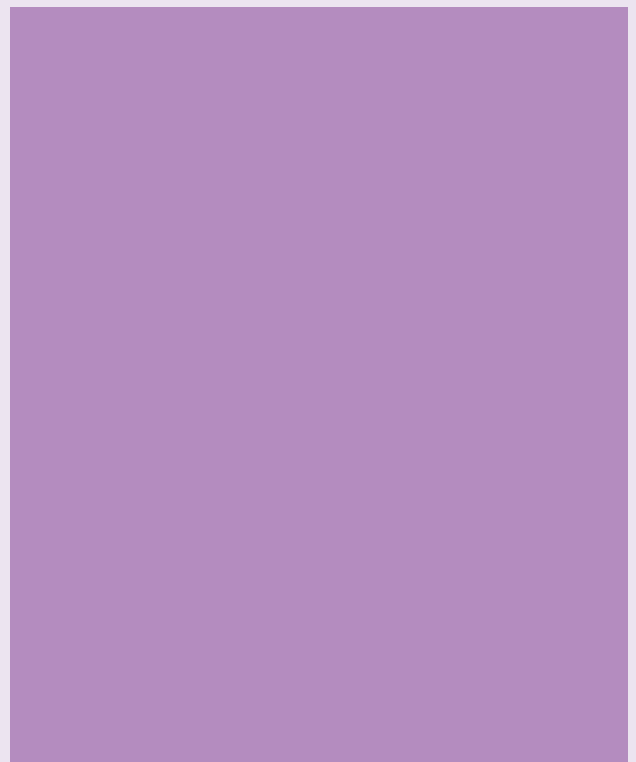


Social Science

Teacher Guide

**Primary
Grade 6**



Standards Based



**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Social Science

Teacher Guide

Primary Grade 6

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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First Edition

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Contents

Secretary's Message.....	v
Introduction.....	1
Teaching and Learning Strategies.....	4
Planning and Programming.....	10
Content Background Information.....	26
Guided Lessons and KSAVs.....	27
Assessment, Recording and Reporting.....	118
Glossary.....	131
Resources.....	133
References.....	134
Appendices.....	135

Acronyms and abbreviations

ADRA –	Adventist Development Relief Agency
AIDS –	Acquired Immune Deficiency Syndrome
AROB –	Autonomous Region of Bougainville
BEBoS –	Basic Education Board of Studies
BOLTSS –	Boarder Orientation Legend Title Scale
CCVE –	Citizenship and Christian Values Education
CP –	Curriculum Panel
HIV –	Human Immune Virus
HPE –	Health and Physical Education
IPA –	Investment Promotion Authority
IRC –	Internal Revenue Commission
KSAV –	Knowledge, Skills, Attitude, Values
KWL –	Know, What You Want to Know, Learnt
LLG –	Local Level Government
MAL –	Making a Living
NCD –	National Capital District
NDoE –	National Department of Education
NGO –	Non Government Organization
PMV –	Public Motor Vehicle
PNG –	Papua New Guinea
RBNC –	Registered Business Name Certificate
SAC –	Subject Advisory Council
SCG –	Subject Curriculum Group
SDA –	Seventh Day Adventist
SOS –	Social Science
TIN –	Tax Identification Number
UN –	United Nations
UNICEF –	United Nations International Children’s Emergency Fund
VSO –	Voluntary Service Organisations
WaSH –	Water Sanitation and Hygiene
WHO –	World Health Organisations

Secretary's Message

This Social Science Teacher Guide for Grade 6 is developed as a support document for the implementation of the Social Science syllabus for Grades 6, 7 and 8. The document provides guidelines for teachers on how to plan and program teaching and learning activities. The Social Science Teacher Guide challenges teachers to research, think critically and make connections with the syllabus contents and benchmarks as they prepare their teaching and assessment strategies.

The Teacher Guide has been realigned, repositioned and replaced with standard based statements to improve knowledge, skills, attitudes and values in Social Science. The course helps students to learn about their own country's government, economy, history, culture and environment. The teacher guide contains detailed information about subject content and broad range of guided lessons and assessment tasks to help teachers use and understand the subject syllabus. Social Science process is a research based concept incorporated in to this subject. The ideas and strategies of Social Science process are excellent innovations that can be used as a cross-subject approach to implement research based assessment.

I encourage teachers to read each section of the guide carefully and become familiar with the content of the subject as specified in the teaching and learning and other sections of this guide. Teachers are also encouraged to try out their own ideas and strategies that they believe will be effective in their schools with their students. Teachers have the right to modify and amend these ideas to suit their local circumstances.

I commend and approve this Grade 6 Social Science Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



.....
DR. UKE W KOMBRA, PhD
Secretary for Education

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Grades 6, 7 and 8 Syllabus. The main purpose is to implement the syllabus in the classroom.

The Teacher Guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of Content Standards and Benchmarks. It provides you with information and processes to:

- Understand and expand on the relevant knowledge, skills, attitudes and values (KSAVs) provided in this guide.
- Develop teaching programs based on your school contexts.
- Plan and develop daily lesson activities.
- Plan and conduct assessments to monitor students' achievements.

Teachers are required to read carefully and use the guidelines in the Teacher Guide to plan and develop teaching and learning programs. The guide contains the following main components:

- Yearly and term overview which consists of all strands, units, topics and lesson titles.
- Sample weekly program or timetable.
- Suggested daily plans which consists of guided lessons and KSAVs.
- Assessment tasks and rubrics.
- Support resources for use when planning and programming.

Social Science is an active course that students learn through active participation in their learning activities, whether, in the classroom or in the community. Students are involved in gathering information from the teaching lessons, community members and by participating in cultural and community activities. Social Science should be taught using primary sources and relevant and current secondary sources that will enable students to:

- be active and informed citizens in the future
- develop an appreciation of and sense of responsibility for their people and the community
- understand culture and physical environment sustainability
- develop an awareness of local and national identity and nation building
- effectively manage and use the resources available to achieve a sustainable way of life now and in future
- understand the process of gathering, analyzing and presenting information effectively.

How to use the Teacher Guide

The teacher guide must be used with the syllabus when planning and teaching Social Science lessons. You must consider the following: how the lesson will be delivered:

- the time required to undertake different activities
- how to engage students so that learning is active and participatory
- the materials and resources required for the lesson
- how the blackboard will be organized
- the depth of knowledge to be acquired
- the necessary skills and attitudes to model
- how to assess what is taught.

Use this teacher guide to help you design your teaching programs, daily lessons and assessment plans. Furthermore, you as a teacher, you must do the following:

- read this teacher guide carefully to understand the content and what you will require for your classroom teaching
- become familiar with the syllabus strands, units, topics and lesson topics
- read and understand the content standards and benchmarks
- read and understand how the assessment plans and tasks are structured so that you can design appropriate assessment plans
- read and understand the structure and content of sample guided lessons and the background information to support you in the modification of your lessons
- read and understand the process, skills and steps of how to guide students to collect, compile and formulate research findings and presentations.

Key Features

The key features of Social Science are important in planning, developing and implementing the Social Science content. These key features emphasize on recommended knowledge, skills and processes and provide ideas for meaningfully and effective teaching.

What is Social Science?

Social Science is about how people relate to other people and environments and how they organise themselves and exploit their resources. Social Science methods are essentially the same as those of the physical sciences, collection of data, data analysis and assumptions.

The Focus of Grade 6 Social Science

In Grade 6 the focus or context is on the local settings, province and the nation's knowledge. Thus it is the country's environment and resources, organization, culture, history and economics that students learn about. Students must be given the opportunity to collect information from local sources. This focus takes the form of excursions, guest speakers and drawing upon other local resources. Generally, learning is hands-on and activity based. They should be involved in the planning and participation in the district and provincial cultural activities. Students can also be encouraged to join local groups or charity or volunteer organizations.

Social Science Process Lessons

Social Science requires a lot of activities to be accomplished within a week. Teachers may find no time during their teaching to effect these activities. Therefore Social Science process lesson is created to conceive all these activities. The process of gathering information, analysing and evaluating information, making judgments and taking actions will all be executed in these lessons.

Links Across the Levels

The content of the Grade 6 Social Science builds on from grade one, ensuring learning is progressive from one grade to another. It is very important to ensure that learning is contextual so that the knowledge, understanding and skills acquired are meaningful and practical for students.

The teacher guide is divided into different sections. Each section provides its strength of information on how to implement the teacher guide. Planning and programming is one of the main emphases of the Social Science teacher guide. In this section content scope of learning, yearly and term overview, guided lessons, KSAVs, Social Science process lessons, content background information and assessment tasks are clearly outlined. Information under this sub - sections are vital for you to refer to every time when planning and teaching Social Science lessons.

Teaching and Learning Strategies

The Standards Based teaching and learning expect teachers to understand how to apply quality standards of teaching and learning in all educational settings, schools and classrooms. These Standards for Teaching and Learning should reflect higher-order thinking, deep knowledge, substantive conversation and connections to the world.

Teaching Strategies

Teaching strategies guide the teacher to teach the lesson content with appropriate learning strategies. Effective learning and acquisition of knowledge, skills, attitudes and values by students in a lesson is achieved through demonstrating appropriate teaching strategies. Teachers are required identify and apply the best teaching strategies to deliver the content in the classrooms.

Learning Strategies

The students should develop the ability to recognise and categorize situations critically, provide rationale reasoning, constructively solve problems, apply knowledge intelligently and communicate effectively. Special consideration and more emphasizes must be given to identifying suitable learning strategies which encourage high student participatory learning.

In Grade 6 students are developing as independent learners. Many students sense that by the time they reach Grades 8, 10 or 12 it will mean the end of their formal schooling in Papua New Guinea. It is important that they have opportunities to develop skills, knowledge and attitudes that will assist them as life-long learners in various communities.

The following characteristics of teaching and learning strategies are particularly appropriate for teaching and learning in Social Science:

- providing opportunities for students to respond to challenges and solve problems in creative and unique ways
- offering activities which involve students in working with real products, objects and information from members of various communities
- providing opportunities for students to contribute their own ideas and experiences, draw on their observations and take action on the basis of the knowledge they gain
- developing open-ended tasks in which students' capacities for creative thinking are challenged
- undertaking projects where students have ownership, collaborative group activities, particularly in relation to research projects
- designing activities which allow students to take various paths to achieve the same outcomes

- providing opportunities for students to experience a range of culturally diverse work, products and processes.

The Social Science processes as stated in this document identified a range of activities that may perhaps be used in the Social Science process lessons. Further examples and a more detailed description of the activities are provided below. All these activities make a contribution to the Social Science process which encourages students to identify problems, issues of concern or topics of interest, gather and analyze information, plan how to address issues which arise and take appropriate actions.

Social Science Processes and Activities

The table displays all the Social Science process and activities students will be tasked to undertake and involved actively in Social Science process learning.

Social Science Processes	Activities
Gathering Information	• Interview resource people– (research) • Go for excursion • Small group discussion • Conduct surveys into your community (research) • Invite guest speakers to speak to you • Writing letters to organizations, groups and individuals for information • Library search for information – (research) • Interpret maps, graphs, (line, bar, pie, climate) • Interpret tables, timelines, diagrams and flow chart • Obtain information from photographs and cartoons • Summarize main points from variety of texts • Read a variety of written sources • Gather information from newspapers and other articles • Brainstorm
Analysing Information	• Create tables of information • Transform information into graphs, diagrams and flow charts • Compare the accuracy of information from different sources • Analyze evidence • Interpret and construct timelines • Using mapping conventions such as: key/legend, scale, cardinal points, grid reference
Evaluating Information	• Compare different points of view and check for supporting evidence • Propose alternatives to the way things are • Role Play • Create, interpret and use maps

Making Judgments	• Note patterns and predict possible trends • Interpret and/or draw cross-sections • Debate opposing viewpoints • Make predictions • Draw conclusions from data
Taking Actions	• Develop posters • Build models • Present information to other classes • Dramatizations such as (building cultural appreciations and tolerance) • Reports (writing or oral) • Assignments • Maintain a dairy of change • Interpret alternatives and predictions • Awareness campaigns • Demonstrations within the community • Actively change an aspect of community life such as (sustainable environmental practice, changes to community building practice)

Below is an example of the process that you can use in the Social Science Process lessons which appear as the fourth lesson in each week.

Research

Research topics must be identified from the lesson topics in each of the five Social Science strands and units. Teachers you have all the opportunities to select own topics for students depending on the situation and nature of your teaching. Plan and prepare research topics in advance. Introduce the research topic in the beginning of a term. Give students ample time to compile the research as you guide them through the Social Science process lessons. A sample research questionnaire is provided on Appendix 'A' and a sample research assessment rubric is on page -- of this Teacher Guide.

An example on how to select a research topic is taken from Grade 6 Strand 3, Culture and outlined as a tool for you to follow.

Term	Strand	Unit	Research topic	Research question
3	Culture	Unit (2) Changes in Cultures	Lesson (85) Inter-marriages	"Why do most communities in Papua New Guinea no longer practice their cultural ceremonies and rituals?"

How to develop research questions

Teacher identifies a problem in Strand (3), Unit (2) and sets out a main research question based on Grade 6, lesson 85, 86 and 87.

Problem identified was about a decline in the practices of local cultural ceremonies and rituals in Papua New Guinea.

Strand 3: Culture

Unit 2: Changes in Cultures

Topic: Influence on Local Culture

- Teacher will develop main research question drawn from the topic.
- Teacher will develop two supplementary questions from the main research question for students to work on. From the two supplementary questions you further develop three working questions each in relation to the main research question.

Main Research Question

“Why do most communities in Papua New Guinea no longer practice their cultural ceremonies and rituals?”

Supplementary Research Questions

What are some causes of the decline in the cultural practices?
Is it possible to revive the cultural practices?

Part A: What are some causes of the decline in the cultural practices?

(Above is supplementary question # 1)

(Develop three working questions from the supplementary question one).

Part B: Is it possible to revive the cultural practices?

(Above is supplementary question # 2)

(Develop three working questions from the supplementary question two).

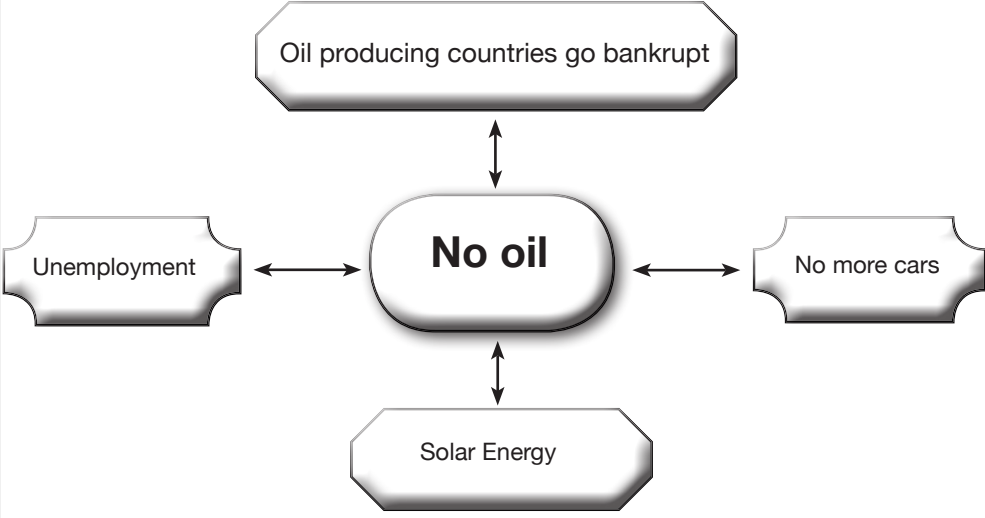
Important

From the main question, you develop two supplementary questions and six working questions. These questions are sufficient enough for the grade level. Do not be tempted to develop more supplementary questions. Maximum of two supplementary questions is enough. As students progress to higher grades, teachers can increase the supplementary and working questions. In Grades 6, 7 & 8, working questions must be limited to four, five or six.

Other Teaching and Learning Strategies

The following teaching and learning strategies are also encouraged and teachers need to consider these strategies when teaching Social Science.

No:	Learning Strategies	Descriptions of learning strategies
1	Brainstorming	This is a popular activity with a class or group for generating new ideas quickly to stimulate creative thinking. All ideas are accepted and listed without any comment. Discussion about appropriateness or desirability occurs later. Generally in brainstorming students think up ideas and write them down.
2	Debates	Debating is a strategy which involves students presenting different points of view on an issue and arguing the case. Four types of debating are described below: • Type (1) All class members are involved. Each student states a point of view and provides a supporting argument on the selected issue. This is sometimes called a “Round Robin” debate. • Type (2) An issue or topic is identified. The class forms two groups according to their chosen point of view. Each student must belong to a group. Each side presents one persuading statement. Then students are given the opportunity to change sides. • Type (3) An issue or topic is identified. Each student adopts a point of view and thinks up supporting arguments. Students at random present their arguments in a persuasive manner and counteract arguments in response to opposition. • Type (4) You are probably most familiar with this type of debate. There are two teams: positive and negative, each with three speakers who take turns to debate a topic. One speaker from each team presents one or more arguments and rebuts the opposition team’s arguments. Usually a winner is declared and is the team with most points. This is the type of debate students are most familiar with.
3	Design	Students develop visual images to explain their ideas awareness of a particular issue
4	Diary	Students maintain a record of the progress of a project. They may note its progress at various stages and reflect on any changes
5	Graphic Organizers	These are the ways of representing information graphically to make the information easier to access visually. Tables are probably the most common example, others include graphs and flowcharts
6	KWL Charts	This is a useful strategy for organizing thoughts at the beginning of a unit and reflecting on what has been learned at its conclusion. KWL stands for What we know about a topic already What we want to know about the topic What we have learnt from the topic
7	Homework	Homework is an important strategy for students to become independent learners. Plan or program homework so that there are variety of tasks. Allow a reasonable amount of time for example; 30 -40 minutes depending on the task and the age of the learners

8	Primary and Secondary Sources	Primary sources include people who may be interviewed or asked to visit the class or an original text that may be read, listened to, or viewed. Secondary sources are atlases, textbooks and newspaper reports etc.
9	Concept Map	A concept map is a way of recording information and is often used in brainstorming ideas. A concept map assists students to 'map' out their ideas visually. A concept map is used to draw connections between ideas and concepts related to a topic. Students can do this as individuals, small groups or class.  <pre> graph TD A[Oil producing countries go bankrupt] <--> C((No oil)) B[Unemployment] <--> C D[No more cars] <--> C E[Solar Energy] <--> C </pre>

Planning and Programming

Planning and programming is organizing the content from the content overview in the syllabus into teachable plans for delivery in the classroom. Such plans include yearly overview, term overview, weekly plan and daily plans or lessons. The yearly, term overviews and weekly plans are provided below. The daily plan which is the actual guided lesson template can be found in the Guide Lessons section of this teacher guide together with sample guided lessons and KSAVs.

Characteristics of a Good Program

Here are some characteristics to consider for a good program:

- maintains a focus on the benchmarks, showing what students must know and be able to do to achieve the content standards
- uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time
- uses a variety of teaching and learning strategies, as facilitators to cater for different learning styles and individual needs of students
- emphasizes the development of knowledge, skills, attitudes and values to promote lifelong learning
- provides opportunities for students to become effective, self-directed learners and enables students to learn in a range of contexts
- supports learning through the use of a variety of texts, media and real life materials and resources
- shows the links between the Content Standards, teaching and learning activities and assessment tasks
- apply thematic approach when necessary.

Content Overview

This section provides an overview of the content scope of learning for Grade six students given in the Social Science Syllabus. The broad learning concepts are:

- Environment and Resources
- Civic and Organizations
- Culture
- History and Change
- Trade.

Content Scope of Learning for Grade 6

When planning an instructional program for a year begins with the yearly plan. The yearly plan is organized by terms in a school year. The key information that forms the content of the plan is provided in the Social Science syllabus and teacher guides. The content scope of learning is organized by Strands, Units and Topics respectively as outlined below.

Strands	Units	Topics
Environment and Resources	Physical and Human Environment	- Physical Environment - Human Environment - Working With Maps
	Effects of Environmental Change	- Environmental Influence - Environmental Effects - Change of Human Environment
	Human Impacts on Environment	- Human Activities - Environmental Exploitation
	Environmental Sustainability	- Sustainable and Unsustainable Practices - Extinct and Endangered Resources
	Natural Hazards	- Natural Hazards and Disasters (1) - Natural Hazards and Disasters (2)
Civic and Organizations	Groups and Organizations	- Types of Groups and Organizations - Roles and Responsibilities of Groups and Organizations - Community Projects
	Relationships and Communications Between Groups & Organizations	- Social Advocate Groups - Relationship and Communication between Groups and Organizations – (Case studies)
	Changes and Development	- Impacts of Development - Development Plans
Culture	Different Cultures	- Cultural Elements and Rituals (1) - Cultural Elements and Rituals (2)
	Changes in Cultures	- Influences on Local Culture - Evidences of Changes in Culture
	Cultural Participation	- Cultural Events (1) - Cultural Events (2)
History and Change	History	- Origin of Indigenous People - Basic Needs of Indigenous People
	Change	- Changes in Basic Needs - Changes in Communication - Changes in Technology
Trade	Economic Activities	- Small Scale Economic Activities - Types of Small Scale Economic Activities - Guidelines in Operating Formal Economic Activities - Small Scale Economic Activities – (Case studies)
	Producers and Consumers	- Producers in the Local Community - Consumers in the Local Community

Yearly and Term Overview

The yearly and term overview is a quarterly plan of instructions programmed for teaching. It gives teachers specific outline of the lesson titles, units and topics, for teaching in a term. This guides the teacher to organize the teaching program for the number of weeks in each term.

Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
Orientation and Registration						
1	1	Environment and Resources	Physical and Human Environment	Physical Environment	6.1.1	SOS 6.1.1.1
	2			Human Environment		SOS 6.1.1.2
	3			Working With Maps		SOS 6.1.1.3
	4		Effects of Environmental Change	Environmental Influence	6.1.2	SOS 6.1.2.1
	5			Environmental Effects		SOS 6.1.2.2
	6			Change of Human Environment		SOS 6.1.2.3
	7		Human Impacts on Environment	Human Activities	6.1.3	SOS 6.1.3.1
	8			Environmental Exploitation		SOS 6.1.3.2
	9		Environment Sustainability	Sustainable and Unsustainable Practices	6.1.4	SOS 6.1.4.1
Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
2	1	Environment and Resources	Environment Sustainability	Extinct and Endangered Resources	6.1.4	SOS 6.1.4.2
	2		Natural Hazards	Natural Hazards and Disasters (1)	6.1.5	SOS 6.1.5.1
	3			Natural Hazards and Disasters (2)		SOS 6.1.5.2
	4	Civic and Organizations	Groups and Organizations	Types of Groups and Organizations	6.2.1	SOS 6.2.1.1
	5			Roles and Responsibilities of Groups and Organizations		SOS 6.2.1.2
	6			Community Projects		SOS 6.2.1.3
	7		Relationships and Communications Between Groups & Organizations	Social Advocate Groups	6.2.2	SOS 6.2.2.1
	8			Relationship and Communications Between Groups & Organizations – (Case studies)		SOS 6.2.2.2
	9		Changes and Development	Impacts of Development	6.2.3	SOS 6.2.3.1

Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
3	1	Civic and Organizations	Changes and Development	Development Plans	6.2.3	SOS 6.2.3.2
	2	Culture	Different Cultures	Cultural Elements and Rituals (1)	6.3.1	SOS 6.3.1.1
	3			Cultural Elements and Rituals (2)		SOS 6.3.1.2
	4		Changes in Cultures	Influences on Local Culture	6.3.2	SOS 6.3.2.1
	5			Evidences of Changes in Culture		SOS 6.3.2.2
	6		Cultural Participation	Cultural Events (1)	6.3.3	SOS 6.3.3.1
	7			Cultural Events (2)		SOS 6.3.3.2
	8	History and Change	History	Origin of Native People	6.4.1	SOS 6.4.1.1
	9			Basic Needs of Native People		SOS 6.4.1.2
Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
4	1	History and Change	Change	Changes in Basic Needs	6.4.2	SOS 6.4.2.1
	2			Changes in Communication		SOS 6.4.2.2
	3			Changes in Technology		SOS 6.4.2.3
	4	Trade	Economic Activities	Small Scale Economic Activities	6.5.1	SOS 6.5.1.1
	5			Types of Small Scale Economic Activities		SOS 6.5.1.2
	6			Guidelines in Operating Formal Economic Activities		SOS 6.5.1.3
	7			Small Scale Economic Activities – (Case studies)		SOS 6.5.1.4
	8		Producers and Consumers	Producers in the Local Community	6.5.2	SOS 6.5.2.1
	9			Consumers in the Local Community		SOS 6.5.2.2

Term Overview

Term 1:

Weeks	Strands	Units	Topics	Content Standards	Benchmarks
1	Environment and Resource	Physical and Human Environment	Physical Environment	6.1.1	SOS 6.1.1.1
2			Human Environment		SOS 6.1.1.2
3			Community Mapping		SOS 6.1.1.3
4		Effects of Environmental Change	Environmental Influence	6.1.2	SOS 6.1.2.1
5			Environmental Effects		SOS 6.1.2.2
6			Change of Human Environment		SOS 6.1.2.3
7		Human Impacts on Environment	Human Activities	6.1.3	SOS 6.1.3.1
8			Environmental Exploitation		SOS 6.1.3.2
9		Environment Sustainability	Sustainable and Unsustainable Practices	6.1.4	SOS 6.1.4.1

Term 2:

Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
1	Environment and Resource	Environment Sustainability	Extinct and Endangered Resources	6.1.4	SOS 6.1.4.2
2		Natural Hazards	Natural Hazards and Disaster (1)	6.1.5	SOS 6.1.5.1
3			Natural Hazards and Disasters (2)		SOS 6.1.5.2
4	Civic and Organization	Groups and Organizations	Types of Groups and Organizations	6.2.1	SOS 6.2.1.1
5			Roles and Responsibilities of Groups and Organizations		SOS 6.2.1.2
6			Community Projects		SOS 6.2.1.3
7		Relationships and Communications Between Groups & Organizations	Social Advocate Groups	6.2.2	SOS 6.2.2.1
8			Relationship and Communications Between Groups & Organizations – (Case studies)		SOS 6.2.2.2
9		Changes and Development	Impacts of Development	6.2.3	SOS 6.2.3.1

Term 3:

Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
1	Civic and Organization	Changes and Development	Development Plans	6.2.3	SOS 6.2.3.2
2	Culture	Different Cultures	Cultural Elements and Rituals (1)	6.3.1	SOS 6.3.1.1
3			Cultural Elements and Rituals (2)		SOS 6.3.1.2
4		Changes in Cultures	Influences on Local Culture	6.3.2	SOS 6.3.2.1
5			Evidences of Changes in Culture		SOS 6.3.2.2
6		Cultural Participation	Cultural Events (1)	6.3.3	SOS 6.3.3.1
7			Cultural Events (2)		SOS 6.3.3.2
8	History and Change	History	Origin of Indigenous People	6.4.1	SOS 6.4.1.1
9			Basic Needs of Indigenous People		SOS 6.4.1.2

Term 4:

Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
1	History and Change	Change	Changes in Basic Needs	6.4.2	SOS 6.4.2.1
2			Changes in Communication		SOS 6.4.2.2
3			Changes in Technology		SOS 6.4.2.3
4	Trade	Economic Activities	Small Scale Economic Activities	6.5.1	SOS 6.5.1.1
5			Types of Small Scale Economic Activities		SOS 6.5.1.2
6			Guidelines in Operating Formal Economic Activities		SOS 6.5.1.3
7			Small Scale Economic Activities-(Case studies)		SOS 6.5.1.4
8		Producers and Consumers	Producers in the Local Community	6.5.2	SOS 6.5.2.1
9			Consumers in the Local Community		SOS 6.5.2.2

Yearly Lesson Overview

Term One	Content Standard	Benchmarks	Less No.	Lesson Titles	Week	No. of Weeks
	6.1.1	SOS 6.1.1.1. Discuss the features of the physical environment in their local region.	1	Climate	1	9
			2	Vegetation		
			3	Landforms		
			4	Social Science Process		
		SOS 6.1.1.2. Discuss the features of the human environment in their local region.	5	Population	2	
			6	Settlement Pattern		
			7	Political Development		
			8	Social Science Process		
		SOS 6.1.1.3. Use maps to describe both physical and human features of the local environment.	9	Maps as Tools	3	
			10	Types of Maps		
			11	Map Symbols		
			12	Social Science Process		
	6.1.2	SOS 6.1.2.1. Discuss environmental change.	13	What is Environmental Change?	4	
			14	Causes of Environmental Change		
			15	Case study – Environmental Change in their Local Area		
			16	Social Science Process		
		SOS 6.1.2.2. Identify effects of environmental changes in the local community.	17	Climate Change in the Local Community	5	
			18	Population in the Local Community		
			19	Migration in the Local Community		
			20	Social Science Process		
		SOS 6.1.2.3. Compare before and after maps, pictures and illustrations to show the effects of environmental change.	21	Earthquakes and Landslides	6	
			22	Volcanic Eruptions and Tsunami		
			23	Drought and Floods		
			24	Social Science Process		
	6.1.3	SOS 6.1.3.1. Identify different human activities and practices that cause damages to the local environment.	25	Gardening	7	
			26	Fishing and Hunting		
			27	Impact of Agricultural Activities		
			28	Social Science Process		
		SOS 6.1.3.2. Discuss how exploitation of the physical environment can have an impact on the livelihood of people in the local environment.	29	Mining and Logging	8	
			30	Marine Exploitation		
			31	Infrastructure Development		
			32	Social Science Process		
	6.1.4	SOS 6.1.4.1. Discuss sustainable practices used within the local environment.	33	What are Sustainable Practices?	9	
			34	Reafforestation		
			35	Marine Protection		
			36	Social Science Process		

Term Two	Content Standard	Benchmarks	Less No.	Lesson Title	Week	No. of Weeks
	6.1.4	SOS 6.1.4.2. Identify endangered species of plants and animals and describe how to conserve them within the local environment.	37	What are Endangered Plants and Animals?	1	9
			38	Conserve Endangered Plants		
			39	Conserve Endangered Animals		
			40	Social Science Process		
	6.1.5	SOS 6.1.5.1. Explain the causes and effects of natural hazards.	41	Common Natural Hazards and Warning Signs	2	
			42	Case study – Drought and Frost		
			43	Case study – Landslide and Flood		
			44	Social Science Process		
		SOS 6.1.5.2. Identify natural hazards and experiences in Papua New Guinea.	45	Causes of Natural Hazards	3	
			46	Effects of Natural Hazards		
			47	Ways of Responding to Natural Hazards		
			48	Social Science Process		
	6.2.1	SOS 6.2.1.1. Identify and categorise community groups and organisations in terms of their roles and responsibilities.	49	Community Groups	4	
			50	Government Organisations		
			51	Non- Government Organisations		
			52	Social Science Process		
		SOS 6.2.1.2. Evaluate the types of projects undertaken by these organizations in terms of their purposes and the types of changes they have made in the local communities.	53	Local Community Development Projects	5	
			54	LLG and Provincial Government Development Projects		
			55	Church and NGO Development Projects		
			56	Social Science Process		
			57	Community Projects	6	
			58	Government Projects		
			59	Non-government Projects		
			60	Social Science Process		
	6.2.2	SOS 6.2.2.1. Identify local interest groups and examines how they relate to and communicate with government officials and representatives in order to promote their interests and implement their activities.	61	Churches	7	
			62	Voluntary Services Organizations (VSO)		
			63	United Nations		
			64	Social Science Process		

Term Two	Content Standard	Benchmarks	Less No.	Lesson Title	Week	No. of Weeks
	6.2.2	SOS 6.2.2.2. Critically analyse the relationship and communication barriers experienced by civil society and Non- Government Organisations when working with the government in delivering basic services.	65	Case study – Catholic Church	8	9
			66	Case study – Red Cross		
			67	Case study – World Health Organisations (WHO)		
			68	Social Science Process		
	6.2.3	SOS 6.2.3.1. Critique change and sustainability programs, projects and activities carried out by social, political, economics and religious groups on the local people in terms of impact on values and attitudes.	69	Importance of Social and Political Groups Involvement on the Local People	9	
			70	Churches Impact on People’s Attitude		
			71	UNICEF- Water and Sanitation Hygiene (WaSH)		
			72	Social Science Process		

Term Three	Content Standard	Benchmarks	Less No.	Lesson Title	Week	No. of Weeks
	6.2.3	SOS 6.2.3.2. Compare before and after changes in people’s perceptions and living standards as a consequence of their participation in various changes and sustainability oriented projects and activities.	73	What is Living Standard?	1	9
			74	Living Standard of Local People before Involvement of Social and Political Groups		
			75	Living Standard of Local People after Involvement of Social and Political Groups		
			76	Social Science Process		
	6.3.1	SOS 6.3.1.1. Identify and describe common cultural elements (for example, symbols, beliefs, song and dance, customs, practices) and decode their messages.	77	What are Cultural Elements?	2	
			78	Importance of Cultural Elements		
			79	Case study – My culture		
			80	Social Science Process		
		SOS 6.3.1.2. Compare and contrast the rituals and other cultural practices of different groups in the local community and examine how these practices contribute to the construction of identities.	81	Cultural Rituals	3	
			82	Cultural Practices		
			83	Case study – My culture		
			84	Social Science Process		
	6.3.2	SOS 6.3.2.1. Identify and research examples of external influences on local cultures and evaluate the results.	85	Inter-marriages	4	
			86	Education		
			87	Internal Migration		
			88	Social Science Process		

Term Three	Content Standard	Benchmarks	Less No.	Lesson Title	Week	No. of Weeks
	6.3.2	SOS 6.3.2.2. Analyse evidence of external influences on cultural practices and draw appropriate conclusions on the nature of change.	89	Food	5	9
			90	Dressing		
			91	Language Change		
			92	Social Science Process		
	6.3.3	SOS 6.3.3.1. Discuss cultural identities in their local communities and decode them to ascertain what they represent and promote.	93	Cultural Identities	6	
			94	My Cultural Symbols and Artifacts		
			95	My Cultural Songs and Dances		
			96	Social Science Process		
		SOS 6.3.3.2. Analyse the different ways of supporting and promoting cultural events.	97	Supporting and Promoting Cultural Events	7	
			98	Local Cultural Shows		
			99	Provincial Cultural Shows		
			100	Social Science Process		
	6.4.1	SOS 6.4.1.1. Use basic research skills to investigate and discover the origins of indigenous Papua New Guineans and how they have sustained themselves overtime.	101	The Island of New Guinea	8	
			102	The Origins of the First People of Papua New Guinea		
			103	Lifestyle of the First People		
			104	Social Science Process		
		SOS 6.4.1.2. Discuss the basic survival needs and how meeting this needs has contributed to changing and sustaining indigenous Papua New Guinean’s livelihoods overtime.	105	Food	9	
			106	Shelter		
			107	Clothing		
			108	Social Science Process		

Term Four	Content Standard	Benchmarks	Less No.	Lesson Title	Week	No. of Weeks
	6.4.2	SOS 6.4.2.1. Use basic research skills to investigate and draw conclusions on the impact transport, food, clothing and shelter has had on the lives of Papua New Guineans over the years.	109	Changes in Food	1	9
			110	Changes in Shelter		
			111	Changes in Clothing		
			112	Social Science Process		
		SOS 6.4.2.2. Discuss and critique the changes in communication in Papua New Guinea and their social and economic impact.	113	Traditional Communication	2	
			114	Modern Communication		
			115	Effects of Modern Communication		
			116	Social Science Process		
		SOS 6.4.2.3. Examine changes in various technologies and how they have changed the lives of Papua New Guineans.	117	Traditional Technology	3	
			118	Modern Technology		
			119	Impacts of Modern Technology		
			120	Social Science Process		
	6.5.1	SOS 6.5.1.1. Discuss small scale economic activities in the local community and analyse their impact.	121	What are Economic Activities?	4	
			122	Benefits of Economic Activities		
			123	Regulations of Operations for Economic Activities		
			124	Social Science Process		
		SOS 6.5.1.2. Identify and profile different types of small scale economic activities and rank them in terms of their economic and social impact on the livelihoods of people.	125	Formal Economic Activities	5	
			126	Informal Economic Activities		
			127	Sustain Formal and Informal Economic Activities		
			128	Social Science Process		
SOS 6.5.1.3. Evaluate the guidelines for operating formal economic activities, identify the gaps in the guidelines and suggest ways of closing these gaps to improve economic activities.		129	Registering Formal Economic Activities	6		
		130	Regulations Guiding Formal Economic Activities			
		131	Challenges of Operating Formal Economic Activities			
		132	Social Science Process			
SOS 6.5.1.4. Discuss operations and benefits of small scale economic activities.		133	Case study - Transport	7		
		134	Case study – Accommodation			
		135	Case study – Trade Store			
		136	Social Science Process			
6.5.2		SOS 6.5.2.1. Identify local producers and examine their contributions to and influence on the local community.	137	Who are Producers?	8	
			138	Producers Contributions to the Local Community		
	139		Challengers Faced by Local Producers			
	140		Social Science Process			

Term Four	Content Standard	Benchmarks	Less No.	Lesson Title	Week	No. of Weeks
	6.5.2	SOS 6.5.2.2. Discuss consumers' contributions and analyse their influence on the local community, provincial and national economies.	141	Who are Consumers?	9	9
			142	Consumers Contributions to the Local Community		
			143	Factors Affecting Consumers in the Local Community		
			144	Social Science Process		

Weekly plan

Below is the sample of weekly plan for teachers to adopt in their weekly lesson planning. All key concepts are included in this format. The school might want to construct something better than this sample. Whatever you agree upon, ensure that the key concepts such as Content Standards, Benchmarks, Lesson Number, Objective, KSAVs and Assessment must be captured in the format.

Subject: Social Science **Grade:** 6 **Term:** 1 **Week:** 1
Date: 2/03/2019 to 5/03/2019

Strand: Environment and Resources
Unit: Physical and Human Environment
Topic: Physical Environment **Lesson Number:** 1-4

Content Standard: 6.1.1 Students will be able to identify and compare the features of physical and human environment in their local region.

Benchmark: SOS 6.1.1.1 Discuss the features of the physical environment in their local region.

Key Concepts

LESSON # and LESSON TITLE	OBJECTIVE Students will be able to:	KNOWLEDGE	SKILLS	ATTITUDE/ VALUES	ASSESSMENT
1. Climate	Use the Guided Lesson to teach				
2. Vegetation	Define what is vegetation	Validate what is vegetation and why it is important to human and animals	Identify the landforms	Appreciate what they learn	Identify geographical features in the local environment
3. Landforms	Define what is landform	Discover the importance of landforms	Observe the different landforms and how it is formed	Value the different landforms	
4. Social Science Process	Teachers will find no time to introduce Social Science projects, research and other activities they plan to give during the teaching and learning period. Therefore, this lesson is created for teachers to introduce and guide the students the selected processes, activities, criteria and tasks that they expect the students to follow and accomplish.				

REFERENCES:	Social Science Syllabus and Teachers Guide
TEACHING MATERIALS:	
Class Teacher's Comment	Supervisor's Comment

Prescribed Time Allocations

The following is the listing of primary subjects and their time allocations. Sample timetable and time analysis in Standards Based Curriculum are shown below.

This table shows the Total Time Allocation for Grade 6

No:	Subjects	Total Time (Minutes)
1	English	280
2	Mathematics	240
3	Science	200
4	Social Science	160
5	Arts	120
6	Health-Physical Education	160
7	Making a Living	160
8	Citizenship and Christian Values Education	120
9	Religious Education	60
10	Sports	60
11	Assembly	60
12	Block time	30
Total		1650

Sample Time Analyses for Grade 6

No:	Subjects	Prescribed Time Allocation	No: of lessons x minute/lesson	Suggested Minutes	+ minutes	- minutes
1	English	280	7x40	280		
2	Mathematics	240	6x40	240		
3	Science	200	5x40	200		
4	Social Science	160	4x40	160		
5	Arts	120	3x40	120		
6	HPE	160	4x40	160		
7	MAL	160	4x40	160		
8	CCVE	120	3x40	120		
10	Assembly	60	5x10	50		10
11	RI	60	1x40	40		20
12	Sports	60	2x40	80	20	
13	Block Time/Study	30	1x40	40	10	
	TOTAL	1650	40 (instructional lessons weekly) + assemblies	1650	30	30

Sample Weekly Timetable for Grade 6

The approved total time for a week for all eight (8) subjects and other instructional activities in a teaching week at this level is 1650 minutes. Each of these eight subjects has its total time allocation given. This total time is further broken up into the number of lessons and minutes as shown in the table below.

No:	Minutes	Time	Monday	Tuesday	Wednesday	Thursday	Friday
-	10	8:00-8:10	Assembly	Assembly	Assembly	Assembly	Assembly
1	40	8:10-8:50	English	English	English	English	English
2	40	8:50-9:30	English	Math	English	Math	Math
3	40	9:30-10:10	Math	Math	Math	Science	Study (Contact)
-	30	10:10-10:40	Recess	Recess	Recess	Recess	Recess
4	40	10:40-11:20	Science	S/Science	S/Science	S/Science	CCVE
5	40	11:20-12:00	Science	Science	Science	HPE	HPE
-	60	12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
6	40	1:00-1:40	S/Science	HPE	CCVE	CCVE	MAL
7	40	1:40-2:20	HPE	MAL	Arts	Sports	MAL
8	40	2:20-3:00	Arts	MAL	Arts	Sports	RI
	330	(330 instructional minutes x 5 days = 1650 minutes)					

Content Background Information

In Grade 6, students learn basic concepts and skills related to the five Social Science strands. These are: Environment and Resources, Civic and Organizations, Culture, History and Trade. They expand their understanding of Papua New Guinea's civic identity, determine characteristics of effective rules, and demonstrate ways for citizens to participate in civic life. Their exploration of the constitutional government begins with the elected members of parliament. Fundamental geography skills are introduced including making sketch maps of places and comparing their natural and human characteristics and identifying locations. Students practice basic historical inquiry skills by asking questions, constructing a timeline and examining simple records and artifacts. They build their knowledge of the past by comparing family life, belief system, and technologies from earlier times to today. Students acquire a basic understanding of the economic concepts of consumer and service providers, formal and informal business activities undertaken and weigh the contributions and benefits.

Social Science in senior primary is organized in the context of local, national and international understandings. These are closely observed in the five learning strands as outlined below.

Strands	Descriptions
1. Environment and Resources	Students apply geographic knowledge and skills as such, location, place, human environment interactions, movement and regions.
2. Civic and Organizations	Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
3. Culture	Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
4. History and Change	Students demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
5. Trade	Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.

Guided Lessons and KSAVs

Guided Lessons

The guided lessons for Grade 6 are sample lessons only developed from the benchmarks derived from the content standards statements prescribed in the syllabus. They are merely lesson guides to guide and direct the teacher to teach the content of the lesson in a sequential manner, providing appropriate students learning activities to demonstrate concepts, skills, attitudes and values appropriate for the grade level. Therefore, teachers are encouraged to use these as the basis either to teach as they are or develop their own according to the information provided in the objectives, KSAVs, teacher and student activities and assessment tasks.

Knowledge, Skills, Attitude and Values (KSAV)

KSAVs are knowledge, skills, attitude and values taken from the yearly lesson overview. KSAVs are coming from the lessons that are left after each guided lesson. You will use all KSAV lessons and alter it using the guided lesson template. Only then it turns out to be a complete lesson plan to teach. KSAVs are not complete lessons as you may think. KSAVs are only providing knowledge, skills and attitudes required of the particular lesson and not a standard lesson plan format.

Lesson Titles

The lesson titles are suggested lessons for you. These lesson titles are created from the benchmarks given in the syllabus. You are given the flexibility to formulate your own lesson titles if you are not comfortable with the suggested titles.

Teacher's Notes

The teacher's notes are key information teachers need to know before teaching a particular lesson. This information becomes more useful in the absence of a text book, a resource book or any supplementary information for the unit and /or topic that is to be taught.

Assessment Tasks

By the end of a week's lessons, there is an assessment task suggested for teachers to conduct to measure the student's proficiency level. These tasks are samples of summative assessment or assessment of learning.

Sample Guided Lessons

Term: 1 Week: 1 Guided Lesson
Strand 1: Environment and Resources

Lesson: 1

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Physical Environment

Lesson Title: Climate

Content Standard: 6.1.1. Students will be able to identify and compare the features of physical and human environment in their local region.

Benchmark: SOS 6.1.1.1. Discuss the features of the physical environment in their local region.

Lesson Objective: By the end of the lesson, students will be able to:

- use primary and secondary sources to describe the climate and weather conditions in local and geographical terms
- describe and compare how wet and dry seasons affect human activities
- describe ways in which people have responded to local climatic conditions

Knowledge	Skills	Attitudes/Values
• recall the different climates • understand the effects of different seasons • contribute their experiences of different climatic conditions	• identify and name different climates • describe the effects of wet and dry season • list ways of people responding to different climatic conditions	• appreciate what they learn • value the importance of climates and weather conditions in their area

References: Social Science Syllabus, Social Science Outcomes, Dellaster Encyclopedia – PNG, Google

Teaching Materials: Maps, weather charts, pictures, simple thermometer, rain gauge, cartridge papers, markers

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Revise lesson on seasons in grade 5 2. Ask students to report the present. weather from their classroom. 3. Introduce the lesson on “Climate”.	1. Recall and respond to questions.

Body	4. Explain "Climate" 5. Tell the students climatic regions in Papua New Guinea. 6. Ask students to make links of the climate in their local geographical settings. 7. Show the students and elaborate on the primary and secondary sources of collecting and reporting weather. 8. Put students into groups to discuss the effects of different climates in Papua New Guinea. 9. Ask them to list ways of responding to different climatic conditions experienced in their local area.	2. Listen attentively. 3. Make links to their geographical settings. 4. State or provide reasons in support or against particular climate. 5. Discuss effects of different climates in their groups. 6. List ways of responding to different climates.
Conclusion	10. Ask the students to present the activity individually or as a group to other audience	7. Nominate a rep to present their findings

Evaluation: Collect the student's work. Check and make comments. Display students group work in class.

