a song or dance for others enjoyment.
REFLECT	Time must always be found for students to assess their performance on the investigation so that they have a basis for improvement. Such self-assessment helps them to think about their own learning processes. Some reflection should be on a whole class basis. Reflection may be about personal views, methods used to investigate, success or otherwise of the action phase, or identification of interest areas to pursue in individual or later study.

7 Worthwhile Activities²

Social science involves using a variety of teaching and learning strategies or worthwhile activities.

The following suggestions for worthwhile activities have been grouped according to the steps of the TELSTAR strategy.

7.1 Tune In

- Present a story that highlights the concepts of the topic
- Set a mood through music, poetry, story or film
- Use artefacts to arouse curiosity
- Use a current media item or cartoon that has relevance or is in contrast to the topic
- Create objects in the environment
- Play a game
- Use pictures
- Co-operative squares

7.2 Explore the Topic

- Students present their ideas about the topic in a variety of ways
- Games, hands on activities, puppets, drama
- Brainstorm, mental mapping of an issue, comparisons
- Sketch to stretch – expressions of values, knowledge through drawing
- Teacher in role
- Polarising the class – students make choices or present viewpoints on controversial aspects of an issue
- Complete attitude, value survey/ questionnaire
- Group discussions to explore feelings
- Ranking of attitudes towards feelings (e.g. semantic differential, likert scale)
- Divergent questioning techniques

7.3 Look for Information

- Devise/ conduct a survey
- Conduct interviews
- Library research
- Fieldwork (visit local areas)
- Guest speakers
- Conduct experiments/ observe a demonstration
- Experiential learning (e.g. simulation/ role play, woolly thinking, group activity, games)
- Construction of retrieval charts

² This section has been adapted from the Draft P – 10 Social Education Syllabus (unpublished), Department of Education, Queensland.

- Cloze exercises
- Graphic outlines
- Specific note taking and summary skills

7.4 Sort the Information

- Lists
- Files
- Graphs
- Tables
- Maps
- Flow charts
- Slip writing activities
- Skills of analysis (e.g. comparing and contrasting, identifying trends and patterns)
- Evaluate reliability/ adequacy/ bias of data and sources
- Concepts maps, graphic outlines, timelines
- Group discussion
- Values analysis

7.5 Test

- Brainstorm to establish and apply criteria for judging information
- Use graphic strategies for concluding and predicting (e.g. consequences chart, cross impact matrices, alternative pathways, futures wheel, decision tree)
- Students make a judgement about a question or hypothesis
- Detect common elements
- Rearrange information in new forms
- Assessing the topic using the six thinking hats strategy

7.6 Act

- Comparison chart
- Essay
- Assignment
- Report
- Seminar
- Poem
- Drama
- Charts
- Displays
- Collage
- Construction of models
- Audio-tape
- Dance
- Song

- Mime
- Role-play
- Maps
- Plans
- Simulated meeting
- Mock court
- Mini-parliament
- Community newsletter
- Participating in community groups
- Planting trees
- Raising money

7.7 Reflect

- Classroom discussion on student perception or value of unit
- Return to outcomes of Explore step for comparison
- Reflect on how the investigation has assisted clarification of personal values
- Completion of diary
- Evaluation – form/ questionnaire
- Student Assessment of skills and strategies
- Self-assessment strategies

8 Evaluation and Assessment in Social Science

8.1 *What is Evaluation and Assessment?*

Assessment is the ongoing process of measuring students' performance whilst evaluation is the process of making judgements about the adequacy and effectiveness of the social science program, its objectives and teaching strategies. Assessment of the students' performance should become part of the evaluation process.

8.2 *Why do we Assess and Evaluate?*

- To monitor students' progress and make professional judgements in order to inform students, parents and teachers, and schools about the demonstrations of learning objectives
- To provide feedback to teachers and students about their strengths and weaknesses.
- To motivate students.
- Identify learning strategies that students are using to learn.
- Make decisions about students' needs, the learning and teaching process and resource requirements
- Set learning goals with students.