Teacher's Notes:

Your lessons should cover the key points listed below:

- Different climates
- Effects of different seasons
- Experiences of different climatic conditions

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 2, 3 and 4

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Physical Environment

Content Standard: 6.1.1. Students will be able to identify and compare the features of physical and human environment in their local region.

Benchmark: SOS 6.1.1.1. Discuss the features of the physical environment in their local region.

Lesson Numbers	Lesson 2	Lesson 3	Lesson 4
Lesson Titles	Vegetation	Landforms	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • define what is vegetation • identify different types of natural vegetation • discuss vegetation and its relationship with other climates	By the end of the lesson, students will be able to: • define what is landform • identify different landforms • discuss the formation of the landforms • discuss the importance of different landforms	By the end of the lesson, students will be able to:

Knowledge	• validate what is vegetation and why it is important to human and animals • be aware of the different types of vegetation such as forest, mountain and grassland etc • understand the relationships of different climates with vegetation	• discover the importance of landform • be familiar with the names of different landforms in their environment • understand the differences and similarities of different landforms	
Skills	• identify the vegetation • discuss the importance of different vegetation • draw the different landforms in their environment	• observe the different landforms and how it is formed • discuss differences and similarities in various landforms • investigate the common features in different landforms	
Attitudes/Values	• appreciate what they learn • be convinced that vegetation have a common relationship with other climates • appreciate and respect vegetation	• appreciate what they learn • value different landforms • protect different landforms in their environment	
Assessment Task #1	Identify geographical features in the local environment (e.g., climate, weather and vegetation and land forms).		

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 5, 6, 7 and 8**Time:** 40 minutes**Unit 1:** Physical and Human Environment**Topic:** Human Environment**Content Standard: 6.1.1.** Students will be able to identify and compare the features of physical and human environment in their local region.**Benchmark: SOS 6.1.1.2.** Discuss the features of the human environment in their local region.

Lesson Numbers	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Titles	Population	Settlement Pattern	Political Development	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • discuss population and who makes up the population • identify and discuss the advantages and disadvantages of population • conduct simple population census	By the end of the lesson, students will be able to: • define settlement patterns • identify reasons of settlement patterns • discuss problems of settlement patterns • suggest ways of improvement	By the end of the lesson, students will be able to: • identify political developments • discuss these developments and its impacts • examine the benefits and problem of political developments	By the end of the lesson, students will be able to:
Knowledge	• study the local population • point out impacts of population • report data collection	• be aware of settlement pattern • identify positive and negative impacts • justify ways of improving settlement patterns	• identify political developments • discuss the sources • predict the benefits and problems	
Skills	• collecting data • tabulate data information	• interview people • summarize interviews • report • interviews	• investigate and find out the political source • state reasons for such developments	
Attitudes/Values	• organize and display their population • invite others to observe their report	• judge problems and issues of settlement patterns	• influence people of the developments • appreciate and sustain the developments	
Assessment Task #: 2	Identify the features of human environment (e.g., population, settlement patterns and developments).			

Teacher's Notes:**Lesson 5: Population**

A **population** is the number of living things that live together in the same place. A city's or town's population is the number of people living in that city or town. These people are called **inhabitants** or **residents**. The population includes all individuals that live in that certain area. The world population was estimated to have reached 7.5 billion in April 2017. Asia is the most populous continent, with its 4.3 billion inhabitants being 60% of the world population.

Population of Papua New Guinea (2018 and historical)

Year	Population	Yearly % Change	Yearly Change	Migrants (net)	Median Age	Fertility Rate	Density (P/Km ²)	Urban Population %	Urban Population	Country's Share of World Population	World Population	P N G Global Rank
2018	8,418,346	2.03 %	167,184	-200	21.8	3.79	19	12.4 %	1,065,194	0.11 %	7,632,819,325	101
2017	8,251,162	2.06 %	166,171	-200	21.8	3.79	18	12.6 %	1,039,693	0.11 %	7,550,262,101	101
2016	8,084,991	2.09 %	165,166	-200	21.8	3.79	18	12.6 %	1,015,499	0.11 %	7,466,964,280	101
2015	7,919,825	2.19 %	162,317	-200	21.7	3.84	17	12.5 %	992,537	0.11 %	7,383,008,820	101

- The current population of Papua New Guinea is 8,418,346 as of Monday, September 10, 2018, based on the latest United Nations (UN) estimates.
- Papua New Guinea population is equivalent to 0.11% of the total world population.
- Papua New Guinea ranks number 101 in the list of countries (and dependencies) by population.
- The population density in Papua New Guinea is 19 per Km² (48 people per mi²).
- The total land area is 452,860 Km² (174,850 sq. miles) 12.7 % of the population is urban (1,065,194 people in 2018).
- The median age in Papua New Guinea is 21.8 years.

Population trends in the World

Global population is going up, but the population growth rate is declining all over the world. Growth is greater in poor countries than in rich countries. Urbanization is also common. In population growth, births exceed deaths. In the modern world this is due to reduction of infant deaths, control of infectious diseases and improved agriculture so more people can eat.

Human population control is the practice of altering the rate of growth of a human population. Concerns about global population growth and its effects on poverty, environmental degradation, and political stability led to efforts to reduce population growth rates.

(Source – google.com)

Term: 1 Week: 3 Guided Lesson
Strand 1: Environment and Resources

Lesson: 9

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Working With Maps

Lesson Title: Maps as Tools

Content Standard: 6.1.1. Students will be able to identify and compare the features of physical and human environment in their local region.

Benchmark: SOS 6.1.1.3. Use maps to describe both physical and human features of the local environment.

Lesson Objective: By the end of the lesson, students will be able to:

- locate places
- understand the patterns of natural and human features
- discover relationships between features

Knowledge	Skills	Attitudes/Values
• define map and cartographer supported with examples • remember BOLTSS as first letters of map features • distinguish the differences between sketch map and sketch plan	• copy or trace flight paths • use school map to answer questions • draw sketch map of school applying BOLTSS • identify grid references from a sketch plan	• appreciate what they learn • value mapping skills and grid references • able to remember geographical convention

References: Social Science Syllabus, Keys to Geography, Key Skills in Geography, Google

Teaching Materials: Maps, atlases, grid papers, rulers, pencils, sample sketch maps and plans

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask lead up questions referring to map lessons in Grade 5. 2. Introduce new lesson “Maps as Tools”. 3. Tell a story about a family trip from Mt Hagen to Port Moresby and show students flight part on the map.	1. Recall and respond to questions. 2. Watch and listen attentively to the teacher.
Body	4. Explain - map, cartographer and BOLTSS supported with examples: refer to teachers notes below. 5. Show and explain a sample sketch map and sketch plan. 6. Explain the difference between a sketch map and sketch plan. 7. Ask students to draw a sketch map of their school and clearly indicated with BOLTSS. 8. Provide students a sketch plan of their classroom and draw a grid over it. 9. Provide the grid references. 10. Ask students to complete the grid exercise by identifying the coordinates of the sketch plan.	3. Draw a sketch map of their school and indicate with BOLTSS. 4. Draw a sketch plan of their classroom on grid papers. 5. Indicate the coordinates correctly according to the grid references provided.
Conclusion	11. Guide and supervise the activity. 12. Collect and check students’ sketch maps and plans for perfection.	6. Hand incomplete sketch maps and plans to the teacher.

Evaluation: Check thoroughly and make corrections on student’s work. Make fair judgments and comments for improvement.

Teacher’s Notes:

In sketch plan and sketch map we use **BOLTSS**. **BOLTSS** is easily remembered as:

Boarder (a line around it)

Orientation (campus direction)

Legend (a key to the symbol used)

Title (the name usually at the top)

Scale (a measure between the map and real world)

Source (where the information came from)

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 10, 11 and 12**Time:** 40 minutes**Unit 1:** Physical and Human Environment**Topic:** Working with Maps**Content Standard: 6.1.1.** Students will be able to identify and compare the features of physical and human environment in their local region.**Benchmark: SOS 6.1.1.3.** Use maps to describe both physical and human features of the local environment.

Lesson Numbers	Lesson 10	Lesson 11	Lesson 12
Lesson Titles	Types of Maps	Map Symbols	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • make a distinction between physical, political, road and street maps	By the end of the lesson, students will be able to: • use symbols to show the location of different features	By the end of the lesson, students will be able to:
Knowledge	• show natural features of environment • show political units such as province, districts and towns • show locations of roads and significant features	• identify point symbols such as buildings and towers • identify line symbols such as roads and rivers • identify area symbols such as lakes and forests	
Skills	• in pairs make a list of maps they use • state why they use each map • match the map with the person most likely to use each map from the list provided example – Taxi Driver → Street Directory Farmer → Vegetation Map	• refer to map and name features represented by given symbols • draw the symbols to show these features • refer to the key to map symbols from the telephone directory • draw the symbol or technique used to represent them	
Attitudes/Values	• appreciate what they learn • value the significance of different maps	• appreciate what they learn • differentiate point, line and area symbols	
Assessment Task #: 3	Examine and apply geographical skills, tools and techniques in undertaking geographical enquiry.		

Term: 1 Week: 4 Guided Lesson
Strand 1: Environment and Resource

Lesson: 13

Time: 40 minutes

Unit 2: Effects of Environmental Change

Topic: Environmental Influence

Lesson Title: What is Environmental Change?

Content Standard: 6.1.2. Students will be able to examine the effects of environmental changes in the local community.

Benchmark: SOS 6.1.2.1. Discuss environmental change.

Lesson Objective: By the end of the lesson, students will be able to:

- define environmental change
- identify basic events that cause environmental change
- briefly discuss how changes shape the locality features.

Knowledge	Skills	Attitudes/Values
• understand the concept of environmental change • briefly state how environment change • what to expect if environment change rapidly	• demonstrate the ability to demonstrate match words in puzzles, graphs, pictures etc • translate ideas gained from reading by answering questions in worksheets correctly	• accept and adapt to changes • perform their activities as required by change

References: Social Science Syllabus and Related Materials

Teaching Materials:

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Introduce an event in school (e.g. Building construction) and what happens as it progresses. 2. Ask more related questions to tune it to the body. 3. Link the topic to the body.	1. Listen attentively and try to answer questions posed along the story lines. 2. Listen attentively and answer the questions. 3. Listen attentively.
Body	4. Provide students with reading notes and activities with clear instructions. 5. Move around the classroom and facilitate students' activities. 6. Randomly check students' books. 7. Do correction to the rest of the class in general. 8. Paraphrase each of the student's answer and restate it correctly. Furthermore emphasize the main points.	4. Each students or in pairs receive the notes and the worksheet. 5. Refer to the materials and attend to the works sheets. 6. Allow teacher to check their work. 7. Present their answers. 8. Listen attentively.
Conclusion	9. Do a quick quiz to revise the lesson. 10. Do quiz correction.	9. Listen attentively and answer the quiz questions. 10. Correct their friend's work.

Evaluation: Facilitate and guide the students throughout the activities, presentation and correction.

Teacher's Notes:

Any new physical or man-made features change the appearance of the surrounding. Such is referred to as environmental change.

Events that cause environmental change can be classified into man-made and natural causes. The following are illustrated in the table below

Events that cause change to the environment	
Man Made	Natural Cause
Road construction	Landslide
Building construction	Flood
Farming	Drought

- These features change the local features by creating new features. Example, when a river floods and causes erosion, it can cause changes to the flat land surface and drainages, gorges and canyons. When people farm, the trees are cut clearing the way for the farm. This can change the vegetation from forest into grassland and further into desert.
- If environment changes slowly, people can adapt and adjust to the change. However, if it is a rapid change, it can cause disaster.

Activity 1.

Identify the events that cause changes to the local environment and list them under their correct category

Events that cause change to the environment	
Man Made Events	Natural Events
1	1
2	2
3	3

Note: Worksheet should contain variety of other activities (i.e. puzzles, matching, pictures, graphs etc...) that will make the lesson interesting

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 14, 15 and 16**Time:** 40 minutes**Unit 2:** Effects of Environmental Change**Topic:** Environmental Influence**Content Standard: 6.1.2.** Students will be able to examine the effects of environmental changes in the local community.**Benchmark: SOS 6.1.2.1.** Discuss environmental change.

Lesson Numbers	Lesson 14	Lesson 15	Lesson 16
Lesson Titles	Causes of Environmental Change	Case Study – Environmental Change in their Local Area	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - confidently identify events that cause environmental change - briefly discuss the events that cause the environmental change - construct simple tables and graphs illustrating the causes of environmental change	By the end of the lesson, students will be able to: - confidently identify the type of change in their area of their case study - confidently identify the process or event that cause the change in the area of their study - develop graphs and charts establishing the link between the event and type of change	By the end of the lesson, students will be able to:
Knowledge	- man-made and natural causes of environmental change - how changes occur in the environment - process of the change and the event i.e. fast, slow, moderate etc...	- compare the theoretical knowledge to the reality - develop a clear understanding of the theoretical knowledge - understand changes that are happening in the society	
Skills	- classify the types of changes into their correct groups – man-made and natural changes - match the type of changes to its correct category i.e. fast change, slow change, moderate change etc	- observe and report on the type of changes occurring in the researched area - construct paragraphs, tables and graphs establishing links between the cause of change and the type of changes in the area of study - translate reality into theoretical sentence and paragraph	
Attitudes/Values	- accept change as a natural process and adapt to it - avoid involvement in rapid man-made change that can lead to disaster	- react positively to the changes that are occurring in the community - take initiative to respond to the changes that are occurring in the society	
Assessment Task #: 4	Discuss how physical and human environment influences the livelihood of the community.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 5**Lessons:** 17, 18, 19 and 20**Time:** 40 minutes**Unit 2:** Effects of Environmental Change**Topic:** Environmental Effects**Content Standard: 6.1.2.** Students will be able to examine the effects of environmental changes in the local community.**Benchmark: SOS 6.1.2.2.** Identify effects of environmental changes in the local community.

Lesson Numbers	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Titles	Climate change in the Local Community	Population in the Local Community	Migration in the Local Community	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - define climate change - briefly explain the causes of climate change - identify effects climate change have on the local community - develop strategies to address the issue of climate change	By the end of the lesson, students will be able to: - describe the impact humans have on the environment - identify reasons why humans change the environment - discuss the effect the environmental change in the community	By the end of the lesson, students will be able to: - define migration - point out the main type of migration in their community - explain how migration affect the environment - proposed solution to negative environmental effect as a result of migration	By the end of the lesson, students will be able to:
Knowledge	- understand the term climate change - causes of climate change - effects of climate change - strategies to mitigate or adapt to changing climate in the community	- in what ways people impact the environment - effect of environmental change in the community - ways people can apply to reduce pressure on the environment	- knowing the key concepts e.g: migration - reasons why people migrate - pressure increased population have on the environment - ways community can ease the pressure people have on environment	
Skills	- interpret simple graphs that shows the evidence of climate change - develop sentences and paragraphs demonstrating their understanding about climate change - predict future effect of climate change	- construct simple graph showing population distribution in the community - construct paragraphs outlining the relationship between population density and resource use that change the environment	- construct flow charts showing relation migration have on people that add pressure to the environment - construct simple sentence and paragraphs establishing the link shown on the flow chart	

Attitudes/ Values	- display positive behavior towards mitigating rapid climate change - practice ways that is adaptable to climate change	- promote activities that are less harmful to the environment - appreciate the natural environment	encourage activities that are environmentally friendly	
Assessment Task #: 5	Discuss the effects of climate change, population growth and migration in the local community.			

Teacher's Notes:**Lesson 17:** Climate change in the local community

Your lessons should cover the key points listed below:

- Define climate Change
- The causes of Climate Change
- Effects of climate change on the local community
- Strategies to address the issue of climate change

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 6

Lessons: 21, 22, 23 and 24

Time: 40 minutes

Unit 2: Effects of Environmental Change

Topic: Change of Human Environment

Content Standard: 6.1.2. Students will be able to examine the effects of environmental changes in the local community.

Benchmark: SOS 6.1.2.3. Compare before and after maps, pictures and illustrations to show the effects of environmental change.

Lesson Numbers	Lesson 21	Lesson 22	Lesson 23	Lesson 24
Lesson Titles	Earthquakes and Landslides	Volcanic Eruptions and Tsunami	Drought and Floods	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - define key terms - briefly explain what causes earthquakes and landslides - explain how earthquakes and landslide change the environment	By the end of the lesson, students will be able to: - identify volcanic areas on the map - describe the dangers of living in the volcanic areas - discuss ways of limiting dangers cause by the volcanoes	By the end of the lesson, students will be able to: - define and differentiate between drought and flood - describe changes brought about by the drought and flood - indicate on the maps areas that commonly experience drought and flood	By the end of the lesson, students will be able to:

Knowledge	- understand the main concepts i.e. earthquake, landslide etc - causes of earthquake and landslide - relationship between earthquake and landslide - effect of earthquake and landslides and the adaptive strategies	- know the areas on the map with active volcanoes - know how volcanic ash, lava flow and other volcanic materials change the earth's physical features - mitigation process that will minimize damages caused by changes brought about by volcanoes	- understand the key terms e.g. drought and flood - point out differences and similarities of the changes brought about by drought and flood - ways to adapt and adjust to the changes experienced by drought and flood	
Skills	compare and contrast similarities in pictures, graph or in local landscape that was once hit by earthquake and landslide and construct simple paragraphs	- develop ways and ideas to mitigate rapid changes that will affect people - develop ability to correctly locate areas with active and dormant volcanoes on the map	- construct paragraphs outlining the changes caused by drought and flood - identify areas on the map that commonly experience drought and flood	
Attitudes/ Values	take proactive approaches towards avoiding disasters caused by earthquake and landslides	adhere to safety measures in order to reduce damages by the rapid change caused by the volcanic activity	promote activities that will reduce dangers caused by drought and flood	
Assessment Task #: 6	Describe the effects of earth quakes, landslides, volcano eruptions, tsunami and droughts that change the local environment.			

Teacher's Notes:**Lesson 21:** Earthquakes and Landslides

Your lessons should cover the key points listed below:

- Definition of Earthquake and landslide
- Causes of earthquakes and landslides
- How earthquakes and landslide change the environment
- Relationship between earthquake and landslide
- Effects of earthquake and landslides and the adaptive strategies

Term: 1 Week: 7 Guided Lesson
Strand 1: Environment and Resources

Lesson: 25

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic: Human Activities

Lesson Title: Gardening

Content Standard: 6.1.3. Students will be able to analyse human impact on the local environment.

Benchmark: SOS 6.1.3.1. Identify different human activities and practices that cause damages to the local environment.

Lesson Objective: By the end of the lesson, students will be able to:

- identify and name some damages caused by human activities in their local community

Knowledge	Skills	Attitudes/Values
• Gardening on sloppy hills causes soil erosion. • Cutting down trees and burning bushes causes decline in species that are linked in a complex food chain that includes human food resources. • Human settlement destroys plants and animals.	• Explain and describe the steps in making gardens. • List the tools or chemicals or machines used when clearing land. • Discuss and compile reports of environmental damages.	• Appreciate that we rely on environment. • Cooperate to promote environment sustainability. • Respect the surrounding environment.

References: Social Science Syllabus, Google

Teaching Materials: PNG map, Charts or pictures of environmental damages.

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Revise previous lesson on drought and floods. 2. Introduce the lesson topic to the students.	1. Listen and answer the revision questions. 2. Students write the lesson topic on a paper.
Body	3. Explains garden and its purpose. 4. Relate examples of damages caused by gardening. 5. Asks students to report damages in their community. 6. Identify and explain the acceptable and non-acceptable ways of gardening.	3. List the purposes of garden 4. Draw a picture of environmental damage caused by gardening. 5. State the disadvantages and advantages of gardening.
Conclusion	7. Ask students to name some negative effects of gardening. 8. Collects charts drawn by students.	6. Answer questions and give examples. 7. Hand completed charts to teacher for marking.

Evaluation: Teacher checks the students work and displays the charts on the wall.

Teacher's Notes:

Get some pictures of environmental damages.

- Negative impact humans have on the environment.
- New gardens, such as rain gardens.
- Use of powered tools. mowers, blowers and brush-cutters.
- Modern gardening methods don't always lead to a better environment.
- Chemicals used in the garden.
- Organic and environmentally friendly fertilizers and pesticides.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 26, 27 and 28**Time:** 40 minutes**Unit 3:** Human Impacts on Environment**Topic:** Human Activities**Content Standard:** 6.1.3. Students will be able to analyse human impact on the local environment.**Benchmark:** SOS 6.1.3.1. Identify different human activities and practices that cause damages to the local environment.

Lesson Numbers	Lesson 26	Lesson 27	Lesson 28
Lesson Titles	Fishing and Hunting	Impact of Agricultural Activities	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: state and describe the unacceptable practices of fishing and hunting	By the end of the lesson, students will be able to: explain and describe the impacts of agricultural activities that can cause environmental change	By the end of the lesson, students will be able to:
Knowledge	- state that overfishing using explosives endanger marine life - know that hunting animals reduce animal population - understand that there is a growing gap between the supply of fish and demand, due in part to world population growth - support that the decline was a result of overfishing, pollution and other environmental factors - know ways to reduce and manage both the land and marine resources	- understand that large scale agricultural activities have greater impact on the environment - know that agriculture involves farming of crops and animals - animal wastes also contribute towards greenhouse effect - weather can have serious impact on agriculture like drought, flood etc - the types of machineries and tools used in agriculture will have greater effect on the environment	
Skills	- explain the method of fishing used by their people - name the types of animals hunted by their people - state reasons to the decline in supply of fish - propose ways to sustain land and sea animals	- list safe agricultural practices - propose useful ways of waste from farming - state the main target of large scale agriculture - name the machines and tools that can cause harm to environment	
Attitudes/Values	- value fishing and hunting as source of survival - share with peers the local importance of preserving sea and land animals - invite leaders to make awareness in school	- appreciate agriculture has source of survival - list some impact of farming animals and crops - read and explain weather patterns to people - draw machines used in farming which can cause destruction	
Assessment Task #: 7	Discuss the practices of human activities that cause damages to local environment.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 8**Lessons:** 29, 30, 31 and 32**Time:** 40 minutes**Unit 3:** Human Impacts on Environment**Topic:** Environmental Exploitation**Content Standard:** 6.1.3. Students will be able to analyse human impact on the local environment.**Benchmark:** SOS 6.1.3.2. Discuss how exploitation of the physical environment can have an impact on the livelihood of people in the local environment.