8.3 *In what Situations can we Assess Students?*

- Class Discussions
- Group work
- Debate
- Brainstorming
- Written exercises
- Field work (local area studies)
- Role plays, dancing and singing
- Games
- Making models

8.4 *What Strategies or Types of Assessment can we use in the Social Science Program?*

- Observations
- Self assessment (e.g. Journal entries)
- Written tests
- Quizzes
- Student reports
- Student projects
- Questioning
- Marking of homework

8.5 Using Portfolios to Report to Students and Parents

Because social science involves a wide variety of teaching and learning strategies, teachers should keep samples of students' work that demonstrates this variety. Student work samples can be kept in portfolios and used to monitor and report on students' progress.

9 Resources

In Social Science everything should be considered as a potential teaching resource. Teachers can use existing resources in the school and can also use the ones produced or purchased by the TAES Project. Resources may be in the form of:

- Text books
- Audiotapes
- Posters
- Big books
- Maps, atlases and globes
- Games and kits
- Pamphlets
- Timelines
- Photographs
- Newspapers and magazines
- Equipment
- Guest speakers
- Places in the local area
- Artefacts and everyday objects
- Computers, CD ROMS, slides and videos (where the equipment is available).

The important thing is to assess the resources for their suitability for the age and developmental level of the students; the curriculum match (i.e. how accurately the resource addresses the objectives), and the cultural appropriateness of the resource. Teachers should therefore consider the following list when selecting resources to support their teaching.

9.1 *General Analysis*

- Is the style of the resource appropriate?
- Is the pace of the text appropriate?
- Whose point of view is put forward?
- Are the illustrations relevant to Tuvaluan culture?
- Is the text relevant to the students' experience?
- Has it the potential to add to understanding of topic?
- Does the resource provide potential for encouraging divergent thinking and developing analytical skills?
- How close is the curriculum match?
- How wide is its application and appeal?
- For how many years will its content be relevant?

9.2 Use of language

- Does the resource follow school community guidelines?
- Is the resource suitable for the Class level?
- Does the resource use value-laden terms (bias)?³
- Is the text clearly presented?

9.3 Issues (especially if controversial) in terms of:

- Departmental policies
- The treatment/approach
- The potential to offend
- Discriminatory remarks

9.4 Accuracy of details in terms of:

- Is the information correct?
- Is the information relevant? (Or can it be easily modified to relate to Tuvalu?)
- Is the information current?

9.5 Quality of illustrations, are they:

- Informative?
- Appropriate?
- Clear?
- Of adequate size?
- Placed as close as possible to relevant text?
- Reflecting a diversity of gender roles and cultures?
- Not black-and-white where colour would be more useful?
- Clearly and correctly captioned?
- Non-discriminatory?

9.6 Access to information:

- Is the typeface suited to target audience?
- Does the resource make effective use of bold face, headings and sub-headings?
- Is the text subdivided suitably?
- Does it have a well-constructed index?
- Does it have a useful contents page?
- Is there a glossary and/ or immediate definition of new words within text?
- Are there summaries at regular intervals?
- Are there suggestions for further reading?

³ Evidence of bias including (political content, sexist content, racist content, discriminatory content)

9.7 Presentation, look at:

- Overall presentation
- Binding
- Durability
- Educational use

9.8 Support Resources for Classes 1 – 8

This section provides a list of the main resources that are used to support the syllabus for Classes 1 – 8. Additional resources for each Class level are included in the relevant Handbook for Teachers.

Classes 1 and 2

Cousens, S and Reynolds, R. (1999), *Societies and Environments: a teaching and learning program for primary classrooms, Teachers' Guide K – Year 2*, Social Science Press.

Classes 3 and 4

Cousens, S and Reynolds, R. (1999), *Societies and Environments: a teaching and learning program for primary classrooms, Teachers' Guide Year 3 – Year 4*, Social Science Press.

Classes 5 and 6

Cousens, S and Reynolds, R. (1999), *Societies and Environments: a teaching and learning program for primary classrooms, Teachers' Guide Year 5 – Year 6*, Social Science Press.

Curriculum Development Unit, (2001) *Social Studies Class 5: Learning to Live in Fiji's Rural/ Urban Communities*, Curriculum Development Unit, Ministry of Education, Suva, Fiji.

Curriculum Development Unit, (2002) *Social Studies Class 6*, Curriculum Development Unit, Ministry of Education, Suva, Fiji.

Classes 7 and 8

Curriculum Development Unit, (1998) *Social Studies Class 7: Living in Families*, Curriculum Development Unit, Ministry of Education, Suva, Fiji.