Lesson Numbers	Lesson 29	Lesson 30	Lesson 31	Lesson 32
Lesson Titles	Mining and Logging	Marine Exploitation	Infrastructure Development	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • discuss the impacts of mining and logging on the livelihood of people • map out certain impacts on surrounding environments connected to human	By the end of the lesson, students will be able to: • discuss the impacts of marine exploitation on the livelihood of people • map out certain impacts on surrounding environments connected to human	By the end of the lesson, students will be able to: • discuss the impacts of infrastructure development on the livelihood of people • map out certain impacts on surrounding environments connected to human	By the end of the lesson, students will be able to:
Knowledge	• people use soil, water and air as daily source of survival • pollutions caused by mining activities impact lives of people • social and health problems are experienced every day by people • environmental damages caused by mining and logging activities • losses that are experienced by people through act of mining and logging • cost of daily expenses to sustain individual family	• people use marine as a source of food and business • unsustainable fishing practices can have other negative impacts on the marine resources • advance in fishing equipment and tracking technologies may reduce fish stocks • oceans used as dumping grounds for all sorts of wastes including sewage and industrial run-off chemicals, • marine as tourist hub for relaxation	• people use land and water as a source to do so many useful things in life • constructions of roads and waterways for vehicles and vessels • erecting of buildings, bridges, wharves, and industries • destabilizing human settlement pattern for infrastructure development • provide incentives and alternatives for people before carrying out any development	

Skills	• identify the types of pollutions caused and suggest ways to stop or minimize these causes • discuss ways to eliminate the health and social problems • map out chains of problems caused by environmental destructions • identify and lists human losses on logging and mining activities • suggest ways of sustaining individual families with their incomes	• identify unsustainable fishing practices and discuss their impacts on the marine resources • research and find out the advanced technologies of fish tracking that reduces the fish stockings • suggest ways to minimize and sustain fish and other marine resources • organize class debates on pollution and dumping of wastes affecting livelihood of people	• discuss the advantages and disadvantages of various development undertaken • identify and state purposes for different infrastructure development • discuss and identify ways to assist people on the damages caused and losses to their properties • suggest benefits of different infrastructure development; for example – schools, hospitals etc	
Attitudes/ Values	• conduct awareness on the impacts of mining and logging • understand the importance of natural environment and the interactions between people	• conduct awareness on the impacts of marine exploitation • value the significance of marine resources	• understand the impacts of infrastructure developments • appreciate the services that will be delivered through various developments undertaken	
Assessment Task #: 8	Describe the impacts of mining, logging and marine exploitation on the livelihood of local people.			

Teacher's Notes:**Lesson 29:** Mining and Logging

Your lessons should cover the key points listed below:

- People use soil, water and air as daily source of survival.
- Pollutions caused by mining activities impact lives of people.
- Social and health problems experienced every day by people.
- Environmental damages caused by mining and logging activities.
- Losses experienced by people through act of mining and logging.
- Cost of daily expenses to sustain individual family.

Term: 1 Week: 9 Guided Lesson
Strand 1: Environment and Resources

Lesson: 33

Time: 40 minutes

Unit 4: Environmental Sustainability

Topic: Sustainable and Unsustainable Practices

Lesson Title: What are Sustainable Practices?

Content Standard: 6.1.4. Students will be able to explore ways of sustaining the natural environment in the local area.

Benchmark: SOS 6.1.4.1. Discuss sustainable practices used within the local environment.

Lesson Objective: By the end of the lesson, students will be able to:

- discuss what sustainable practices are
- understand ways of sustaining the natural environment
- apply sustainable practices on natural environment in real life situations.

Knowledge	Skills	Attitudes/Values
• define what sustainable practices are • identify ways of maintaining and supporting the continuity of the natural environment • apply strategies on sustaining resources from the natural environment	• list sustainable practices on the use of the natural environment. • draw and illustrate sustainable practice on a particular feature of the natural environment • write rules and guidelines on sustainable practices	• appreciate the use of natural environment • value the importance of sustaining resources from the natural environment

References: Social Science Syllabus, pictures of natural environment, Google

Teaching Materials: Illustrations of sustaining resources, rules and regulations on sustainable practices, pencils and black sheets of papers

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions Teacher will.....	Students Activities Students will.....
Introduction	1. Ask lead up questions obtaining resources from the natural environment. 2. Introduce new lesson “Sustainable practices”. 3. Tell a story about how or what can be done to sustain a particular crop plant etc.	1. Recall and respond to questions asked. 2. Listen to the teacher’s explanation on what sustainable means.
Body	4. Explain how to use natural resources wisely from the natural environment. 5. Show samples of sustainable practices applied in the natural environment. 6. Ask students to draw how people can practice sustainability on use of the environment. 7. Provide students rules and guidelines for sustainable use of the environment.	3. Draw sustainable practices on natural environment. 4. Explain some examples of practices practised.
Conclusion	8. Guide and supervise the activity. 9. Collect and check students’ drawings on sustainable practices on natural environment.	5. Hand in completed drawings to teacher.

Evaluation: Check and correct students work and comment for improvement.

Teacher’s Notes:

Your lessons should cover the key points listed below:

- Sustainable practices.
- Ways of sustaining the natural environment.
- Sustainable practices on natural environment in real life situations.

Knowledge, Skills, Attitudes And Values (KSAV)**Week:** 9**Lessons:** 34, 35 and 36**Time:** 40 minutes**Unit 4:** Environmental Sustainability**Topic:** Sustainable and Unsustainable Practices**Content Standard: 6.1.4.** Students will be able to explore ways of sustaining the natural environment in the local area.**Benchmark: SOS 6.1.4.1.** Discuss sustainable practices used within the local environment.

Lesson Numbers	Lesson 34	Lesson 35	Lesson 36
Lesson Titles	Reafforestation	Marine Protection	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • understand what reafforestation means and its significance • practice reafforestation or replanting when cutting trees and other vegetation	By the end of the lesson, students will be able to: • understand the importance of protecting the marine resources • list how marine resources can be protected and conserved	By the end of the lesson, students will be able to:
Knowledge	• show natural plants and vegetation • show the impacts of deforestation and cutting down of trees and other vegetation • list reafforestation strategies and encourage replanting vegetation	• identify the importance of marine conservation • discuss rules, laws and policies on marine protection • name negative impacts of unwise use of marine resources	
Skills	• list plants they destroy. • state the negative impacts of destroying plants • state key information on reafforestation and its importance example – cut one tree – plant two trees, cut two trees- plant four trees	• state reasons of marine protection • identify the causes of marine exploitation and destruction • list how marine resources can be protected • practice protection methods to marine life and its environment	
Attitudes/Values	• appreciate plants and vegetation in the environment • value the use of trees and timber from the natural environment	• appreciate the use of marine resources • value protection regulations on marine environment	
Assessment Task #: 9	Discuss the sustainability of key natural resources within the local environment.		

Strand 1: Environment and Resources
Term: 2 Week: 10 Guided Lesson

Lesson: 37

Time: 40 minutes

Unit 4: Environment Sustainability

Topic: Extinct and Endangered Resources

Lesson Title: What are Endangered Plants and Animals?

Content Standard: 6.1.4. Students will be able to explore ways of sustaining the natural environment in the local area.

Benchmark: SOS 6.1.4.2. Identify endangered species of plants and animals and describe how to conserve them within the local environment.

Lesson Objective: By the end of the lesson, students will be able to:

- define what endangered means
- understand the causes of endangering plant and animal lives
- list examples of endangered plants and animals in the community

Knowledge	Skills	Attitudes/Values
• define the word endangered • list causes of endangering plants and animals • draw endangered species of plants and animals in the community	• name endangered species of plants and animals • list effects of endangered species of plant and animal life • identify strategies to protect and reproduce endangered species	• appreciate protection and care to endangered species of plant and animal life • value the livelihood and living of endangered species

References: Social Science Syllabus, Keys to Geography, Key Skills in Geography, Google

Teaching Materials: Pictures of endangered species of plants and animals, Maps and atlases

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask lead up questions from previous lessons on reforestation and marine protection. 2. Introduce new lesson “What are endangered plants and animals?” 3. Tell a story about members of the community continually hunting for animals and selecting particular species of plants for decoration and other uses.	1. Respond and answer questions from previous lessons. 2. Listen to teacher as he introduces the topic.
Body	4. Explain – what endangered means 5. Show and explain some endangered species of plants and animals. 6. Explain the advantages and significance of protection of endangered plant and animal species. 7. Ask students to draw some examples of endangered plant and animal species. 8. Provide students with simple rules to protect endangered species.	3. Write what are endangered plants and animals? 4. Draw examples of endangered plant and animal species in the local community. 5. Explain the causes and effects of endangered plant and animal species.
Conclusion	9. Guide and supervise the activity 10. Collect and check students’ examples on endangered species.	6. Hand in completed drawings on endangered plant and animal species.

Evaluation: Check and correct students work.

Teacher’s Notes:

Your lessons should cover the key points listed below:

- The definition of endangered species.
- The causes of endangering plant and animal lives.
- Examples of endangered plants and animals in the community.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 38, 39 and 40**Time:** 40 minutes**Unit 4:** Environmental Sustainability**Topic:** Extinct and Endangered Resources**Content Standard: 6.1.4.** Students will be able to explore ways of sustaining the natural environment in the local area.**Benchmark: SOS 6.1.4.2.** Identify endangered species of plants and animals and describe how to conserve them within the local environment.

Lesson Numbers	Lesson 38	Lesson 39	Lesson 40
Lesson Titles	Conserve Endangered Plants	Conserve Endangered Animals	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • discuss and list ways of conserving and protecting endangered plants in the local area	By the end of the lesson, students will be able to: • discuss and list ways of conserving and protecting endangered animals in the local area	By the end of the lesson, students will be able to:
Knowledge	• show illustration/pictures of plants that are endangered • inform that endangered plants are plants that have great need or use where people have used them continuously for their needs • endangered plants are most likely to become extinct • endangered plants must be protected and reproduced	• show illustration/pictures of animals that are endangered • inform that endangered animals are animals that have been over hunted or used because of human need • endangered animals are most likely to become extinct • endangered animals must be conserved, protected and reproduced	
Skills	• draw some endangered plant species in the community • state reasons why some plants are endangered • discuss positive ways on sustaining and protecting endangered plant species	• draw some endangered animal species in the community • state reasons why some animals are becoming endangered • discuss positive ways on sustaining and protecting endangered animal species	
Attitudes/Values	• appreciate the significance of endangered plant species • value the protection and continuity of endangered plant species	• appreciate the importance of endangered animal species • value the protection and life of endangered animal species	
Assessment Task #: 10	Identify endangered plants and animals and suggest ways to conserve them in the local environment.		

Term: 2 Week: 11 Guided Lessons
Strand 1: Environment and Resources

Lesson: 41

Time: 40 minutes

Unit 5: Natural Hazards

Topic: Natural Hazards and Disasters (1)

Lesson Title: Common Natural Hazards and Warning Signs

Content Standard: 6.1.5. Students will be able to examine natural hazards and their effects on people in the local environment.

Benchmark: SOS 6.1.5.1. Explain the causes and effects of natural hazards.

Lesson Objective: By the end of the lesson, students will be able to:

- discuss what natural hazards
- describe warning signs of these natural hazards
- understand the causes of natural hazards
- list examples of natural hazards in the local community.

Knowledge	Skills	Attitudes/Values
• define natural hazards • list natural hazards and the warning signs • draw natural hazards in the community	• name types of natural hazards in the local community • plot on map where natural hazards are found • list impacts of natural hazards on environment • identify cause and effect on natural hazards	• value protective and preventive strategies on natural hazards

References: Social Science Syllabus, Social Science Outcomes Grade 6, Key Skills in Geography, Google – Natural hazards

Teaching Materials: Pictures/illustrations natural hazards, Maps, atlas, rulers, pencils and maps

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask lead up questions from previous lessons; example; what are endangered plants and animals?	1. Answer and respond to questions on previous lessons.
Body	2. Give students pictures of natural hazards. 3. Ask students to describe what they see. 4. Allow students to express or state the cause and effect of natural hazards. 5. State what causes natural hazards. 6. State the effects of natural hazards. 7. Suggest ways to respond to natural hazards.	2. Receive pictures of natural hazards. 3. Write or state the types of hazards seen on picture. 4. Write the causes and effects of natural hazards. 5. Express how they would respond to natural hazards.
Conclusion	8. Supervise student's activity. 9. Collect and check students activity on causes and effects of natural hazards and ways of responding. during natural hazards.	6. Hand in completed activity on causes and effects of natural hazards.

Evaluation:

Check thoroughly and make corrections on student's work. Make fair judgments and comments for improvement.

Teacher's Notes:

Your lessons should cover the key points listed below:

- Definition of natural hazards.
- Warning signs of these natural hazards.
- The causes of natural hazards.
- Examples of natural hazards in the local community.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 42, 43 and 44**Time:** 40 minutes**Unit 5:** Natural Hazards**Topic:** Natural Hazards and Disasters (1)**Content Standard:** 6.1.5. Students will be able to examine natural hazards and their effects on people in the local environment.**Benchmark:** SOS 6.1.5.1. Explain the causes and effects of natural hazards.

Lesson Numbers	Lesson 42	Lesson 43	Lesson 44
Lesson Titles	Case study – Drought and Frost	Case study - Landslide and Flood	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • discuss and list causes of drought and frost in the local area	By the end of the lesson, students will be able to: • report on landslide or flood in the local community	By the end of the lesson, students will be able to:
Knowledge	• show images/pictures of drought or frost • state that drought is a long period of dry season • inform that frost is when there is a fall of ice, resulting in plants being killed	• identify an environmental change • name what these environmental changes are • discuss advantages and disadvantages of environmental changes on the particular case study	
Skills	• draw an environmental change seen in the community • state reasons for these environmental changes • discuss the positives and negatives of these environmental changes example – Building a new road, what positive and negative impact did this change brought about?	• refer to particular case study on environmental changes and state impacts of these changes • draw changes that have taken place • state positive and negative results of the environmental change	
Attitudes/Values	• appreciate what they learn • value the significance of different maps	• appreciate what they learn • differentiate point, line and area symbols	
Assessment Task #: 11	Conduct case study on common natural hazards and discuss their warning signs.		

Strand 1: Environment and Resources
Term: 2 Week: 12 Guided Lesson

Lesson: 45

Time: 40 minutes

Unit 5: Natural Hazards

Topic: Natural Hazards and Disasters (2)

Lesson Title: Causes of Natural Hazards

Content Standard: 6.1.5. Students will be able to examine natural hazards and their effects on people in the local environment.

Benchmark: SOS 6.1.5.2. Identify natural hazards and experiences in Papua New Guinea.

Lesson Objective: By the end of the lesson, students will be able to:

- discuss what natural hazards and disasters in PNG are
- understand the causes of natural hazards and disasters
- list examples of natural hazards and disasters in PNG

Knowledge	Skills	Attitudes/Values
• define natural hazards and disasters • list natural hazards and disasters in PNG • draw natural hazards and disasters in the community	• name natural hazards and disasters in the local community • list advantages and disadvantages of natural hazards and disasters • identify natural hazards and disasters in the community	• appreciate positive ways to respond to natural hazards and disasters in the local community • value advices and relief strategies by different stakeholders

References: Social Science Syllabus, Keys to Geography, Key Skills in Geography, Google

Teaching Materials: Pictures/illustrations of natural hazards and disasters, Maps, atlas, rulers, pencils, maps and areas of natural hazards and disasters

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask lead up questions from previous lessons. 2. Introduce new lesson “What are natural hazards and disasters. 3. Tell a story about natural hazards and disasters in the community.	1. Recall and respond to questions. 2. Watch and listen attentively to the teacher.
Body	4. Explain – natural hazards and disasters in the local area. 5. Show and explain some natural hazards and disasters that have taken place in the local community or province. 6. Explain the advantages and disadvantages of natural hazards and disasters. 7. Ask students to draw natural hazards and disasters. 8. Provide students with some examples of natural hazards and disasters in the local environment. 9. Ask students to give more examples of natural hazards and disasters.	3. Write environmental changes in the local community. 4. Draw an example of an environmental change in the local community. 5. Explain positive and negative impact on environmental changes.
Conclusion	10. Guide and supervise the activity. 11. Collect and check students’ examples on natural hazards and disasters.	6. Hand in completed drawings on environmental changes.

Evaluation: Check thoroughly and make corrections on students work. Make fair judgments and comments for improvement.

Teacher's Notes:

Your lessons should cover the key points listed below:

- Natural hazards and disasters in PNG.
- The causes of natural hazards and disasters.
- Examples of natural hazards and disasters in PNG.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 46, 47 and 48**Time:** 40 minutes**Unit 5:** Natural Hazards**Topic:** Natural Hazards and Disasters (2)**Content Standard: 6.1.5.** Students will be able to examine natural hazards and their effects on people in the local environment.**Benchmark: SOS 6.1.5.2.** Identify natural hazards and experiences in Papua New Guinea.

Lesson Numbers	Lesson 46	Lesson 47	Lesson 48
Lesson Titles	Effects of Natural Hazards	Ways of Responding to Natural Hazards	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • discuss effects of natural hazards in the local area	By the end of the lesson, students will be able to: • report on ways of responding to natural hazards in the local community	By the end of the lesson, students will be able to:
Knowledge	• show illustration/pictures of effects of natural hazards • inform that effects of natural hazards are bad • natural hazards bring negative impact on community	• identify ways of responding to natural hazards • name ways of responding to natural hazards • discuss ways of responding to natural hazards on a particular case study	
Skills	• draw ways of responding to natural hazards seen in the community • state ways of responding to natural hazards • discuss positive ways of responding to natural hazards example – moving to a new location away from the disaster area	• refer to particular case study on ways of responding to natural hazards • draw ways of responding to natural hazards • state positive ways of responding to natural hazards	
Attitudes/Values	• appreciate what they learn • value the significance of different maps	• appreciate what they learn • differentiate point, line and area symbols	
Assessment Task #: 12	Discuss the causes and effects of natural hazards and ways to respond when disaster strikes.		

Term: 2 Week: 13 Guided Lesson
Strand 2: Civic and Organizations

Lesson: 49

Time: 40 minutes

Unit 1: Groups and Organizations

Topic: Types of Groups and Organizations

Lesson Title: Community Groups

Content Standard: 6.2.1. Students will be able to identify and compare different groups and organizations, and their functions in the local community.

Benchmark: SOS 6.2.1.1. Identify and categorize community groups and organisations in terms of their roles and responsibilities.

Lesson Objective: By the end of the lesson, students will be able to:

- list different community groups that exist in their area
- discuss the roles of each of these community groups and the impact they have in the community
- point out the advantages and the disadvantages of having community groups in the community

Knowledge	Skills	Attitudes/Values
• know the meaning of community groups • different types of community groups in the area • roles each community group play in the community • difference between community groups, state and NGOs	• imitate the roles and functions of each community groups/organizations that exist in the society • develop ability to be an active member in the community	• promote activities of the community groups in the society • develop the desire to become a member of a community group that will positively impact the society

References: Social Science Syllabus and Related Materials

Teaching Materials:

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Use flash cards to capture student attention by introducing the key words. 2. Use lead on questions related to the topic. 3. Link the topic to the body.	1. Observe attentively and identify the words. 2. Listen attentively and answer the questions. 3. Listen attentively.
Body	4. Get the students into the groups and assist them to identify a community group in the society. 5. Facilitate student's discussion and rehearse. 6. Facilitate student's presentation. 7. Ask questions to pick out the roles, responsibilities, advantages, disadvantages and how the community groups interact with the people in the society after each student's group presentation.	4. Get into groups and select a community group in the society. 5. Discuss the selected community group's activity and try to rehash its activity. 6. Act out the selected group's activity as discuss. 7. Answer questions asked by the teacher.
Conclusion	8. Ask students general revision questions. 9. Paraphrase students' answers emphasizing the main points.	8. Listen attentively and answer the question asked. 9. Take note of the main points.

Evaluation: Facilitate and guide the students throughout the discussion and presentation

Teacher's Notes:

- Community groups are often local groups existing in the community or the local area. Some of these groups can be formed as
 - women's groups
 - youth groups
 - village groups
- Different community groups have different functions. Some are engaged in charity activities which are the main purpose of the formation of the community groups while others form such groups to gain help and support from each other to venture into business activities. Most of the community business groups are formed in this way. Profits from this business groups are used to provide public goods in the community and not to be shared among the members.

Activity

Students are to get into groups, select a community group and perform a skit displaying its role in the society. Students can also display advantages and disadvantages of these community groups.

Note: After the skit teacher should point out the main points displayed by the group i.e. roles, advantages, disadvantages and limitations of the community group selected.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 50, 51 and 52**Time:** 40 minutes**Unit 1:** Groups and Organizations**Topic:** Types of Groups and Organizations**Content Standard: 6.2.1.** Students will be able to identify and compare different groups and organizations, and their functions in the local community.**Benchmark: SOS 6.2.1.1.** Identify and categorize community groups and organisations in terms of their roles and responsibilities.

Lesson Numbers	Lesson 50	Lesson 51	Lesson 52
Lesson Titles	Government Organizations	Non-Government Organizations	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - confidently differentiate between community groups and government organizations - describe the role of the government organization in the society - explain how government interacts with the community groups, non-government organizations and the society as a whole	By the end of the lesson, students will be able to: - explain what it mean to be an NGO - confidently differentiate NGO from state organizations and community based groups	By the end of the lesson, students will be able to:
Knowledge	- understand the concepts of government organization - major government organizations in their area and their functions - ways different government organizations bring development to the community - limitations of the government organizations	- understand the difference between government organizations and ngos - roles and functions of ngos - limitations of ngos where it requires the state and the community based groups to assist	
Skills	- Construct flow charts reflecting their understanding of how government interacts with people - Construct paragraphs outlining advantages, the disadvantages and the limitations of the government organizations	- Compare and contrast between the differences and the similarities between the NGOs, the State Organizations and the community based groups - Develop simple framework showing roles and responsibilities of NGOs	
Attitudes/Values	- value the government organizations and services provided - advocate on moral principals in government organizations	- appreciate NGOs contributions' towards the nations development - support NGOs activities in the community	
Assessment Task #: 13	Describe roles and responsibilities of community groups, government and non-government organizations.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 14**Lessons:** 53, 54, 55 and 56**Time:** 40 minutes**Unit 1:** Groups and Organizations**Topic:** Roles and Responsibilities of Groups and Organizations**Content Standard: 6.2.1.** Students will be able to identify and compare different groups and organizations, and their functions in the local community.**Benchmark: SOS 6.2.1.2.** Evaluate the types of projects undertaken by these organizations in terms of their purposes and the types of changes they have made in the local communities.

Lesson Numbers	Lesson 53	Lesson 54	Lesson 55	Lesson 56
Lesson Titles	Local Community Development Projects	LLG and Provincial Government Development Projects	Churches and NGO Development Projects	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - identify the types of projects conducted by the local community - describe the changes these developmental projects manage to bring to the community	By the end of the lesson, students will be able to: - discuss how LLGs contribute to the communities development - construct paragraphs describing the limits of the LLGs in project developments	By the end of the lesson, students will be able to: - list some of the NGO groups in the community - confidently discuss the importance of NGOs in the community - identify the types of developmental projects initiated by NGOs	
Knowledge	- types of developmental projects done by the community groups. - how do community groups manage to develop such project	- reasons why LLGs are involved in service/project delivery - main types of projects carried out by LLG - how such projects are funded	- roles and functions of NGOs in the community - main projects carried out by NGOs - how do these NGOs fund their activities	
Skills	- construct paragraphs outlining how communities organize themselves in delivering these projects - defend their stance outlining the importance of the existence of the community groups in the community	- construct flow chart pointing out how people benefit from such projects - construct paragraphs about advantages, disadvantages and limitations of LLG projects	- draw symbols/ emblems used by some of the NGOs Identified and match it to the NGO group - construct tables matching the NGOs to their Functions and examples of projects done in the community	

Attitudes/ Values	accept the existence and contributions of such groups in the community	appreciate the contributions of the LLGs to the community	develop the desire to be part of or participate in the NGO groups project	
Assessment Task #:14	Identify the types of projects undertaken by different organizations in the community.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 15

Lessons: 57, 58, 59 and 60

Time: 40 minutes

Unit 1: Groups and Organizations

Topic: Community Projects

Content Standard: 6.2.1. Students will be able to identify and compare different groups and organizations, and their functions in the local community.

Benchmark: SOS 6.2.1.2. Evaluate the types of projects undertaken by these organizations in terms of their purposes and the types of changes they have made in the local communities.

Lesson Numbers	Lesson 57	Lesson 58	Lesson 59	Lesson 60
Lesson Titles	Community Projects	Government Projects	Non-Government Organizations Projects	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - identify some of the community projects in the society - describe ways in which the local organizations manage to raise funds for and sustain the projects	By the end of the lesson, students will be able to: - discuss how government contribute to the communities development - explain how government implemented projects affects peoples life	By the end of the lesson, students will be able to: - list different types of projects conducted by non-government organizations - describe the impact this projects have on peoples life	By the end of the lesson, students will be able to:
Knowledge	- availability of community projects in the community - processes involved in developing community projects - benefits of the community project	- main projects that provincial and local level governments provide - explain why such projects like roads cannot be provided by other organizations - ways these projects are funded	- projects interested the NGOs the most compared to community and government organizations - impacts of NGO projects on the community	

Skills	conduct a mini research into how communities manage to develop such projects	- construct the flow chart showing simple flow of funds/ideas/ authority from the nation to the community - develop paragraphs outlining the impact of government projects on community	carry out simple research to identify why NGOs are interested in community projects they fund	
Attitudes/ Values	- value the existence of the community groups - support the activities of the community groups	appreciate the contributions of the government to the community	develop a positive attitude towards NGOs and their projects	
Assessment Task #: 15	Discuss the impacts of the projects undertaken in the community.			

Teacher's Notes:**Lesson 57:** Community Projects

Your lessons should cover the key points listed below:

- Examples of some community projects;
 - Fish Farming
 - Eco-tourism
 - Communal Hygiene
 - Adult literacy
 - Water and Sanitation
- Ways in which local organizations manage to raise funds for and sustain the projects

Term: 2 Week: 16 Guided Lesson
Strand 1: Civic and Organizations

Lesson: 61**Time:** 40 minutes**Unit 2:** Relationships and Communication between Groups and Organizations**Topic:** Social Advocate Groups**Lesson Title:** Churches

Content Standard: 6.2.2. Students will be able to examine non-government organizations and their working relationships and communication with government entities in the local community.

Benchmark: SOS 6.2.2.1. Identify local interest groups and examine how they relate to, and communicate with, government officials and representatives in order to promote their interests and implement their activities.

Lesson Objective: By the end of the lesson, students will be able to:

- establish relationship the churches in the country have with the state
- list the advantages and disadvantages of such relationship
- discuss roles churches play in the community which assist in achieving
- aims and goals of the state

Knowledge	Skills	Attitudes/Values
• advantages and disadvantages between the church/state partnership • importance of state/church partnership in community development	• express their views on the relationship between church/state partnership • review literatures impact of church/state partnership in the society	• accept the role of the church state partnership in the community • appreciate developmental programs conducted by churches

References: Social Science Syllabus and Related Materials

Teaching Materials:

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Pose interesting questions to the students about anything that involves church/state partnership. 2. Paraphrase students answer and link it to the body.	1. Listen attentively and answer the question asked. 2. Listen attentively.
Body	3. Get students in groups and discuss the importance of church/state partnership in development. 4. Move around the room and facilitate discussion. 5. Facilitate presentation of the discussion. 6. Encourage students to question their peers. 7. Paraphrase and stress important points presented by the students.	3. Get into groups to discuss the importance of church/state partnership. 4. Continue with discussion and note taking. 5. Present their discussion to class. 6. Ask questions to the group that present. 7. Listen attentively.
Conclusion	8. Summarize the lesson by pointing out the main points.	8. Listen attentively and take note of the main points.

Evaluation: Facilitate and guide the students throughout the discussion and presentation

Teacher's Notes:

- Churches are any Christian groups or organizations that promote spiritual activity as the pillar of the organizations and branch out into providing other Humanitarian needs. Example Seventh Day Adventist (SDA) church provides direct spiritual need for the community. Furthermore, it has a body called Adventist Development Relief Agency (ADRA) which assists the state in providing other humanitarian needs like basic health services, water supply, hygiene and sanitation.
- Currently the churches are encouraged to work in partnership with the state to develop the community. This has its own advantages and disadvantages.

Church/ State Partnership in Development	
Advantage	Disadvantage
Where church needs the assistance (e.g. funding), state can step in and assist like the current system in education about teachers' salaries	When state assists the church, the church's belief and values can be compromised with the state
Services state fails to provide for the community can be provided by the church	
Less involvement of politics means churches can be trusted, reliable, effective and efficient	

- As the saying goes '*two hands are better than one*', there are lots of advantages with church working together with the state in delivering goods and services to the community. Therefore students should be encouraged to promote the idea without compromising the belief and values of each other

Activities

Questions like the ones listed below should be provided for the students to discuss in groups and present in class

1. Why is it important for the Churches to work together with the state in delivering goods and services to the community?
2. What are the advantages and disadvantages of such relationship?
3. How can this relationship be strengthened so that there is a good relationship in delivering goods and services to the community by both parties?

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 62, 63 and 64**Time:** 40 minutes**Unit 2:** Relationship and Communication between Groups and Organizations**Topic:** Social Advocate Groups**Content Standard: 6.2.2.** Students will be able to examine non-government organizations and their working relationships and communication with government entities in the local community.**Benchmark: SOS 6.2.2.1.** Identify local interest groups and examine how they relate to, and communicate with, government officials and representatives in order to promote their interests and implement their activities.

Lesson Numbers	Lesson 62	Lesson 63	Lesson 64
Lesson Titles	Volunteer Service Organizations (VSO)	United Nations (UN)	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • provide examples of VSO services • explain the relationship on how VSO and state working together to develop the community • identify the advantages and disadvantages of such relationship.	By the end of the lesson, students will be able to: • define UN • identify some of its different bodies • discuss how UN assisted Papua New Guinea to develop our community • explain how Papua New Guinea develops this relationship with UN	By the end of the lesson, students will be able to:
Knowledge	• services provided by VSO • how VSO helps the state to achieve its plans in community development • impact of VSO activities in the community	• understand UN and its general role • different UN agencies (i.e. United Nations International Children's Emergency Fund –(UNICEF) and their role in the community development • how UN through its agency partner with the state to conduct projects in the community	
Skills	• develop flowchart to illustrate the understanding and the relationship between state/VSO partnership and service delivery in the community • investigate impacts of VSOs activities in their community	• develop paragraphs explaining the relationship between a UN agency and the state in a community development • develop simple framework showing about UN activities in the community	
Attitudes/ Values	• provide positive feedback on the relationship between the state and VSO	• advocate UN's activity in the community • treasure the relationship state have with the UN	
Assessment Task #: 16	Examine social groups and their relationships with the government.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 17**Lessons:** 65, 66, 67 and 68**Time:** 40 minutes**Unit 2:** Relationship and Communication between Groups and Organizations**Topic:** Relationship and Communication between Groups and Organizations – (Case studies)**Content Standard: 6.2.2.** Students will be able to examine non-government organizations and their working relationships and communication with government entities in the local community.**Benchmark: SOS 6.2.2.2.** Critically analyze the relationship and communication barriers experienced by civil society and Non- Government Organisations when working with the government in delivering basic services.

Lesson Numbers	Lesson 65	Lesson 66	Lesson 67	Lesson 68
Lesson Titles	Case study – Catholic Church	Case study - Red Cross	Case study - World Health Organizations (WHO)	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - state clearly projects and services delivered by Catholic Church - explain why this is seen as church assisting the state and the community	By the end of the lesson, students will be able to:: - point out basic background of Red Cross Society - describe purpose and functions of the red cross organization in our country - explain how they are linked or interacted with state, UN and other organizations to deliver basic services in the community	By the end of the lesson, students will be able to: - explain why UN decides to set up WHO - discuss the Basic Purpose and Functions of WHO - construct paragraphs explaining how WHO contributes to the service delivery in the community	By the end of the lesson, students will be able to:

Knowledge	• understand other purposes and functions of the church in line with spiritual activities • review their views about the church activities in their community	• Develop background knowledge about Red Cross society • links between Red Cross and other organizations in service delivery • Red Cross activity in their community	• have brief background idea about WHO • confidently know roles and functions of WHO in the community • understand how WHO activities are coordinated	
Skills	• develop basic observation and reporting skills about the church activities apart from spiritual activities • develop basic reporting skills about case study	• construct paragraphs outlining basic functions of red cross society in service delivery • construct charts illustrating links between Red Cross and other organizations in delivering services in the community	• develop basic Reading skills into Social Science materials (Literature Review) • construct flow charts about the coordination of WHO activities until the services reach the community	
Attitudes/ Values	• appreciate the existence of such organizations like Catholic Church • value the projects initiated by such organizations	• appreciate existence of Red Cross and its services • promote activities carried out by Red Cross Society	• appreciate existence of WHO and its activities • promote activities carried out by Red WHO	
Assessment Task #: 17	Conduct case study on social groups partnering with government in delivering basic services to the local community.			

Teacher's Notes:

Lesson 65: Case study – Catholic Church

Your lessons should cover the key points listed below

- Projects and services delivered by Catholic Church.
- Reasons for church assisting the community and the state.

Term: 2 Week: 18 Guided Lesson
Strand 2: Civic and Organizations

Lesson: 69

Time: 40 minutes

Unit 3: Changes and Development

Topic: Impacts of Development

Lesson Title: Importance of Social and Political Groups Involvement on the Local People

Content Standard 6.2.3. Students will be able to appraise the impact of change and sustainability oriented interventions on communities.

Benchmark: SOS 6.2.3.1. Critique change and sustainability programs, projects and activities carried out by social, political, economics and religious groups on the local people in terms of impact on values and attitudes.

Lesson Objective: By the end of the lesson, students will be able to;

- differentiate between social and political groups working in their local community
- state the importance of each of the groups identified in the local community.

Knowledge	Skills	Attitudes/Values
• the difference between social and political groups • importance of social and political groups	• participate in activities organized by the social and political groups • educate older people, young children and uneducated people about the importance of social and political groups in the local community • practice living a healthy and better life in their communities	• appreciate and respect the works of social and political groups in the community

References: Social Science Syllabus

Teaching Materials: Charts, markers, rulers,

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask students to name groups that work in their community. 2. Discuss the answers given by the students and ask how they have benefited from the groups and people they mentioned. 3. Introduce new lesson 'Importance of social and political group's involvement on the local people'.	1. Students' answers; churches, nurses making awareness on diseases or immunization, people assisting local farmers. 2. Listen attentively to the teacher and answer the next leading question. 3. Students' answers; immunized from being affected by diseases, farmers know how to grow their crops and make money; churches sponsor students to schools etc. 4. Listen and become aware of what is to be covered in the lesson.
Body	4. List the groups identified by the students on the blackboard. 5. Provide charts and markers for students to work in groups. 6. Explain the activity to the students. 7. Supervise and assist students working on the activities.	5. Students write down the list of names for the groups in their books. 6. Gather in groups to do group activity. 7. Listen, observe and work on the activities in groups.
Conclusion	8. Ask students to present their work to the rest of the class. 9. Discussions after each group's presentation. 10. Set homework based on the topic of the lesson.	8. Groups report to class their completed work. 9. Listen, observe and correct their work. 10. Take note of homework.

Evaluation: Reflect on the content of the lesson to see if all the objectives were achieved and students have understood by completing the activities correctly.

Teacher's Notes:

- The difference between social and political groups

Social groups are those that are not directly connected with the government but help support the government to deliver services or other assistance to improve the standard of living.

Political groups are those government departments and bodies delivering government services to the people.

- Importance of social and political groups

All the groups mentioned above play very important roles to make sure basic services are delivered to everyone in Papua New Guinea. Some of these groups' involvements in the community changes the mind set and attitudes of the people. For example, the churches preach the good news which has a big impact on the lives of people and their attitude.

Activity 1: List social and political groups in the local community

Social and political groups in the community	
Social groups	Political groups
- Youth groups - Women's groups - NGOs- World Vision, UNICEF, - Churches - Sports teams - Girl guides - Boy scouts	- Health officers - Police officers - Agricultural specialists

Activity 2: Write the importance of groups in the local community

Social and political groups in the community			
Social groups	Importance	Political groups	Importance
Youth groups	Organize youths in the community to participate in activities that will benefit them live a better life	Health officers	Make awareness on deadly diseases and immunization to avoid them
Women's groups	Educate women to support themselves and others by generating small scale business activities	Police officers	
NGOs- World Vision, UNICEF,	Basically concerned about improving the health, education and welfare of the people so they live better lives	Agricultural specialists	
Churches	Prepare people for eternity as well as changing people's attitudes		
Sports teams			
Girl guides			
Boy scouts			

Homework:

Do/did you ever benefit from services provided by these groups? Name the groups and how you have benefited from them.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 70, 71 and 72**Time:** 40 minutes**Unit 3:** Changes and Development**Topic:** Impacts of Development**Content Standard: 6.2.3.** Students will be able to appraise the impact of change and sustainability oriented interventions on communities.**Benchmark: SOS 6.2.3.1.** Critique change and sustainability programs, projects and activities carried out by social, political, economic, and religious groups on the local people in terms of impact on values and attitudes.

Lesson Numbers	Lesson 70	Lesson 71	Lesson 72
Lesson Titles	Churches Impact on People's Attitude	UNICEF – Water, Sanitation and Hygiene (WaSH)	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • explain how churches have changed people's attitude • talk about experiences of changes influenced by churches	By the end of the lesson, students will be able to: • describe the functions of UNICEF • discuss the importance of WaSH in schools and the community • discover and discuss the impact of WaSH on people's hygiene practices	By the end of the lesson, students will be able to:
Knowledge	• influence of churches on people's attitudes • experiences of change of attitudes	• functions of UNICEF in Papua New Guinea • importance of the WaSH program in schools and the community • impact of WaSH on people's hygiene practices	
Skills	• interview people in the community who have really changed their attitudes when they joined a church group and how they have transformed and report to class • tell the class about their own experiences about being attached to a church • participate in activities of the church	• research and collect more information about the work of UNICEF in Papua New Guinea • tell peers and others about the importance and impacts of WaSH • practice WaSH in their homes, in the school and in the local community	
Attitudes/Values	• appreciate the work of the church on influencing positive attitudes on people in the community • respect and support the work of churches in the community	• value UNICEF programs such as WaSH by practicing healthy living • appreciate and take care of water taps, toilets and rubbish bins at home, school and the community	
Assessment Task #:18	Discuss the impacts of the involvement of social and political groups in the community.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 19**Lessons:** 73, 74, 75 and 76**Time:** 40 minutes**Unit 3:** Changes and Development**Topic:** Development Plans**Content Standard: 6.2.3.** Students will be able to appraise the impact of change and sustainability oriented interventions on communities.**Benchmark: SOS 6.2.3.2.** Compare before and after changes in people's perceptions and living standards as a consequence of their participation in various change and sustainability oriented projects and activities.

Lesson Numbers	Lesson 73	Lesson 74	Lesson 75	Lesson 76
Lesson Titles	What is Living Standard?	Living Standard of Local People before Involvement of Social and Political Groups	Living Standard of Local People after Involvement of Social and Political Groups	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • discuss living standards • describe living standards in the local community	By the end of the lesson, students will be able to: • describe the status of living in the community • discuss the impacts of bad living conditions in the community	By the end of the lesson, students will be able to: • state how the involvement of social and political groups improved the living standards in the community	By the end of the lesson, students will be able to:
Knowledge	• meaning of living standards • examples/ samples of good and bad living standards • description of living standards in the community	• status of living conditions in the community • impacts of bad living conditions in the community	• developments in the community to improve living standards; water supply, awareness on using and keep toilets clean, keeping animals in enclosed areas, keeping pests away from plants, mosquito spraying, • impacts now; less mosquitoes to cause malaria, clean water and toilets, crops growing well, etc	
Skills	• practice good living standards	• inspect living conditions in the community and write a report • participate in general clean-up of the community	• practice sustainability	
Attitudes/ Values	• promote good living standards	• willing and helpful in cleaning the community	• appreciate social and political groups' contributions to the improvement of living conditions	
Assessment Task #: 19	Discuss the changes to the living standards of local people before and after the involvement of social and political groups.			

Teacher's Notes:

Lesson 73: What is Living Standard?

Your lessons should cover the key points listed below:

- Meaning of living standard
- Examples of good and bad living standards
- Living standards in the community they belong

Strand 3: Culture**Term: 3****Week: 20****Guided Lesson****Lesson: 77****Time: 40 minutes****Unit 1:** Different Cultures**Topic:** Cultural Elements and Rituals (1)**Lesson Title:** What are Cultural Elements?

Content Standard: 6.3.1. Students will be able to compare and contrast various cultures in the local community and examine how these cultures shape and are shaped by people.

Benchmark: SOS 6.3.1.1. Identify and describe common cultural elements (for example, symbols, beliefs, song and dance, customs, practices) and decode their messages.

Lesson Objective: By the end of the lesson, students will be able to:

- identify and name common cultural elements of different cultures

Knowledge	Skills	Attitudes/Values
• understand culture of Papua New Guinea - history, people, clothing, traditions, women, beliefs, food, customs, and family • students and other artists and architects used traditional and modern elements in designs for buildings in the capital and elsewhere • know that wantok system is a strong culture in PNG	• name traditional clothes that are culturally valued • describe the practices associated with special events or occasion • identify, name and explain the common cultural practices in their community	• value that cultures have significance in their community • appreciate and respect the practices of their culture • belonging to a cultural group • is our identity

References: Social Science Syllabus, Google

Teaching Materials: Maps, artifacts and posters of traditional designs.

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask students some revision questions on Health, Education and social services. 2. Introduce new lesson "What are cultural elements" 3. Tell students that PNG is built on Culture.	1. Recall and respond to questions. 2. Watch and listen attentively to the teacher.
Body	4. Explain the culture and elements. 5. Explain that Culture was defined as the symbols, language, beliefs, values and artifacts that are part of any society. 6. Ask students to name and explain their common cultures practiced by their people. 7. Provide students with list of some common cultures in the region. 8. Ask students to name the places where these cultures are practiced. 9. Ask students to explain why their people maintain and preserve cultures.	3. Listen and take notes. 4. Name and explain cultures of their own people. 5. Identify and name places where these cultures are practiced. 6. Discuss and explain the purpose of preserving the culture.
Conclusion	10. Guide and supervise the activity. 11. Ask students to come to the front and name the places or group of people that practice some common cultural practices from their neighboring community or region.	7. Tell the class the elements of cultures from their neighboring community or region. 8. Write the common cultural practices and give to teacher for checking.

Evaluation: Teacher checks the students work and awards according to their performances.

Teacher's Notes:

Gather list of some common cultural practices pertaining to language, people, beliefs, food, customs and family etc...

The elements that signify culture are:

Family – their origin and history

Designs – the traditional totems and design patterns.

Women – their status and inclusion in society.

Clothing – The type of costumes worn during special occasions or during time for rituals

Food – The type of food prepared ,shared and eaten or traded during special occasions

Beliefs – The ancestral beliefs that are still important and highly respected by people.

Wantok System- A system of belonging to one another in line with blood links and other social or associated relationship that cannot be easily avoided when making decisions, sharing or delegating tasks to people because of the strong links.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 78, 79 and 80**Time:** 40 minutes**Unit 1:** Different Cultures**Topic:** Cultural Elements and Rituals**Content Standard: 6.3.1.** Students will be able to compare and contrast various cultures in the local community, and examine how these cultures shape and are shaped by people.**Benchmark: SOS 6.3.1.1.** Identify and describe common cultural elements (for example, symbols, beliefs, song and dance, customs, practices) and decode their messages.

Lesson Numbers	Lesson 78	Lesson 79	Lesson 80
Lesson Titles	Importance of Cultural Elements	Case study – My Culture	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to:: • identify and describe the importance of cultural elements that make up culture	By the end of the lesson, students will be able to: • discuss and write a case study of their culture	By the end of the lesson, students will be able to:
Knowledge	• symbols, language, norms, values, and artifacts are elements of culture • language makes effective social interaction possible • language influences how people conceive concepts • culture is a system of symbols • cultures have rules and guidelines which specify the behavior of an individual	• know their common language spoken • point out some similar words in their language that are used in another language • understand the values and beliefs of their culture • indicate how families are organized in their community • know their ancestral origin history • relate the ancestral history through illustration and writing	
Skills	• name the common cultural components • state the cultural benefits • collect artifacts of significance and secrecy • explain how the components make up culture	• interview and collect information • develop creativity in make-up story • illustrate culture through writing • analyze their origin of their language and how its benefits • retell the history of people • preserve own culture through caring and participation	
Attitudes/ Values	• appreciate that culture is still important • accept that different elements have different rules and guidelines • value their own culture the same as others	• respect how cultural legends are kept • appreciate the characters in the set-up of case study • follow their own culture	
Assessment Task #: 20	Discuss common elements of culture and conduct a case study on the significance of your culture.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 21**Lessons:** 81, 82, 83 and 84**Time:** 40 minutes**Unit 1:** Different Cultures**Topic:** Cultural Elements and Rituals (2)**Content Standard: 6.3.1.** Students will be able to compare and contrast various cultures in the local community, and examine how these cultures shape and are shaped by people.**Benchmark: SOS 6.3.1.2.** Compare and contrast the rituals and other cultural practices of different groups in the local community and examine how these practices contribute to the construction of identities.