Curriculum Development Unit, (1998) *Social Studies Class 8*, Curriculum Development Unit, Ministry of Education, Suva, Fiji.

10 Scope and Sequence Chart for Classes 1 – 8

The scope and sequence chart of social science has been developed using the five content strands and their associated key concepts as organisers. Because of the complexity of social science, learning objectives have been grouped into four bands of schooling i.e. Classes 1 –2; Classes 3 – 4; Classes 5 – 6; and Classes 7 – 8.

The Learning Objectives can help teachers to plan units of work and to ensure that all strands are covered over a year's course of study. Assessment and evaluation should also be related to the Learning Objectives.

Culture and Heritage: Learning Objectives for Classes 1 – 8

Key concept	Classes 1 - 2	Classes 3 - 4	Classes 5 - 6	Classes 7 - 8
Traditions and customs	<p>CH1/2. 1 Students are shown what happens during traditional events such as dancing.</p> <p>CH1/2. 2 Students make comparisons of traditions and customs with other islands in Tuvalu and neighbourhood countries.</p>	<p>CH3/4. 1 Students describe customs and traditions that influence the way in which people interact within a cultural group.</p> <p>CH3/4 .2 Students describe ways community activities (e.g. on special occasions) and features of the community (e.g. buildings) reflect the cultures and heritages of the people who live there.</p>	<p>CH5/6 .1 Students identify and investigate one aspect of their own island tradition and customs.</p> <p>CH5/6 .2 Students describe how cultural practices reflect tradition (e.g. gift giving, food gathering and preparation).</p>	<p>CH7/8 .1 Students discuss the importance of maintaining the tradition and customs of sharing resources.</p> <p>CH7/8 .2 Students promote better ways of preserving Tuvaluan traditional ways of making handicrafts and contributing to the economy.</p> <p>CH7/8 .3 Students explain why people attach importance to their traditions and customs.</p>
Cultural diversity	<p>CH1/2. 3 Students identify cultural groups in their community.</p> <p>CH1/2. 4 Students describe features of their own culture (e.g. language,</p>	<p>CH3/4 .3 Students describe the ways people from different cultures interact within communities.</p> <p>CH3/4 .4 Students identify the cultures and heritages of</p>	<p>CH5/6 .3 Students compare Tuvalu cultures to those of other Pacific countries.</p> <p>CH5/6 .4 Students describe ways in which the movement</p>	<p>CH7/8 .4 Students investigate aspects of diverse cultural groups around the world.</p> <p>CH7/8 .5 Students identify ways in which culture may</p>

	<p>ways of doing things, names first born, food, greetings etc).</p> <p>CH1/2 .5 Students describe similarities and differences between features of their own island culture and those of other islands within Tuvalu.</p>	<p>people who live in particular communities.</p>	<p>of people has affected the cultural diversity of a community.</p> <p>CH5/6 .5 Students describe various kinds of interactions that occur as a consequence of people moving to new places.</p> <p>CH5/6 .6 Students identify religious groups in the community.</p>	<p>adapt and change in response to new ideas.</p>
Family and Identity	<p>CH1/2 .6 Students describe their family structure.</p> <p>CH1/2 .7 Students identify the important events that occur in their family.</p>	<p>CH3/4 .5 Students describe the roles of their extended family.</p> <p>CH3/4 .6 Students explain the influence of older people and leaders on his/her way of life.</p>	<p>CH5/6 .7 Students compare their family to those of other Pacific countries.</p> <p>CH5/6 .8 Students identify changes that have occurred in family and identity in Tuvalu.</p>	<p>CH7/8 .6 Students examine cultural and historical practices that contribute to family cohesion.</p> <p>CH7/8 .7 Students investigate how family groups are structured and are changing in other parts of the world.</p>
Historical evidence	<p>CH1/2 .8 Students name examples of historical evidence in their communities</p>	<p>CH3/4 .7 Students explain how certain features of the community (e.g. buildings, names of places) reflect people's</p>	<p>CH5/6 .9 Students interview people and record their experiences.</p>	<p>CH7/8 .8 Students recall evidence of how people in the past find and economise resources.</p>

		heritage. CH3/4 .8 Students explore some historical places in Tuvalu.		CH7/8 .9 Students identify and describe the evidence of history that is seen or recorded and also to investigate more about historical evidence.
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Place, Space and Environment: Learning Objectives for Classes 1 – 8