Lesson Numbers	Lesson 81	Lesson 82	Lesson 83	Lesson 84
Lesson Titles	Cultural Rituals	Cultural Practices	Case study – My Culture	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: state and describe how certain rituals are practiced in their community	By the end of the lesson, students will be able to: state and explain their cultural practices in their area	By the end of the lesson, students will be able to: discuss and write a story based on their people and how they came to be as their case study	By the end of the lesson, students will be able to:
Knowledge	- know that different groups perform different rituals - understand that rituals are part of culture - some ritual performances are strictly on gender participation - some cultural rituals are diminishing - know that young generations of today lack most initiation processes due to modern influences	- know that cultural practices vary from place to place - understand that cultures are changing against the modern changes - know that the generation of today looks challenging to maintain the cultural practices - state the cultural practices that are slowly dying out	- understand a story and relate to others - read and understand history of others through case study - know that culture has history and foundation - grandparents are more versed with local knowledge of their cultures	
Skills	- define and describe ritual performances - state why rituals are still performed by the people - list the benefits of such practices - identify and describe the participants of such practices	- compare and differentiate two different cultural groups and practices - list and name some items used - identify the lost cultural practices in the community - state economic benefits of their culture if any	- recollect history through writing stories - read case study and answer questions - read and discuss about other cultures and their practices - state appropriate ways to maintain local cultures	

Attitudes/ Values	• value rituals as sacred and long standing • accept challenges to adapt • appreciate the existence of such practices	• have faith in their cultures • justify culture and the people • accept all forms of cultural norms and practices	• value stories that have cultural links • initiate cultural meetings or gatherings • assist in preserving the culture	
Assessment Task #: 21	Examine cultural rituals and practices and conduct a case study comparing your cultural practices with other local cultures.			

Teacher's Notes:**Lesson 81:** Cultural Rituals

Your lessons should cover the key points listed below:

- Definition of rituals
- Different groups perform different rituals.
- Rituals are part of culture.
- Some ritual performances are strictly on gender participation.
- Most cultural rituals are diminishing.
- Today's generation lack initiation processes due to modern influences

Strand 3: Culture**Term: 3****Week: 22****Guided Lesson****Lesson: 85****Time: 40 minutes****Unit 2:** Changes in Cultures**Topic:** Influences on Local Culture**Lesson Title:** Inter-marriages**Content Standard: 6.3.2.** Students will be able to use basic research skills to investigate and draw conclusions about the different ways external influences transform local cultures.**Benchmark: SOS 6.3.2.1.** Identify and research examples of external influences on local cultures and evaluate the results.**Lesson Objective:** By the end of the lesson, students will be able to:

- identify and describe influences that cause changes to local cultures

Knowledge	Skills	Attitudes/Values
• understand change like inter-marriages • culture of marriage boundaries is declining • know that the social systems are breaking away • understand that newer cultural influences have greater impact in family circles • rules and guidelines for marriage in the community	• state the changes to family status caused by inter-marriages • explain the disadvantage of inter-marriages • state the losses of family values and relationships with inter-marriages • propose ways to uphold and restrict the marriage practices	• cooperate with changes with care • accept the challenges • appreciate family values • respect marriage rules and guidelines

References: Social Science Syllabus**Teaching Materials:** Visual aids-pictures and charts of family or marriage ceremony.**Teaching and Learning Activities:**

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask students some revision. questions about cultural and ritual practices. 2. Introduce new lesson "Today our lesson is about 'inter-marriages'".	1. Recall and respond to questions.
Body	3. Explain how inter-marriages changed with examples. 4. Ask students to name/describe some practices of inter-marriages that are practiced in their area. 5. Ask students to describe inter-marriages that are not acceptable. 6. Explain the task on the board to the students. 7. Guide and supervise students' activity and assist them where possible.	2. Take in turns to respond to the question. 3. Name and describe the acceptable and unacceptable marriage practices. 4. Work in groups to complete their given task.

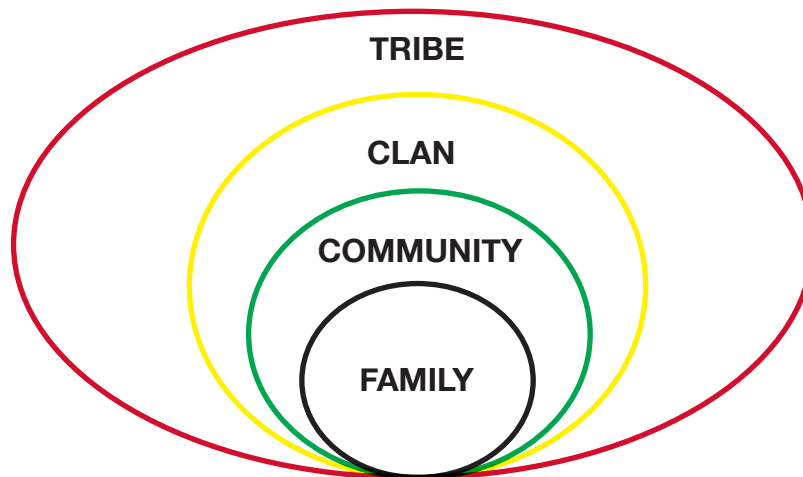
Conclusion	8. Guide and supervise the activity. 9. Ask the group leader to report their task to class.	5. Each Group leader reads out the completed task. 6. Display the chart on the wall. 7. Have turns to read what others have done.
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Evaluation: Teacher checks the student's work and appraises their performances.

Teacher's Notes:

- Major rituals, such as ceremonies for girls and initiations for boys, are declining.
- The social systems such as strict separation of men and women have fewer restrictions today.
- Newer cultural influences have greater impact on marriages.
- Wealthy and prominent men easily attracted to polygamy which causes disrespect to nuclear family base.
- Cultural marriage boundaries have been overlooked by this generation.
- The respect for marriage in family is less becoming due to changes in marriage practices.

Diagram Showing Inter-Marriages



Activity: Ask students to write the advantages and disadvantages of inter-marriages within each of these groups.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 86, 87 and 88**Time:**40 minutes**Unit 2:** Changes in Cultures**Topic:** Influences on Local Culture**Content Standard: 6.3.2.** Students will be able to use basic research skills to investigate and draw conclusions about the different ways external influences transform local cultures.**Benchmark: SOS 6.3.2.1.** Identify and research examples of external influences on local cultures and evaluate the results.

Lesson Numbers	Lesson 86	Lesson 87	Lesson 88
Lesson Titles	Education	Internal Migration	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: state the changes that came about through the influence of education	By the end of the lesson, students will be able to: discuss and list the causes of internal migration	By the end of the lesson, students will be able to:
Knowledge	- education brings changes to community - education breaks cultural barriers like gender inequality and practices - people have greater and different approaches and expectations	- causes of internal migration - advantages and disadvantages of migration - propose ways to reduce migration - changes to culture through migration	
Skills	- explain modern education - state the benefits of education - explain the challenges to culture - state the demand and expectation in education - describe the impacts to social norms and practices	- explain internal migration - state causes of migration - suggest ways to minimize and control migration - list negative impacts to cultures - write ways to promote and accept changes such as life skill training in the community	
Attitudes/ Values	- value education as life skills - promote values and changes - appreciate life transition	- social relationship - respect one another - understand one's basic needs and wants	
Assessment Task #: 22	Examine internal influences that cause changes to the local cultures (e.g., education inter-marriages and internal migration).		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 23**Lessons:** 89, 90, 91 and 92**Time:** 40 minutes**Unit 2:** Changes in Cultures**Topic:** Evidences of Changes in Culture**Content Standard: 6.3.2.** Students will be able to use basic research skills to investigate and draw conclusions about the different ways external influences transform local cultures.**Benchmark: SOS 6.3.2.2.** Analyse evidence of external influences on cultural practices and draw appropriate conclusions on the nature of change.

Lesson Numbers	Lesson 89	Lesson 90	Lesson 91	Lesson 92
Lesson Titles	Food	Dressing	Language Change	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: name and describe changes to local food	By the end of the lesson, students will be able to: describe and explain changes to cultural dressing	By the end of the lesson, students will be able to: examine the changes to local languages	By the end of the lesson, students will be able to:
Knowledge	- food supports life - traditional foods are still important and useful today - food provides social unity and income - some foods can be stored for some period of time - modern foods are expensive - traditional foods are cheaper and affordable	- the ways people dress have changed due to modern influence - types of clothes have changed - traditional dressing is worn during special occasions or festival - modern ways of dressing have some negative impacts - some changes are unacceptable to the cultural society	- languages help in communication - cultural languages play important role in patterns and designs - changes in language result in breakdown of vernacular local languages become a major threat to decline - language is culturally important	
Skills	- explain what food is - state the importance of food in the society - describe the changes to local organic foods and processed foods - explain causes of food changes	- name the types of modern clothes - explain the purpose of traditional clothes - describe the impacts of modern dressing - name the types of dressing for special events or occasions	- state importance of language - name the local and modern languages - identify changes to local languages - suggest ways to promote local language	
Attitudes/ Values	- appreciate food production - love the food - work for food	- accept dressing - value dressing - promote dressing	- speak all languages - preserve local language - communicate well	
Assessment Task #: 23	Discuss and identify evidences of internal influences on cultural practices.			

Teacher's Notes:**Lesson 90:** Dressing

Your lessons should cover the key points listed below:

- The ways people dress have changed due to modern influence.
- Traditional dressing is worn during special occasions or festival.
- Modern ways of dressing have positive and negative impacts.
- Some changes in dressing are culturally unacceptable in certain societies.

Strand 3: Culture**Term: 3****Week: 24****Guided Lesson****Lesson: 93****Time: 40 minutes****Unit 3:** Cultural Participation**Topic:** Cultural Events (1)**Lesson Title:** Cultural Identities

Content Standard: 6.3.3. Students will be able to discuss and critically reflect on the different ways of enhancing and sustaining local cultures through active participation.

Benchmark: SOS 6.3.3.1. Discuss cultural identities in their local communities and decode them to ascertain what they represent and promote.

Lesson Objective: By the end of the lesson, students will be able to:

- identify and list their cultural identities in their groups

Knowledge	Skills	Attitudes/Values
• identity through ethnicity • identity through language • identity through culture • identity through history	• identify cultural identity • state the primary and secondary identities • explain the national identity • name local identities such as spoken languages • explain and describe local identities	• appreciate individual identity • value importance of belonging to a group • promote and have pride in our identity

References: Social Science Syllabus, Google

Teaching Materials: PNG map, Charts or pictures of a people,

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Revise previous lesson by asking questions. 2. Introduce the lesson to the students.	1. Listen and answer the questions. 2. Listen and take note of the new lesson.
Body	3. Ask students to explain culture. 4. Give examples of cultural identities. 5. Tell students the importance of identities. 6. Ask students to list their own local identities. 7. Ask students to classify primary and secondary identities. 8. Distribute charts to groups to do the activity. 9. Supervise and guide students work.	3. Answer the question. 4. Tell class their own identity. 5. Discuss and classify identity. 6. Get into groups and work on activity.
Conclusion	10. Collect charts from the group. 11. Check student's work. 12. Ask summary questions.	7. Hand in completed task to teachers. 8. Answer summary questions.

Evaluation: Teacher checks student's work, comment and display the chart on the wall.

Teacher's Notes:

List of common languages:

- Identify ethnic groups in PNG.
- Identify different types of traditional homes in PNG
- Identify traditional and modern dressings from different provinces
- History of ethnic groups in PNG. For example: The people of Vuvulu in East Sepik and Mortlock of the Autonomous Region of Bougainville (AROB).

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 94, 95 and 96**Time:** 40 minutes**Unit 3:** Cultural Participation**Topic:** Cultural Events (1)**Content Standard: 6.3.3.** Students will be able to discuss and critically reflect on the different ways of enhancing and sustaining local cultures through active participation.**Benchmark: SOS 6.3.3.1.** Discuss cultural identities in their local communities and decode them to ascertain what they represent and promote.

Lesson Numbers	Lesson 94	Lesson 95	Lesson 96
Lesson Titles	My Cultural Symbols and Artifacts	My Cultural Songs and Dances	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • discuss and name some cultural symbols and artifacts	By the end of the lesson, students will be able to: • sing song and demonstrate with actions	By the end of the lesson, students will be able to:
Knowledge	• understand that some artifacts express adults' interpretations • cultural artifacts are unique and symbolize own meanings • cultural symbols promote existence and identity • show of pride and ownership	• know that cultural songs promote unity in the community • songs and dances have rhythms and patterns • promote local knowledge, skills and talents • preserve cultural skills and knowledge	
Skills	• explain the cultural symbols and artifacts • name some artifacts which are of high and sacred value • state the purpose of the artifacts	• state the challenges in knowing and understanding the songs and patterns of dances • define the cultural importance of the songs and the dances • express the importance of the songs and dances	
Attitudes/Values	• be part of the cultural identity and group • value all kinds of artifacts • preserve the cultural identity	• express pride through songs and dances • appreciate participation • value local songs and dances	
Assessment Task #: 24	Examine the cultural identities of the local community (e.g., symbols, artefacts, songs and dances).		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 25**Lessons:** 97, 98, 99 and 100**Time:** 40 minutes**Unit 3:** Cultural Participation**Topic:** Cultural Events (2)**Content Standard: 6.3.3.** Students will be able to discuss and critically reflect on the different ways of enhancing and sustaining local cultures through active participation.**Benchmark: SOS 6.3.3.2.** Analyse the different ways of supporting and promoting cultural events.

Lesson Numbers	Lesson 97	Lesson 98	Lesson 99	Lesson 100
Lesson Titles	Supporting and Promoting Cultural Events	Community Cultural Shows	Provincial Cultural Shows	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: propose and list acceptable ways to promote cultural events	By the end of the lesson, students will be able to: discuss purposes and reasons for staging community cultural shows	By the end of the lesson, students will be able to: discuss the important aspect of holding provincial cultural shows	By the end of the lesson, students will be able to:
Knowledge	- support and promote cultures - understand ways to preserve and revive culture - importance of cultural participation - know the popular cultural events in PNG	- own traditional festival - similar festivals that are practiced in other places - the purpose and reasons of such festivals - benefits of festivals	- the difference between local, district and provincial cultural shows - the difference with cultural shows, cultural events and cultural festival - important aspects of holding provincial cultural shows	
Skills	- discuss and list ways to promote cultural events - describe the activities in the cultural show - explain the purpose and benefits of cultural shows - name the popular cultural events in PNG	- name popular festivals in PNG (National Mask Festival, Pukpuk Festival, Hiri Moale Festival, National Canoe and Kundu Festival, Tumbuan etc) - describe the types of activities in the show - describe the cultural attractions and participation - explain the reasons for staging those festivals	- name the popular shows of the country E.g., Mt. Hagen Show, Madang Show, Goroka Show and Lae Show etc) - explain the purpose to stage cultural show - state some entry requirements of the show - name the targeted group or audience (Tourists, farmers, public, locals, students etc)	

Attitudes/ Values	• appreciate effort to promote and support culture • value cultural events • participate in cultural activities	• value national events • eager to understand the festival and celebrations • believe in culture	• appreciate organized cultural shows • love the shows • promote culture	
Assessment Task #: 25	Suggest ways to support and promote cultural events (e.g., local and provincial cultural shows).			

Teacher's Notes:
Lesson 97: Supporting and promoting cultural events

Your lessons should cover the key points listed below

- Importance of cultural participation.
- Acceptable ways to support and promote cultural events.
- Popular cultural events in PNG.

Strand 4: History and Change**Term: 3****Week: 26****Guided Lesson****Lesson:**101**Time:** 40 minutes**Unit 1:** History**Topic:** Origins of Indigenous People**Lesson Title:** The Island of New Guinea**Content Standard: 6.4.1.** Students will be able to investigate the origins of indigenous Papua New Guineans and how they have survived overtime.**Benchmark: SOS 6.4.1.1.** Use basic research skills to investigate and discover the origins of indigenous Papua New Guineans and how they have sustained themselves overtime.**Lesson Objective:** By the end of the lesson, students will be able to:

- describe how the island of New Guinea was formed and locate on the map the island of New Guinea
- draw simple timeline of formation of island of New Guinea

Knowledge	Skills	Attitudes/Values
• describe how the island of New Guinea was formed	• use atlas to locate and plot the island of New Guinea • identify features of a timeline • draw a timeline	• appreciate how the island of New Guinea was formed

References: Social Science Syllabus, Papua New Guinea's Origin, Social Science Outcomes Grade 6, Google**Teaching Materials:** Chalk, duster, ruler, globe, Papua New Guinea Atlas, blank map of Papua New Guinea and South East Asia,

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask lead up questions or give situations that will capture student's attention on the topic. Example: "Where do you think your ancestors came from?" 2. Introduce new lesson "The Island of New Guinea"	1. Listen attentively to the teacher and answer question.
Body	3. Explain how the island of New Guinea was formed. Refer to the guided lesson. 4. Show and explain a simple timeline. 5. Explain the important features of the timeline. (Teacher should use only one important date on the formation of the island of New Guinea as an example on the sample timeline to guide the students). 6. Ask students to draw a simple timeline based on the information given on the formation of the island of New Guinea.	2. Draw simple timeline based on the formation of the island of New Guinea.
Conclusion	7. Guide and supervise the activity. 8. Collect and check student's simple time line to ensure they have understood the basics of drawing a timeline.	3. Hand task in on drawing simple timeline to the teacher.

Evaluation: Check thoroughly and make corrections on student's work. Make fair judgments and comments for improvement.

Teacher's Notes:**The Island of New Guinea**

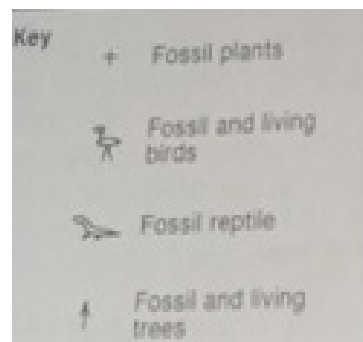
Evidence has shown that the island of New Guinea was once part of a huge continent. Continent refers to a huge land. About 200 million years ago the Earth which we are part of was joined together; however it began to break and move apart because of intense heat from the center of the Earth. Continuous movement caused this huge land to split and form smaller continents that we know of today.

Scientists have evidence of what is called fossils to show our earth was once a huge land. Fossils refer to remains of dead plants and animals found on rocks. These fossils are same throughout all the continents.

The Earth may have looked like this.



The shape of the land also shows that the continents were once joined. Refer to the two maps given to understand what we just read.

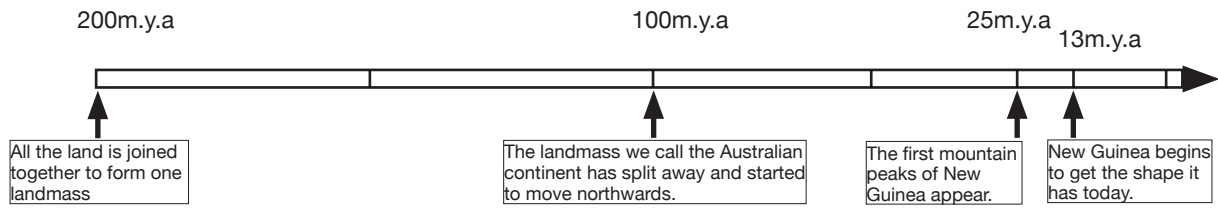


Map showing fossils that have been found throughout continents that were once joined.

The island of New Guinea was formed from the early Australian continent. About 100million years ago the Australian continent started moving northwards. This northward movement pressed against the landmass to the north of it forcing pressure to force mountain peaks of New Guinea to rise above the surface of the ocean. Fossils of shellfish and fish bones can be found on the highest mountains of Papua New Guinea like Mt Wilhelm in the Chimbu Province. About 13 million years ago the island of New Guinea began to get the shape it has today.

Below shows a simple timeline of the development of the island of New Guinea.

Formation of the Island of New Guinea



Drawing timeline

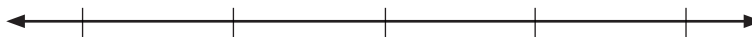
Reading and drawing timeline is a very important skill in Social Science. To begin with we will learn how to draw a simple timeline. Here are the features you must know before drawing one;

1. Title: What the timeline is about.
2. Scale: 1cm on the timeline equals to number of years. For example; 1cm is equal to 10 years or 1 million years.
3. Events: What took place in those given years

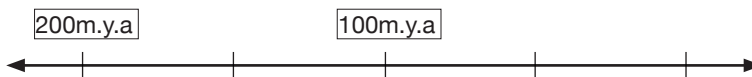
Let us go through these steps to learn how to draw a simple timeline.

STEPS

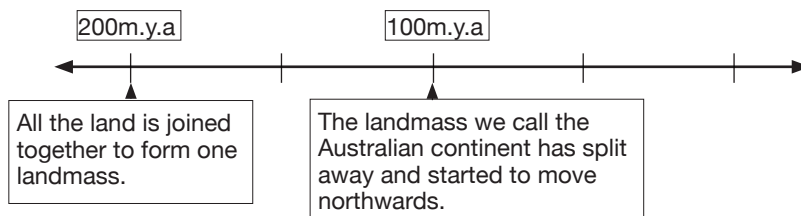
1. Use a ruler to draw:
 - (i) a straight line going across  or
 - (ii) Straight up or straight down.
2. Plot divider on the line showing the scale, for instance 1cm is equal to 1 million years. Refer to the time line on the formation of the island of New Guinea.



3. Write the years on the timeline. Refer to the time line on the formation of the island of New Guinea.



4. Write down the event beside the year. Refer to the time line on the formation of the island of New Guinea.



These are simple steps that students will use to help them easily draw up a timeline.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 102, 103 and 104**Time:** 40 minutes**Unit 1:** History**Topic:** Origins of Indigenous People**Content Standard: 6.4.1.** Students will be able to investigate the origins of indigenous Papua New Guineans and how they have survived overtime.**Benchmark: SOS 6.4.1.1.** Use basic research skills to investigate and discover the origins of indigenous Papua New Guineans and how they have sustained themselves overtime.

Lesson Numbers	Lesson 102	Lesson 103	Lesson 104
Lesson Titles	The Origins of the First People of Papua New Guinea	Lifestyle of the First People	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • trace, locate and name the origins of the first people of Papua New Guinea on a map • draw a time line	By the end of the lesson, students will be able to: • explain the lifestyles of the first people of Papua New Guinea	By the end of the lesson, students will be able to:
Knowledge	• identify the origins of the first people	• compare lifestyles of the first natives to those in the modern times	
Skills	• name features of a simple time line • draw a simple timeline (follow sample of timeline drawing in the guided lessons)	• draw pictures showing things that make up the lifestyles of the natives • draw pictures of things that have replaced the things used by natives	
Attitudes/Values	• appreciate the study of history • value the importance of • the origins of the natives of Papua New Guinea	• appreciate the lifestyles of the natives of Papua New Guinea	
Assessment Tasks #: 26	Examine the origin and lifestyle of the first native people of Papua New Guinea.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 27**Lessons:** 105, 106, 107 and 108**Time:** 40 minutes**Unit 1:** History**Topic:** Basic Needs of Indigenous People**Content Standard: 6.4.1.** Students will be able to investigate the origins of indigenous Papua New Guineans and how they have survived overtime.**Benchmark: SOS 6.4.1.2.** Discuss the basic survival needs and how meeting this needs has contributed to changing and sustaining indigenous Papua New Guinean's livelihoods overtime.