Key Concept	Classes 1 - 2	Classes 3 –4	Classes 5 - 6	Classes 7 - 8
Spatial Patterns	<p>PSE1/2 .1 Students use simple plans to describe the location of parts of the classroom, school grounds and neighbourhood.</p> <p>PSE1/2 .2 Students discuss why and how people move from place to place.</p> <p>PSE1/2 .3 Students become familiar with the function of maps and how to find locations on a map or globe.</p> <p>PSE1/2 .4 Students become familiar with the various shapes and sizes in which landforms and bodies of water appear on our planet</p> <p>PSE1/2 .5 Students become familiar with the continents and major bodies of water on our planet</p>	<p>PSE3/4 .1 Students explain why people chose to record particular features of places and environments.</p> <p>PSE3/4 .2 Students explain why people record descriptions of places and environments in different ways (e.g. pictures, sound, video recordings, maps).</p> <p>PSE3/4 .3 Students make and use simple maps to describe features on their home island.</p> <p>PSE3/4 .4 Students investigate stories of migration within Tuvalu.</p> <p>PSE3/4 .5 Students become familiar with the various shapes and sizes in which landforms and bodies of water appear on our planet.</p> <p>PSE3/4 .6 Students become familiar with</p>	<p>PSE5/6 .1 Students sketch, locate and name the islands of Tuvalu on a map.</p> <p>PSE5/6 .2 Students locate Tuvalu on a world map.</p> <p>PSE5/6 .3 Students present data in graphic forms to illustrate patterns of migration in the Pacific Region</p>	<p>PSE7/8 .1 Students discuss a range of factors, processes and values that influence the inter-dependence of people and places and the resultant spatial patterns.</p> <p>PSE7/8 .2 Students participate in a field study to recommend the most effective ways to care for a resourceful place that will provide a sustainable economy.</p> <p>PSE7/8 .3 Students investigate the impact of forced migrations such as blackbirding.</p>

		the continents and major bodies of water on our planet.		
People And Place	<p>PSE1/2 .6 Students describe activities that happen in particular places.</p> <p>PSE1/2 .7 Students describe the natural and cultural features of a place that are important to people.</p> <p>PSE1/2 .8 Students examine how people modify places and environments.</p> <p>PSE1/2 .9 Students identify a place that is important and explain why it is important.</p>	<p>PSE3/4 .7 Students give examples of ways people’s activities (e.g. sports, gardening, communications, fishing) are influenced by the location and physical features of a place.</p> <p>PSE3/4 .8 Students explain what place names reveal about places and environments.</p> <p>PSE3/4 .9 Students describe the various facilities and places that they and their family use.</p>	<p>PSE5/6 .4 Students evaluate the environmental and social impacts of a natural disaster that has affected the local area.</p> <p>PSE5/6 .5 Students explain how people seek to overcome the problem of lack of land.</p> <p>PSE5/6 .6 Students identify problems that occur when living in an overcrowded/ untidy area.</p> <p>PSE5/6 .7 Students give examples of different ways in which people use the same area and environment.</p>	<p>PSE7/8 .4 Students identify features of places that reflect people’s relationship with the place e.g. monuments, plaques, villages.</p>
Environments	<p>PSE1/2 .10 Students identify and describe the natural and social environment.</p> <p>PSE1/2 .11 Students explore their feelings about various parts of the natural and social environment.</p>	<p>PSE3/4 .10 Students describe how people’s activities can have a damaging effect on the natural or social features of the environment.</p> <p>PSE3/4 .11 Students describe how people can restore or enhance natural</p>	<p>PSE5/6 .8 Students investigate some of the natural environments in their local area.</p> <p>PSE5/6 .9 Students explore and record information about places such as mangrove, taisala.</p>	<p>PSE7/8 .5 Students describe factors (e.g. cultural, historical, geographical, aesthetic, economic, strategic) that influence the values that communities attach to places and</p>