Lesson Numbers	Lesson 105	Lesson 106	Lesson 107	Lesson 108
Lesson Titles	Food	Shelter	Clothing	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - explain the importance of food for the first people of Papua New Guinea - identify the type of food they grew and ate - draw types of food grown and eaten by the first people of Papua New Guinea	By the end of the lesson, students will be able to: - explain the importance of shelter to the first people of Papua New Guinea - identify the types of shelter they built and lived in - draw types of shelter built by the first people of Papua New Guinea	By the end of the lesson, students will be able to: - explain the importance of clothing to the first people of Papua New Guinea - identify the types of clothes they wore - draw types of clothes made and worn by the first people of Papua New Guinea	By the end of the lesson, students will be able to:
Knowledge	explain the importance of food to the first people of Papua New Guinea	explain the importance of shelter to the first people of Papua New Guinea	explain the importance of clothing to the first people of Papua New Guinea	
Skills	draw types of food groups grown by the first people of Papua New Guinea	draw types of shelter built by the first people of Papua New Guinea	draw types of clothes made and worn by the first people of Papua New Guinea	
Attitudes/ Values	value the types of food eaten by the first people of Papua New Guinea	value the types of clothes worn by the first people of Papua New Guinea	value the types of clothes worn by the first people of Papua New Guinea	
Assessment Task #:27	Identify the basic needs of the native people of Papua New Guinea (e.g., food, shelter and clothing).			

Teacher's Notes:**Lesson 106:** Shelter

- Shelter is very important to all mankind.
- Without shelter we are likely to develop sickness while living in the open, also we may be robbed off our things.
- The natives of Papua New Guinea did build shelters though simple. They knew the importance of shelter thus built houses to protect themselves from sicknesses and to keep them safe from enemies and dangerous wild animals. The natives of different areas of Papua New Guinea built shelters suiting the environment they lived in.

Source:

Social Science Outcomes Textbook: Baing, S

Social Science Outcomes Teachers Guide: Baing, S

Museum

Google

Strand 3: History and Change**Term: 4****Week: 28****Guided Lesson****Lesson:**109**Time:** 40 minutes**Unit 2:** Change**Topic:** Changes in Basic Needs**Lesson Title:** Changes in Food**Content Standard: 6.4.2.** Student will be able to investigate the changes that have contributed to changing and sustaining the lifestyles of indigenous Papua New Guineans overtime.**Benchmark: SOS 6.4.2.1.** Use basic research skills to investigate and draw conclusions on the impact transport, food, clothing and shelter has had on the lives of Papua New Guineas over the years.**Lesson Objective:** By the end of the lesson, students will be able to:

- discover and understand why food of the native people of Papua New Guinea have changed overtime
- identify native food that has been replaced by the foreign or modern foods as well as
- identify modern food replacing the native foods

Knowledge	Skills	Attitudes/Values
• distinguish the differences between native food and modern food	• draw types of food eaten by natives that have changed overtime • draw foods that have replaced the native foods	• appreciate and value food eaten by natives of Papua New Guinea

References: Social Science Syllabus, Papua New Guinea's Origin, Social Science Outcomes Grade 6, Google**Teaching Materials:** chalk, duster, pictures of native food.**Teaching and Learning Activities:**

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask lead up questions referring to the lesson. 2. Example; Name some local food your grandparents and great grandparents prepared for their daily meals". 3. Introduce new lesson 'Changes in Food'. 4. Show picture or real item of one native food crop with one proceed or modern food. For example; sugarcane and processed sugar (Packet of Ramu Sugar).	1. Recall and respond to questions. 2. Watch and listen attentively to the teacher. 3. Answer question to lesson illustration shown by teacher on native and modern food.

Body	5. Show illustration and real samples of native food and explain why they have changed overtime. 6. Ask students to draw native food still eaten in their local area. 7. Ask students to draw food that has replaced or is replacing the natives' food of their people.	4. Listen carefully to teacher and respond accordingly. 5. Draw native food still eaten in their local area. 6. Draw food that has replaced or is replacing the native food of the people of Papua New Guinea.
Conclusion	8. Guide and supervise the activity. 9. Collect drawings on the changing native foods to ensure they have understood why native foods have changed overtime.	7. Hand task in on drawing changing native foods to the teacher.

Evaluation: Check thoroughly and make corrections on students work. Make fair judgments and comments for improvement.

Teacher's Notes:

Changes in Food

Papua New Guinean's native foods have changed over time for quite a number of reasons. But what are native foods? As you have learnt earlier native foods are foods that originally grew on the island of New Guinea. Few can be mentioned for example, sugar cane, Pacific banana and pandanuts. So why have this native food being replaced by foreign or modern foods? Let us look at some of these reasons.

1. Foreign influences

When people from outside of Papua New Guinea came during the periods of exploration they brought in their food promoting their cultures. For example, canned foods like corned beef, canned vegetables and rice. The natives probably thought these tasted better than the foods they grew. So processed food was already introduced to them.

2. Saves time

Foreign or modern foods replaced native foods overtime because the natives saw that they do not have to spend lot of time in the garden. They could use that time for some other planned activities.

3. Prestige

The natives most probably thought that eating foreign or modern food would mean they are well off as they are eating food that was brought from outside their local areas which meant it must be priceless.

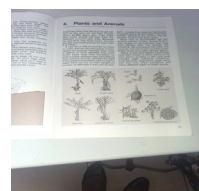
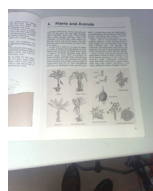
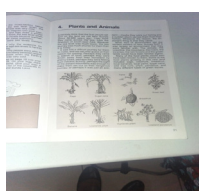
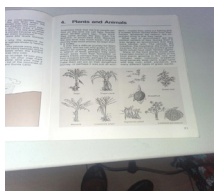
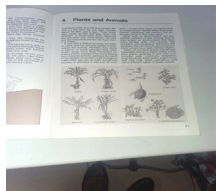
4. Influence of urban areas

As Papua New Guinea began to develop, people were moving into urban areas in search of better education and other basic government facilities and also for employment. In that they began to forget how to grow their native foods. Since they settled on someone else's land they found it difficult to grow their own food thus they started buying modern or processed food and ate less native food.

Types of Food

Given below are examples of native foods that have been growing and eaten over thousands of years to date.

Native foods



Native or original food grown in Papua New Guinea

Modern foods that are replacing native foods

Given below are examples of modern foods that are replacing the native foods of Papua New Guinea. You have already studied the reasons as to why they are replacing native foods.



Modern food replacing native foods

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 110, 111 and 112**Time:** 40 minutes**Unit 2:** Change**Topic:** Changes in Basic Needs**Content Standard: 6.4.2.** Student will be able to investigate the changes that have contributed to changing and sustaining the lifestyles of indigenous Papua New Guineans overtime.**Benchmark: SOS 6.4.2.1.** Use basic research skills to investigate and draw conclusions on the impact transport, food, clothing and shelter has had on the lives of Papua New Guineas over the years.

Lesson Numbers	Lesson 110	Lesson 111	Lesson 112
Lesson Titles	Changes in Shelter	Changes in Clothing	Social Science Process
Lesson Objectives	by the end of the lesson, students will be able to: • identify the difference between native shelters and modern shelters • draw changing patterns of shelters	by the end of the lesson, students will be able to: • identify the difference between native shelters and modern shelters • draw changing patterns of shelters	By the end of the lesson, students will be able to:
Knowledge	• differentiate native shelters and modern shelters	• differentiate native clothing and modern clothing	
Skills	• draw simple changing patterns of shelters	• draw simple changing patterns of clothing for example; meri blouse and other foreign clothing like trousers	
Attitudes/ Values	• appreciate the study of change in history • value changes from native shelters to modern shelters	• appreciate the study of change in history • value changes from native clothing to modern clothing	
Assessment Task #: 28	Discuss and identify the changes in food, shelter and clothing of the native people of Papua New Guinea.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 29**Lessons:** 113, 114, 115 and 116**Time:** 40 minutes**Unit 2 :** Change**Topic:** Changes in Communication**Content Standard: 6.4.2.** Student will be able to investigate the changes that have contributed to changing and sustaining the lifestyles of indigenous Papua New Guineans overtime.**Benchmark: SOS 6.4.2.2.** Discuss and critique the changes in communication in Papua New Guinea and their social and economic impact.

Lesson Numbers	Lesson 113	Lesson 114	Lesson 115	Lesson 116
Lesson Titles	Traditional Communication	Modern Communication	Effects of Modern Communication	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • explain tradition communication • draw traditional items used to communicate	By the end of the lesson, students will be able to: • explain modern communication • draw modern item items used to communicate	By the end of the lesson, students will be able to: • identify the effects of modern communication	By the end of the lesson, students will be able to:
Knowledge	• explain tradition communication	• explain modern communication	• discuss the effects of modern communication	
Skills	• draw traditional items used to communicate	• draw modern item items used to communicate	• name effects of modern communication	
Attitudes/ Values	• value the history traditional communication	• appreciate modern forms of communication	• value both traditional and modern communication	
Assessment Task #:29	Discuss the changes and the effects of traditional and modern communication in Papua New Guinea.			

Teacher's Notes:**Lesson 113:** Tradition Communication

- Traditional means old way of doing things. That is how our ancestors communicated in the past.
- Communication refers to messages passed on from one person to another person verbally or non-verbally.
- Verbal communication means use of word from mouth to pass on information
- Non-verbal communication means the use of body actions or words on sign boards to pass on information.
- So, traditional communication means the passing of information from one person to another verbally or non-verbally using traditional ways.
- Below are some traditional items that were used to communicate in certain areas around Papua New Guinea.



Garamut from Manus Province

Conch shell from
Milne Bay ProvinceKundu from
East Sepik Province**Source:**

Social Science Outcomes Textbook: Baing, S
Social Science Outcomes Teachers Guide: Baing, S
 Museum
 Google

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 30**Lessons:** 117, 118, 119 and 120**Time:** 40 minutes**Unit 2:** Change**Topic:** Changes in Technology**Content Standard: 6.4.2.** Student will be able to investigate the changes that have contributed to changing and sustaining the lifestyles of indigenous Papua New Guineans overtime.**Benchmark: SOS 6.4.2.3.** Examine changes in various technologies and how they have changed the lives of Papua New Guineas.

Lesson Numbers	Lesson 117	Lesson 118	Lesson 119	Lesson 120
Lesson Titles	Traditional Technology	Modern Technology	Impacts of Modern Technology	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • identify traditional technology • draw items of traditional technology	By the end of the lesson, students will be able to: • identify modern technology • draw traditional technology	By the end of the lesson, students will be able to: • explain the impacts of technology	By the end of the lesson, students will be able to:
Knowledge	• explain traditional technology	• explain modern technology	• identify the advantages and disadvantages of modern technology	
Skills	• draw items under traditional technology	• draw items under modern technology	• distinguish between the impacts of traditional and modern technology	
Attitudes/ Values	• appreciate and value traditional technology	• appreciate and value modern technology	• appreciate and value impacts of modern technology	
Assessment Task #: 30	Discuss changes and impacts of traditional and modern technologies.			

Teacher's Notes:**Lesson 117:** Traditional Technology

- Traditional means old way of doing things. That is how our ancestors lived in the past
- Technology refers to the skills and knowledge needed to do something.
- So, traditional technology refers to the types of skills and knowledge people used in the past to sustain themselves.
- In Papua New Guinea in the past different groups of people used the type of technology they needed to suit their lifestyles and where they lived.
- Examples of traditional technologies;

1. Skills:

- (a) Making of dugout canoes

Where made: Coastal areas or along areas with wide and deep rivers, lakes and lagoons in Papua New Guinea

Purpose: To transport by water people and their goods from where they lived to other places

- (b) Salt-making

Where made: Enga- used certain rock type, Morobe - used limestone and Eastern Highlands - swamp reeds)

Purpose: To sweeten food

- (c) Preserving Food

Where used: In the coastal areas - salting and smoking of protein and highland- smoking protein.

Purpose: To preserve food especially protein for food

- (d) Face and body paints and tattoos

2. Tools:

- (a) **Classified as weapons:** Bows and arrows, stone dagger and axes, bamboo knives

Where made: Both coastal, islands and highlands areas of Papua New Guinea.

Purpose: To defend themselves from their enemies

- (b) **Classified as cooking utensils:** Obsidian knives, wooden bowls, bamboo Knives and bamboo as storage for water and food, Shell knives and coconut bowls as storage container for water and food.

Where: In Papua New Guinea- certain plants and animal's fats are used to paint the face and body - prickles of certain trees like lemon tree used to prickle designs onto the body including face

Purpose: To decorate faces and bodies during special ceremonies

Source:

Social Science Outcomes Textbook: Baing, S

Social Science Outcomes Teachers Guide: Baing, S

Museum

Google

Strand 5: Trade**Term: 4****Week: 31****Guided Lesson****Lesson: 121****Time: 40 minutes****Unit 1: Economic Activities****Topic: Small Scale Economic Activities****Lesson Titles: What are Economic Activities?****Content Standard: 6.5.1.** Students will be able to examine small scale economic activities in local communities and evaluate their impact on the development of these communities.**Benchmark: SOS 6.5.1.1.** Discuss small scale economic activities in the local community and analyze their impact.**Lesson Objective:** By the end of the lesson, students will be able to:

- explain what an economic activity is
- discuss what are economic activities
- identify and give various examples of economic activities within their community

Knowledge	Skills	Attitudes/Values
• know the meaning of the term-economic activity • know the general meaning of 'economic activities' • know various examples of 'economic activities'	• explain the meaning of the term-economic activity or economic activities • identify various examples of 'economic activities'	• appreciate the meaning of 'economic activity or economic activities' • value economic activities within their community

References: Social Science Syllabus**Teaching Materials:** pictures of various economic activities

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Show pictures of an economic activity and ask the question-what can you see in this picture? Praise students for their responses. 2. Introduce the lesson “Economic activities”.	1. Respond to the question. 2. Listen to the responses of their classmates. 3. Write lesson topic in their exercise books.
Body	3. Explain the meaning of economic activity or economic activities. 4. Ask students to identify examples of economic activities in their surrounding community. 5. Ask students to describe the examples of economic activities which they have identified in terms of what they are doing. 6. Write the meaning of economic activity or economic activities on the b/board. 7. List the examples of economic activities which they have identified in their community on the b/board. 8. Ask students to copy down the lesson notes from the b/board.	4. Listen to the explanation of the meaning of economic activity or economic activities. 5. Give examples of economic activities in their surrounding community. 6. Describe the economic activities in terms of what they are doing. 7. Copy down the lesson notes from the b/board.
Conclusion	9. Revise the lesson notes by asking related questions to what they learnt.	8. Answer related questions being asked about what they learnt.

Evaluation: Check thoroughly and make corrections on student’s work. Make fair judgments and comments for improvement.

Teacher's Notes:

- An economic activity is an activity that generates money
- Economic activities are activities that generate money
- Examples of economic activities in the communities are such as;
 - Selling of coffee in the coffee growing provinces
 - Selling of tea in the tea growing provinces
 - Selling of dry cocoa seeds from the cocoa growing provinces
 - Raising and selling of livestock
 - Planting and selling of vegetables
 - Operating PMV services
 - Operating Taxi services

(There are so many that can be listed based on your community)

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 122, 123 and 124**Time:** 40 minutes**Unit 1:** Economic Activities**Topic:** Small Scale Economic Activities**Lesson Title:** What is Economic Activities?**Content Standard: 6.5.1.** Students will be able to examine small scale economic activities in local communities and evaluate their impact on the development of these communities.**Benchmark: SOS 6.5.1.1.** Discuss small scale economic activities in the local community and analyze their impact.

Lesson Numbers	Lesson 122	Lesson 123	Lesson 124
Lesson Titles	Benefits of Economic Activities	Regulations of Operations for Economic Activities	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • identify and discuss the social benefits of economic activities • identify and discuss the economic benefits of economic activities • identify and discuss the physical benefits of economic activities	By the end of the lesson, students will be able to: • define the term-regulation or regulations • explain what regulations of operation is in regards to operating economic activities • identify and list at least some regulations of operations for economic activities	By the end of the lesson, students will be able to:
Knowledge	• know what social benefits are • know what economic benefits are • know what physical benefits are	• know the meaning of the term-regulation or regulations • know what regulations of operation is in terms of operating economic activities	
Skills	• identify social benefits • identify economic benefits • identify physical benefits	• define or explain the meaning of regulations of operations in terms of operating economic activities • identify regulations of operations for economic activities	
Attitudes/Values	• appreciate having the benefits of economic activities • value having economic activities	• appreciate having regulations of operations for economic activities • value having regulations of operations for economic activities	
Assessment Task #: 31	Define economic, benefits of economic and regulations of operating small scale economic activities.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 32**Lessons:** 125, 126, 127 and 128**Time:** 40 minutes**Unit 1:** Economic Activities**Topic:** Types of Small Scale Economic Activities**Content Standard: 6.5.1.** Students will be able to examine small scale economic activities in local communities and evaluate their impact on the development of these communities.**Benchmark: SOS 6.5.1.2.** Identify and profile different types of small scale economic activities and rank them in terms of their economic and social impact on the livelihoods of people.

Lesson Numbers	Lesson 125	Lesson 126	Lesson 127	Lesson 128
Lesson Titles	Formal Economic Activities	Informal Economic Activities	Sustain Formal and Informal Economic Activities	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - define the term-formal - explain what is a formal economic activity - identify examples of formal economic activities	By the end of the lesson, students will be able to: - define the term-informal - explain what is an informal economic activity - list examples of informal economic activities	By the end of the lesson, students will be able to: - define the term-sustain - explain 'sustainability' in reference to formal and informal economic activities - identify and list ways in how to sustain formal and informal economic activities	By the end of the lesson, students will be able to:
Knowledge	- know the meaning of the term- formal - know what a formal economic activity is - know examples of formal economic activities	- know the meaning of the term- informal - know what an informal economic activity is - know examples of informal economic activities	- know the meaning of the term- sustain - know what 'sustaining' is in reference to formal and informal economic activities - know ways in how to sustain formal and informal economic activities	
Skills	- define and explain what a formal economic activity is - identify and list examples of formal economic activities	- define and explain what an informal economic activity is - identify and list examples of informal economic activities	- define and explain what 'sustain or 'sustaining' is in reference to formal and informal economic activities - identify and list ways in how to sustain formal and informal economic activities	
Attitudes/ Values	- appreciate formal economic activities - value formal economic activities	- appreciate informal economic activities - value informal economic activities	- appreciate ways in how to sustain formal and informal economic - value ways in how to sustain formal and informal economic	
Assessment Task #: 32	Explain the differences between formal and informal economic activities.			

Teacher's Notes:**Lesson 125:** Formal Economic Activities

Formal means something is done officially

A formal economic activity is a business activity that is officially registered and is carried on according to the required business regulations and laws.

Some examples of formal economic activities are; trade stores, PMV transport services, selling of liquor with proper liquor license in place, all registered businesses engaged in maintenance work, etc.

Source:

Pam. N, Stephen. P, Eron. H, Joe,D. 2005. Outcome Edition for Papua New Guinea- Making a Living Book 1 and 2

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Knowledge, Skills, Attitudes and Values (KSAV)

Week: 33

Lessons: 129, 130, 131 and 132

Time: 40 minutes

Unit 1: Economic Activities

Topic: Guidelines in Operating Formal Economic Activities

Content Standard: 6.5.1. Students will be able to examine small scale economic activities in local communities and evaluate their impact on the development of these communities.

Benchmark: SOS 6.5.1.3. Evaluate the guidelines for operating formal economic activities, identify the gaps in the guidelines and suggest ways of closing these gaps to improve economic activities.

Lesson Numbers	Lesson 129	Lesson 130	Lesson 131	Lesson 132
Lesson Titles	Registering Formal Economic Activities	Regulations Guiding Formal Economic Activities	Challenges of Operating Formal Economic Activities	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - define the term- register or registration - explain what it means to register a formal economic activity - identify and discuss where registration of formal economic activities takes place - discuss requirements for registering a formal economic activity	By the end of the lesson, students will be able to: - define the term- regulation - explain regulations that guide the operations of formal economic activities - discuss the importance of having regulations to guide the functions of formal economic activities	By the end of the lesson, students will be able to: - define the term- challenges - explain the term challenges in relation to operating a formal economic activities - identify the kinds of challenges that are faced by formal economic activities	By the end of the lesson, students will be able to:

Knowledge	• know the meaning of the term- register or registration • know what it means to register a formal economic activity • know where registration of formal economic activities take place • know the basic requirements of registering a formal economic activity	• know the meaning of the term- regulation • know the regulations that guide the operations of formal economic activities • know the importance of having regulations to guide the functions of formal economic activities	• know the meaning of the term- challenge • know the challenges in operating a formal economic activity • know the kinds of challenges that are faced by formal economic activities	
Skills	• define and explain what it means to register a formal economic activity • identify where registration of formal economic activities take place • explain the basic requirements of registering formal economic activities	• define and explain regulations that guide the operations of formal economic activities • explain the importance of having regulations to guide the functions of formal economic activities	• define and explain challenges in relation to operating a formal economic activities • identify the kinds of challenges that are faced by formal economic activities	
Attitudes/ Values	• appreciate registration of formal economic activities • value the registration of formal economic activities	• appreciate having regulations that guide the operations of formal economic activities • value regulations that guide the operations of formal economic activities	• appreciate having challenges in the process of operating formal economic activities • value the challenges as strengths to do better	
Assessment Task #: 33	Examine the guidelines of operating formal economic activities			

Teacher's Notes:**Lesson 129:** Registering formal economic activities

The word 'register' means an official record in a form of a list. It can be a record of names, attendance or events. In the case of business activities, it would be a record of business names and their events. The word 'registration' in terms of business would mean the act of registering a business or the processes of business activities.

The registration of formal economic activities takes place at Investment Promotion Authority (IPA). It is an authorized body that deals with all the registrations of businesses and companies throughout Papua New Guinea. After completing the registration with IPA, there are other requirements you must also complete with Internal Revenue Commission (IRC) so that your formal business activity is registered to pay tax to IRC for the benefit of the nation.

Below are some main basic requirements for registering a formal economic activity:

1. Fill in a Business Name Registration form
2. Pay the fees of the process to register
3. Collect your Registered Business Name Certificate (RBNC)
4. Complete the processes with Internal Revenue Commission (IRC) to collect your Tax Identification Number (TIN)
5. Submit a business proposal to engage in a business contract with a government or non-government body to provide your business activities services to make your money as a formal business

Source:

LiklikBisnis Book 1

Edger. O, Robert. W, 1994. Business Practice in Papua New Guinea

Trevor. T & Peter. D, 2007. Business Studies for Melanesia Grade 9

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Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 34**Lessons:** 133, 134, 135 and 136**Time:** 40 minutes**Unit 1:** Economic Activities**Topic:** Small Scale Economic Activities – (Case studies)**Content Standard: 6.5.1.** Students will be able to examine small scale economic activities in local communities and evaluate their impact on the development of these communities.**Benchmark: SOS 6.5.1.4.** Discuss operations and benefits of small scale economic activities.