	<p>PSE1/2 .12 Students identify ways to keep the environment clean and attractive.</p>	<p>or social features of the environment.</p> <p>PSE3/4 .12 Students develop a plan to look after the school grounds.</p>	<p>PSE5/6 .10 Students identify the types of environments in which Tuvaluan people live e.g. tidy, polluted.</p>	<p>environment.</p> <p>PSE7/8 .6 Students explore a local enterprise that benefits the environment.</p> <p>PSE7/8 .7 Students understand human interactions with environments including resource use over time.</p>
Environmental Issues	<p>PSE1/2 .13 Students discuss environmental issues that are affecting Tuvalu (at present and in the future).</p> <p>PSE1/2 .14 Students investigate the amount and types of waste in and around the school grounds.</p>	<p>PSE3/4 .13 Students explain the causes of global warming.</p> <p>PSE3/4 .14 Students identify problems that are caused by waste products.</p> <p>PSE3/4 .15 Students identify effective ways of disposing of waste products</p>	<p>PSE5/6 .11 Students discuss problems such as pollution.</p> <p>PSE5/6 .12 Students recognise the change in the weather.</p> <p>PSE5/6 .13 Students understand the effect of the rising sea level and factors that can contribute to minimising the problem.</p> <p>PSE5/6 .14 Students discuss ways of minimising waste in schools, homes and villages.</p>	<p>PSE7/8 .8 Students become aware of the local, regional and global issues in the environment and how they can affect us in the near future.</p> <p>PSE7/8 .9 Students discuss ways in which individuals and groups act to sustain the environment.</p> <p>PSE7/8 .10 Students explore effective ways of controlling an</p>

				environmental issue. PSE7/8 .11 Students discuss possible futures and solutions for global warming
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Time, Continuity and Change: Learning Objectives for Classes 1 – 8

Key Concept	Classes 1 - 2	Classes 3 - 4	Classes 5 - 6	Classes 7 - 8
Concepts of Time	<p>TCC1/2 .1 Students identify concepts of time e.g. hot, dry and wet period, cyclone season, and fruiting seasons.</p>	<p>TCC3/4 .1 Students explain the difference between the recent past and the distant past.</p> <p>TCC3/4 .2 Students develop a timeline of their life and discuss their probable and preferred futures.</p>	<p>TCC5/6 .1 Students develop a timeline of Tuvalu history.</p> <p>TCC5/6 .2 Students discuss months and seasons in other countries.</p> <p>TCC5/6 .3 Students explain why the design of homes has changed over time and in the future.</p> <p>TCC5/6 .4 Students discuss natural cycles such as the phases of the moon and tides.</p>	<p>TCC7/8 .1 Students examine ways that different cultures consider time.</p> <p>TCC7/8 .2 Students describe events a group of people have experienced over time (e.g. natural disasters, wars, diseases).</p>
Changes and continuities	<p>TCC1/2 .2 Students describe changes and continuities in their life.</p> <p>TCC1/2 .3 Students describe special events in the</p>	<p>TCC3/4 .3 Students give examples of ways in which people are connected with their past.</p> <p>TCC3/4 .4 Students discuss</p>	<p>TCC5/6 .5 Students identify the changes and continuities in different cultures.</p> <p>TCC5/6 .6 Students recognise the</p>	<p>TCC7/8 .3 Students give examples of ways that beliefs and ideas spread and become forces for change and continuity.</p>

	<p>school and communities.</p>	<p>evidence of change and continuity in their local area.</p> <p>TCC3/4 .5 Students give examples of ways that past events changed or affected the lives of communities.</p>	<p>changes and continuities in weather, lifestyle and fashion.</p> <p>TCC5/6 .7 Students make models to show changes in an environment over a long period.</p> <p>TCC5/6 .8 Students make flow charts to show changes in technology used in the home and facilities in the local area.</p>	<p>TCC7/8 .4 Students investigate how people's patterns of migration have changed over time in Tuvalu.</p>
<p>People and events</p>	<p>TCC1/2 .4 Students identify personal and family events.</p> <p>TCC1/2 .5 Students describe significant events and stages in the lives of family members.</p> <p>TCC1/2 .6 Students describe important events in their society.</p>	<p>TCC3/4 .6 Students identify events that people in a community experienced in the recent past and the distant past.</p> <p>TCC3/4 .7 Students give examples of ways in which knowing about their past helps people to understand who they are.</p> <p>TCC3/4 .8 Students explain why people are interested in</p>	<p>TCC5/6 .9 Students give examples of why people in the past are remembered.</p> <p>TCC5/6 .10 Students describe people's ideas and action that changed the lives of other people in particular times and places.</p> <p>TCC5/6 .11 Students identify ways people find out about their past.</p>	<p>TCC7/8 .5 Students explain why people's views about a resource and their uses of it may change over time.</p> <p>TCC7/8 .6 Students describe how events impact on people's lives in different ways e.g. colonisation.</p>

		<p>the past and the future.</p> <p>TCC3/4 .9 Students Identify people who have contributed to change in Tuvalu.</p>	<p>TCC5/6 .12 Students explain how people's experiences and activities have been recorded in different times and places.</p> <p>TCC5/6 .13 Students explain how people in the present can learn about people in the past through records (and evidence).</p>	
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Resources and Economic Activities: Learning Objectives for Classes 1 – 8

Key concept	Classes 1 - 2	Classes 3 - 4	Classes 5 - 6	Classes 7 - 8
Types of resources	<p>REA1/2 .1 Students describe what resources are and give examples of types of resources.</p> <p>REA1/2 .2 Students describe why tourists visit Pacific Islands.</p>	<p>REA3/4 .1 Students identify needs and wants and distinguish between them.</p> <p>REA3/4 .2 Students identify categories of goods and services that people produce and use (e.g. food, visiting hospital).</p> <p>REA3/4 .3 Students identify and explain different situations in which people work together to obtain resources (e.g. harvesting, fishing).</p> <p>REA3/4 .4 Students create a presentation to attract tourists to Tuvalu.</p>	<p>REA5/6 .1 Students identify the types of resource that can be found in Tuvalu.</p> <p>REA5/6 .2 Students illustrate the difference between renewable and non-renewable resources.</p> <p>REA5/6 .3 Students investigate the contribution of tourism to Pacific Region economies.</p>	<p>REA7/8 .1 Students list the types of resources, their value and their contributions towards the economy of the nation.</p> <p>REA7/8 .2 Students describe the types of resources and their importance to humans and animals and the effects of unwise use.</p> <p>REA7/8 .3 Students investigate the impacts of increased tourism in the Pacific.</p>
Production and distribution	<p>REA1/2 .3 Students describe practices for fair, sustainable and peaceful ways of</p>	<p>REA3/4 .5 Students identify reasons why people may need to work together or depend on</p>	<p>REA5/6 .4 Students draw patterns of distributing resources in Tuvalu.</p>	<p>REA7/8 .4 Students explain why different processes of exchange develop in different societies.</p>

	<p>sharing and working in a familiar environment.</p>	<p>others to obtain resources.</p> <p>REA3/4 .6 Students give examples of ways in which people produce and use goods and services.</p> <p>REA3/4. 7 Students illustrate how resources are combined to produce a particular product or service in Tuvalu.</p>	<p>REA5/6 .5 Students identify situations where basic needs are not being met and discuss possible solutions.</p> <p>REA5/6 .6 Students identify and map Tuvalu's trade links.</p>	<p>REA 7/8 .5 Students explain how nations and international organizations attempt to resolve issues related to international trade and the sharing of resources.</p> <p>REA7/8 .6 Students explain how resource distribution has consequences for people's lives, aspirations and decisions (e.g. education, leisure).</p>
Resource management	<p>REA1/2 .4 Students describe what work is and the different types of work done in the community.</p> <p>REA1/2 .5 Students give examples of various work roles that women, children and men may have.</p>	<p>REA3/4 .8 Students explain the interaction that occurs and the roles that people take in the production and consumption process.</p> <p>REA3/4 .9 Students plan and take part in a simulated classroom enterprise and comment of ways of managing resources.</p>	<p>REA5/6 .7 Students explain the consequences of depletion of resources.</p> <p>REA5/6 .8 Students identify the reasons why people need to exchange goods and services.</p> <p>REA5/6 .9 Students explain different processes by which goods and services are exchanged.</p>	<p>REA7/8 .7 Students give examples of resources that are managed.</p> <p>REA7/8 .8 Students discuss how management of resources influence the effort to satisfy our needs and wants.</p> <p>REA7/8 .9 Students describe different ways in which different cultural groups</p>

				may use the same resources.
Sustainability	REA1/2 .6 Students describe the resources that are saved and wasted.	REA3/4 .10 Students investigate the possibility of establishing a recycling scheme. REA3/4 .11 Students discuss why it is necessary to conserve resources.	REA5/6 .10 Students define the term sustainability. REA5/6 .11 Students describe the ways people attempt to conserve resources (e.g. customary practices, regulations).	REA7/8 .10 Students identify changes to relationships among resource use, economic growth, living standards and ecological sustainability and identify the consequences for people, society and environment.

Social Organisation and Citizenship: Learning Objectives for Classes 1 – 8

Key concepts	Classes 1 - 2	Classes 3 - 4	Classes 5 - 6	Classes 7 - 8
Decision making systems	<p>SOC1/2 .1 Students describe roles an individual can have within a group.</p>	<p>SOC3/4 .1 Students explain how decisions are made in their family and community.</p> <p>SOC3/4 .2 Students participate in a group decision-making process.</p>	<p>SOC5/6 .1 Students describe the structure of decision-making in their country.</p> <p>SOC5/6 .2 Students clarify social issues and suggest possible strategies to explain these issues.</p>	<p>SOC7/8 .1 Students express their views on deciding the consequences of changes in the nature of work for people’s lives aspirations and decisions.</p> <p>SOC7/8 .2 Students describe processes that can be used to exercise rights within society.</p>
Legal systems	<p>SOC1/2 .2 Students observe home, classroom and school rules.</p>	<p>SOC3/4 .3 Students explain the consequences of not following school rules.</p> <p>SOC3/4 .4 Students give reasons for the development of school rules.</p> <p>SOC3/4 .5 Students explain the features of customary law.</p>	<p>SOC5/6 .3 Students understand different types of law that exist in Tuvalu.</p> <p>SOC5/6 .4 Students explain why groups and nations have rules and laws.</p> <p>SOC5/6 .5 Students give examples of what happens when rules and laws are broken in the wider community.</p>	<p>SOC7/8 .3 Students describe ways people attempt to conserve resources through customary practices and regulations.</p> <p>SOC7/8 .4 Students compare the types of legal systems in Tuvalu to those of other countries.</p>

			<p>SOC5/6 .6 Students describe processes that groups use to make rules and laws.</p>	
<p>Groups and communities</p>	<p>SOC1/2 .3 Students explain what a group is.</p> <p>SOC1/2 .4 Students describe a number of groups that people belong to.</p> <p>SOC1/2 .5 Students give examples of the benefits of belonging to groups.</p>	<p>SOC3/4 .6 Students explain ways in which people are part of various communities.</p> <p>SOC3/4 .7 Students describe and categorise the types of groups operating in their local community.</p>	<p>SOC5/6 .7 Students identify leaders in different groups and situations.</p> <p>SOC5/6 .8 Students explain how different styles of leadership affect members of the group.</p> <p>SOC5/6 .9 Students describe ways leaders seek to resolve differences within and between groups.</p> <p>SOC5/6 .10 Students investigate male and female participation in community groups.</p> <p>SOC5/6 .11 Students identify the places of origin of individuals and groups in a community.</p>	<p>SOC7/8 .5 Students describe how economic factors can influence the ability of individuals, groups and communities.</p> <p>SOC7/8 .6 Students investigate the different Regional and International organisations operating in Tuvalu.</p>

<p>Active citizenship</p>	<p>SOC1/2 .6 Students discuss what makes a right and a responsibility.</p>	<p>SOC3/4 .8 Students practice making their own rules for the classroom.</p> <p>SOC3/4 .9 Students identify the rights and responsibilities individuals have within a group.</p> <p>SOC3/4 .10 Students explain how rights and responsibilities might vary in different groups.</p> <p>SOC3/4 .11 Students give examples in which rights have accompanying responsibilities.</p>	<p>SOC5/6 .12 Students identify rights to safety and associated responsibilities.</p> <p>SOC5/6 .13 Students identify whether men and women have different rights and responsibilities.</p> <p>SOC5/6 .14 Students describe how their own rights and responsibilities may change as they get older.</p> <p>SOC5/6 .15 Students show how respecting the rights and responsibilities of others is the basis of cooperation in a group.</p>	<p>SOC7/8 .7 Students uphold the rituals and practices that help to sustain the nation's economy.</p> <p>SOC7/8 .8 Students become aware of their nationality and why they are of that nationality.</p>
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