Lesson Numbers	Lesson 133	Lesson 134	Lesson 135	Lesson 136
Lesson Titles	Case study - Transport	Case study – Accommodation	Case study – Trade Store	Social Science Process
Lesson Objectives	by the end of the lesson, students will be able to: • explain what a PMV transport service business is and how it is run • list the benefits of running a PMV transport service business	by the end of the lesson, students will be able to: • explain what a rental accommodation business is and how it is run • list the benefits of running a rental accommodation business	by the end of the lesson, students will be able to: • explain what a trade store business is and how it is run • list the benefits of running a trade store business	By the end of the lesson, students will be able to:
Knowledge	• know what a PMV transport service business is and how it functions • know the benefits of running a PMV transport service business	• know what a rental accommodation business is and how it functions • know the benefits of running a rental accommodation business	• know what a trade store business is and how it functions • know the benefits of running a trade store business	
Skills	• explain what a PMV transport service business is, how it functions and its benefits	• explain what a rental accommodation business is, how it functions and its benefits	• explain what a trade store business is, how it functions and its benefits	
Attitudes/ Values	• appreciate the knowledge of how a PMV business is run and its benefits	• appreciate the knowledge of how a rental accommodation business is run and its benefits	• appreciate the knowledge of how a trade store business is run and its benefits	
Assessment Task #: 34	Conduct case studies on small scale business activities (e.g., transport, accommodation and trade store).			

Teacher's Notes:**Lesson 133: Case study – Transport**

A PMV transport service business is a business that involves the use of vehicles to make money. The vehicles are registered and run every day on the highways and roads for passengers to pay money and be transported to and from. The PMV transport service business receives money coming in from passengers paying for the transport service as income. The business will have expenses to pay for like new tyres, wages for driver and crew workers, cost of fuel, etc. The Income will minus expenses to give profit for the business.

Some benefits of running a PMV transport service business

Cargoes and people are moved to and from easily

Producers and consumers are able to move to and from to meet for business transactions

Source:

Trevor. 1984. Commerce for Melanesians Book 1

Strand 5: Trade**Term: 4****Week: 35****Guided Lesson****Lesson: 137****Time: 40 minutes****Unit 2:** Producers and Consumers**Topic:** Producers in the Local Community**Lesson Title:** Who are Producers?

Content Standard: 6.5.2. Students will be able to examine the different ways producers and consumers contribute to and influence community, provincial, and national economy.

Benchmark: SOS 6.5.2.1. Identify local producers and examine their contributions to, and influence on, the local community.

Lesson Objective: By the end of the lesson, students will be able to:

- explain who a producer is
- identify local producers of certain commodities in the local community
- state the reasons of producing these commodities

Knowledge	Skills	Attitudes/Values
• know who a producer is • know local producers and what they produce • know the reasons for producing their commodities	• explain who a producer is • identify local producers and what they produce • explain the reasons for producing their commodities	• appreciate producers and the reasons for producing • value producers and the reasons for producing

References: Social Science Syllabus

Teaching Materials: pictures of various producers

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Show pictures of various producers and ask the questions-Who are these people in the pictures? What are these people doing? Praise students for their responses. 2. Introduce the lesson "Who are producers?"	1. Respond to the questions. 2. Listen to responses of their classmates. 3. Write lesson topic in their exercise books.
Body	3. Explain what a producer is. 4. Ask students to identify local producers in their surrounding community and state what commodities are produced by them. 5. Ask students to state reasons as why the producers produce commodities in the community. 6. Write the meaning of 'what is a producer' on the b/board. 7. List names of producers and what they produce in their community on the b/board. 8. Ask students to copy down the lesson notes from the b/board.	4. Listen to the explanation of 'what a producer is. 5. Give examples of producers and what they produce in their surrounding community. 6. State the reasons as to why producers produce commodities in the local community. 7. Copy down the lesson notes.
Conclusion	9. Revise the lesson notes by asking related questions to what they learnt.	8. Answer related questions being asked about what they learnt.

Evaluation: Check thoroughly and make corrections on student's work. Make fair judgments and comments for improvement.

Teacher's Notes:

- A producer is a person who produces or makes something
- Local producers are people in the community who produce or make things
- Examples of local producers in the communities are such as;
 - A person who makes chairs and tables
 - A person who makes homemade drum ovens
 - A person who makes coffins
 - A person who sews meri blouses, dresses, T.shirts, skirts, suits
 - A person who makes bilums
 - A person who draws artistic paintings
 - A person who farms and produce livestock or vegetables for selling

(There are so many that can be listed based in your community)

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 138, 139 and 140**Time:** 40 minutes**Unit 2:** Producers and Consumers**Topic:** Producers in the Local Community**Content Standard: 6.5.2.** Students will be able to examine the different ways producers and consumers contribute to and influence community, provincial, and national economy.**Benchmark: SOS 6.5.2.1.** Identify local producers and examine their contributions to, and influence on, the local community.

Lesson Numbers	Lesson 138	Lesson 139	Lesson 140
Lesson Titles	Producers Contributions to the Local Community	Challenges Faced by Local Producers	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: - define the term- contribution or contributions - list types of producers' contributions - state how these contributions help the community	By the end of the lesson, students will be able to: - define the term- challenge or challenges - list the types of challenges faced by local producers - list ways in how identified challenges can be dealt with	By the end of the lesson, students will be able to:
Knowledge	- know the meaning of the term- contribution/s - know the types of contributions that come from producers - know how producers' contributions help the community	- know the meaning of the term- challenge - know the types of challenges faced by local producers - know ways in how identified challenges can be dealt with	
Skills	- explain the meaning of the term- contribution - identify the types of contributions that come from producers - explain how producers' contributions help the community	- explain the meaning of the term- challenge - identify the types of challenges faced by local producers - identify ways in how identified challenges can be dealt with	
Attitudes/Values	appreciate the knowledge of having producers and the contributions they give to the community	appreciate the knowledge of having challenges for local producers and how these challenges can be dealt with	
Assessment Task #: 35	Discuss the challenges faced by producers and their contributions in the local community.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 36**Lessons:** 141, 142, 143 and 144**Time:** 40 minutes**Unit 2:** Producers and Consumers**Topic:** Consumers in the Local Community**Content Standard: 6.5.2.** Students will be able to examine the different ways producers and consumers contribute to and influence community, provincial and national economy.**Benchmark: SOS 6.5.2.2.** Discuss consumers' contributions and analyse their influence on the local community, provincial and national economies

Lesson Numbers	Lesson 141	Lesson 142	Lesson 143	Lesson 144
Lesson Titles	Who are Consumers?	Consumers Contributions to the Local Community	Factors Affecting Consumers in the Local Community	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: • explain 'who a consumer is' • identify consumers' of certain commodities only • explain reasons for consumers of certain commodities only	By the end of the lesson, students will be able to: • define the term- contribution/s • list types of consumers' contributions • state how these contributions help the community	By the end of the lesson, students will be able to: • identify the types of factors affecting consumers in the local community • discuss the types of factors affecting consumers in the local community • identify ways in how identified factors affecting consumers can be dealt with	By the end of the lesson, students will be able to:
Knowledge	• know 'who a consumer is' • know consumers of certain commodities only • know the reasons for consumers of certain commodities only	• know the meaning of the term- contribution/s • know the types of contributions that come from consumers • know how consumers contributions help the community	• know the types of factors affecting consumers • know the ways in how identified factors affecting consumers can be dealt with	

Skills	• explain 'who a consumer is' • identify consumers of certain commodities only • explain the reasons for consumers of certain commodities only	• explain the meaning of the term- contribution/s • identify the types of contributions that come from consumers • explain how consumers contributions help the community	• identify the types of factors affecting consumers • identify the types of factors affecting consumers	
Attitudes/ Values	• appreciate who consumers are in general and also for those who use certain commodities only	• appreciate the knowledge of having consumers and the contributions they give to the community	• appreciate the knowledge of having factors affecting consumers in the local community and how these factors can be dealt with	
Assessment Task #:36	Identify factors affecting consumers and their contributions in the local community.			

Teacher's Notes:**Lesson 141: Who are Consumers?**

A consumer is a shopper, buyer, user, purchaser or end user. He/she is someone who uses the produced goods and services.

There are consumers of certain commodities only such as;

1. cosmetics for face and hair for young male and female in the fashion industry
2. meri blouses for females only (not for male)
3. diapers for babies only
4. health services for sick people only (people who are healthy do not go to the hospitals)
5. schools or education services for school aged children only (not for older man and women to attend school in a classroom)

Note: there are many commodities that are used by certain consumers only

Reasons for consumers' of certain commodities only are;

- For convenience sake
- For better service

Sources:

Pam. N, Stephen. P, Eron. H, Joe,D. 2005. Outcome Edition for Papua New Guinea- Making a Living Book 1 and 2

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Assessment, Recording and Reporting

Assessment is not a singular activity. It is about measurement of performance at a given point in time and over time. It is a means of obtaining information that can be used to promote future learning.

Assessment, recording and reporting should:

- advance the learning process;
- offer all students an opportunity to show what they know, understand and can do;
- help students to understand what they can do and their next steps so that they know how to improve and become independent learners;
- embrace and reflect the academic, social, emotional and moral development of learners;
- be based on a considered view of what learning should be assessed in each subject or area of experience;
- help motivate students and enhance esteem;
- relate to shared learning objectives;
- enable teachers to plan more effectively;
- help parents/guardians to be involved in their children's progress;
- provide schools with information to evaluate work and set appropriate targets.

Assessment

Assessments are an integral part of the instructional process and can serve as meaningful sources of information about student learning. Feedback from ongoing assessment in the classroom can be immediate and personal for a learner and guide the learner to understand their misconceptions and use the information to set new learning goals.

Assessment refers to all the ways we gather information about progress in a student's learning. Assessment tasks should reflect the objectives and criteria and be meaningful and relevant. They may include tests, observations, discussions, group activities, presentations and projects.

A criterion-referenced assessment is the basis of all formal assessment at all primary schools throughout Papua New Guinea. This means that the assessment criteria are decided when planning the learning and explicitly communicated to students prior to the assessment task(s). Teachers ensure that all assessments tasks, including prior knowledge assessments must connect with the benchmarks and content standards.

Reporting

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students and parents or guardians. Teachers report to parents and students both formally and informally. Early in the year a Subject Assessment Period Sheet (SAPS) is

to be prepared to capture details of all the assessments given.

Interviews

By the end of each term a Three-Way-Conference involving the teacher, student and parent is held to discuss the student's progress and plan for further learning. At the end of each term, parents are invited to attend a student led conference to collect their children's Summary of Assessment Report Sheet (SARS). Parents may request a confidential interview with the teacher at any time, if they have a concern about their child's well-being, curriculum or progress.

Written reports

Students and parents are provided with written Mid-Year and End of Year Summative Reports. These detail a student's progress in the areas of study including a level of achievement; attitudes towards learning and demonstrates aspects of the Student Profile.

Student work samples

Throughout the year, student progress is reported to parents through the sharing of work samples. This can include books, portfolios and other pieces of work sent home at least once per term and/or invitations to parents to view work on display in the classroom/school or to attend performances and exhibitions.

In the classroom students and teachers compile a Student Portfolio. For each unit covered, the following samples are included:

- a title page outlining the strand including units, topics, lesson title and questions;
- a prior knowledge sample of work;
- a selection of two or three work samples (formative assessments);
- a final assessment linked to the content standards (summative assessment).

Other pieces of work not outlined above must not be included in the student portfolio but may be provided to parents through other means.

Student involvement

In the school, students are encouraged to be participants in the assessment and reporting process. This means that students have the opportunity to:

- monitor and evaluate their own progress through self-assessment;
- reflect on their learning, including the development of Student Profile;
- assess the work of their peers against agreed criteria;
- work with teachers to formulate assessment activities;
- set goals for their own learning;
- provide reflections about their learning in three-way and student-led conferences and written reports.

Yearly Assessment Overview

The Assessment Overview is organized by weeks, strands, units, content standards and benchmarks to show the linkage. The summary of the yearly assessment tasks is all captured in the overview. The assessments are formulated out from the content standards and benchmarks of the five Social Science stands – Environment and Resources, Civic and Organizations, Culture, Trade, History and Change.

Thirty six (36) assessment tasks have been provided in this assessment overview however you should develop other assessment tasks suitable to your environment and availability of resources.

In Social Science lessons, you should give an assessment task each week. The Social Science process lesson is allocated for the teacher to introduce new assessment tasks or projects during this lesson. Students are also allowed to use these lessons to do their assessment tasks.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Environment and Resources	Physical and Human Environment	6.1.1.	SOS 6.1.1.1. Discuss the features of the physical environment in their local region.	1. Identify geographical features in the local environment (e.g., climate, weather and vegetation and land forms).
			SOS 6.1.1.2. Discuss the features of the human environment in their local region.	2. Identify the features of human environment (e.g., population, settlement patterns and developments).
			SOS 6.1.1.3. Use maps to describe both physical and human features of the local environment.	3. Examine and apply geographical skills, tools and techniques in undertaking geographical enquiry.
	Environmental Effects on Human	6.1.2.	SOS 6.1.2.1. Discuss environmental change.	4. Discuss how physical and human environment influences the livelihood of the community.
			SOS 6.1.2.2. Identify effects of environmental changes in the local community.	5. Discuss the effects of climate change, population growth and migration in the local community.
			SOS 6.1.2.3. Compare before and after maps, pictures and illustrations to show the effects of environmental change.	6. Describe the effects of earth quakes, landslides, volcano eruptions, tsunami and droughts that change the local environment.

Environment and Resources	Human Impacts on Environment	6.1.3.	SOS 6.1.3.1. Identify different human activities and practices that cause damages to the local environment.	7. Discuss the practices of human activities that cause damages to local environment.
			SOS 6.1.3.2. Discuss how exploitation of the physical environment can have an impact on the livelihood of people in the local environment.	8. Describe the impacts of mining, logging and marine exploitation on the livelihood of local people.
	Environmental Sustainability	6.1.4.	SOS 6.1.4.1. Discuss sustainable practices used within the local environment.	9. Discuss the sustainability of key natural resources within the local environment.
			SOS 6.1.4.2. Identify endangered species of plants and animals and describe how to conserve them within the local environment.	10. Identify endangered plants and animals and suggest ways to conserve them in the local environment.
	Natural Hazards	6.1.5.	SOS 6.1.5.1. Explain the causes and effects of natural hazards.	11. Conduct case study on common natural hazards and discuss their warning signs.
			SOS 6.1.5.2. Identify natural hazards and experiences in Papua New Guinea.	12. Discuss the causes and effects of natural hazards and ways to respond when disaster strikes.
Civic and Organizations	Groups and Organizations	6.2.1.	SOS 6.2.1.1. Identify and categorise community groups and organisations in terms of their roles and responsibilities.	13. Describe roles and responsibilities of community groups, government and non-government organizations.
			SOS 6.2.1.2. Evaluate the types of projects undertaken by these organizations in terms of their purposes and the types of changes they have made in the local communities.	14. Identify the types of projects undertaken by different organizations in the community.
			SOS 6.2.1.3. Describe the roles and responsibilities of different interest groups and organisations, and examine how the implementation of these roles and responsibilities impact on local communities.	15. Discuss the impacts of the projects undertaken in the community.
	Relationships and Communication between Groups and Organizations	6.2.2.	SOS 6.2.2.1. Identify local interest groups and examine how they relate to and communicate with government officials and representatives in order to promote their interests and implement their activities.	16. Examine social groups and their relationships with the government.
			SOS 6.2.2.2. Critically analyse the relationship and communication barriers experienced by civil society and Non- Government Organisations when working with the government in delivering basic services.	17. Conduct case study on social groups partnering with government in delivering basic services to the local community.

Civic and Organizations	Changes and Development	6.2.3.	SOS 6.2.3.1. Critique change and sustainability programs, projects and activities carried out by social, political, economics and religious groups on the local people in terms of impact on values and attitudes.	18. Discuss the impacts of the involvement of social and political groups in the community.
			SOS 6.2.3.2. Compare before and after changes in people's perceptions and living standards as a consequence of their participation in various changes and sustainability oriented projects and activities.	19. Discuss the changes to the living standards of local people before and after the involvement of social and political groups.
Culture	Cultures	6.3.1.	SOS 6.3.1.1. Identify and describe common cultural elements (for example, symbols, beliefs, song and dance, customs, practices) and decode their messages.	20. Discuss common elements of culture and conduct a case study on the significance of your culture.
			SOS 6.3.1.2. Compare and contrast the rituals and other cultural practices of different groups in the local community and examine how these practices contribute to the construction of identities.	21. Examine cultural rituals and practices and conduct a case study comparing your cultural practices with other local cultures.
	Changes in Cultures	6.3.2.	SOS 6.3.2.1. Identify and research examples of external influences on local cultures and evaluate the results.	22. Examine internal influences that cause changes to the local cultures (e.g., education inter-marriages and internal migration).
			SOS 6.3.2.2. Analyse evidence of external influences on cultural practices and draw appropriate conclusions on the nature of change.	23. Discuss and identify evidences of internal influences on cultural practices.
	Cultural Participation	6.3.3.	SOS 6.3.3.1. Discuss cultural identities in their local communities and decode them to ascertain what they represent and promote.	24. Examine the cultural identities of the local community (e.g., symbols, artefacts, songs and dances).
			SOS 6.3.3.2. Analyse the different ways of supporting and promoting cultural events.	25. Suggest ways to support and promote cultural events (e.g., local and provincial cultural shows).

History and Change	History	6.4.1.	SOS 6.4.1.1. Use basic research skills to investigate and discover the origins of indigenous Papua New Guineans and how they have sustained themselves overtime.	26. Examine the origin and lifestyle of the first native people of Papua New Guinea.
			SOS 6.4.1.2. Discuss the basic survival needs and how meeting this needs has contributed to changing and sustaining indigenous Papua New Guinean's livelihoods overtime.	27. Identify the basic needs of the native people of Papua New Guinea (e.g., food, shelter and clothing).
	Change	6.4.2.	SOS 6.4.2.1. Use basic research skills to investigate and draw conclusions on the impact transport, food, clothing and shelter has had on the lives of Papua New Guineans over the years.	28. Discuss and identify the changes in food, shelter and clothing of the native people of Papua New Guinea.
			SOS 6.4.2.2. Discuss and critique the changes in communication in Papua New Guinea and their social and economic impact.	29. Discuss the changes and the effects of traditional and modern communication in Papua New Guinea.
			SOS 6.4.2.3. Examine changes in various technologies and how they have changed the lives of Papua New Guineans.	30. Discuss changes and impacts of traditional and modern technologies.
	Economic Activities	6.5.1.	SOS 6.5.1.1. Discuss small scale economic activities in the local community and analyse their impact.	31. Define economic, benefits of economic and regulations of operating small scale economic activities.
			SOS 6.5.1.2. Identify and profile different types of small scale economic activities and rank them in terms of their economic and social impact on the livelihoods of people.	32. Explain the differences between formal and informal economic activities.
			SOS 6.5.1.3. Evaluate the guidelines for operating formal economic activities, identify the gaps in the guidelines and suggest ways of closing these gaps to improve economic activities.	33. Examine the guidelines of operating formal economic activities.
			SOS 6.5.1.4. Discuss operations and benefits of small scale economic activities	34. Conduct case studies on small scale business activities (e.g., transport, accommodation and trade store).
	Producers and Consumers	6.5.2.	SOS 6.5.2.1. Identify local producers and examine their contributions to and influence on the local community.	35. Discuss the challenges faced by producers and their contributions in the local community.
			SOS 6.5.2.2. Discuss consumers' contributions and analyse their influence on the local community, provincial and national economies.	36. Identify factors affecting consumers and their contributions in the local community.

Social Science Processes and Activities

The table displays all the Social Science processes and activities students will be tasked to undertake and involved actively in Social Science process learning.

Social Science Processes	Activities
Gathering Information	• Interview resource people– (research) • Go for excursion • Small group discussion • Conduct surveys into your community (research) • Invite guest speakers to speak to you • Writing letters to organizations, groups and individuals for information • Library search for information – (research) • Interpret maps, graphs, (line, bar, pie, climate) • Interpret tables, timelines, diagrams and flow charts • Obtain information from photographs and cartoons • Summarize main points from variety of texts • Read a variety of written sources • Gather information from newspapers and other articles • Brainstorm
Analysing Information	• Create tables of information • Transform information into graphs, diagrams and flow charts • Compare the accuracy of information from different sources • Analyze evidence • Interpret and construct timelines • Using mapping conventions such as: key/legend, scale, cardinal points, grid reference
Evaluating Information	• Compare different points of view and check for supporting evidence • Propose alternatives to the way things are • Role Play • Create, interpret and use maps
Making Judgments	• Note patterns and predict possible trends • Interpret and/or draw cross-sections • Debate opposing viewpoints • Make predictions • Draw conclusions from data

Taking Actions

- Develop posters
- Build models
- Present information to other classes
- Dramatizations such as (building cultural appreciations and tolerance)
- Reports (writing or oral)
- Assignments
- Maintain a dairy of change
- Interpret alternatives and predictions
- Awareness campaigns
- Demonstrations within the community
- Actively change an aspect of community life such as (sustainable environmental practice, changes to community building practice)

Methods of Assessment, Recording and Reporting

This sub-section gives you particular information on different strategies of assessing.

These strategies include:

- Assessing – unit tests, projects, assignments and observations;
- Recording – checklists, students portfolios, assessment samples and rubrics;
- Reporting students' attainments – report cards and record cards.

Types of Assessment Methods

These are assessment methods taken from the syllabus. You can use any of them to assess your students.

- Observing students work during the lesson
- Conferencing with students
- Student's Portfolio
- Tests
- Assignments (projects/reports/quizzes/presentations/practical work samples).

Below are some of the samples of assessments. You will notice few ways of criterion referenced assessment rubrics modified and inserted under grade six, seven and eight assessment methods. Research assessment rubric is one of the assessment criteria inserted in all three grades using grade seven lesson topics *"Migration in Papua New Guinea and neighbouring countries"*. Teachers can see and apply the same strategy to assess students learning when undertaking other Social Science processes activities from the table above.

Assessment Samples

Below are three samples of assessment methods and the criteria/rubric that you can refer to create your own assessment.

Sample: (1)

Name: _____

Grade: ____/20 = ____%

Strand 1: Environment and Resources

Unit 3: Human Impacts on the Environment

Topic: Human Activities

Content Standard: 6.1.3. Students will be able to analyze human impact on the local environment.

Benchmark: SOS 6.1.3.1. Identify different human activities and practices that cause damages to the local environment.

Assessment Task 7: Discuss the practises of human activities that cause damage to the local environment

Assessment Method: Written Assignment on designing posters

Social Science Process: Taking Action

Activity: Developing Posters on human activities that cause damages to the local environment

Poster Rubric

Category	4	3	2	1	Points
Coverage of the topic	Details on the poster capture the important information about the topic and increase the audience's understanding	Details on the poster include important information but the audience may need more information to understand fully	Details in the poster relate to the topic but are too general or incomplete. The audience needs more information to understand	Details on the poster have little or nothing to do with the main topic	
Use of Graphics	All graphics are related to the topic and make it easier to understand	All graphics are related to the topic and most make it easier to understand	All graphics relate to the topic	Graphics do not relate to the topic	
Organisation	Information is very organised with clear titles and subheadings	Information is organised with titles and subheadings	Information is organised, but titles and subheadings are missing or do not help the reader understand	The information appears to be disorganised	

Layout and Design	All information on the poster is in focus can be easily viewed and identified	Most of the information on the poster is in focus and the content can be easily viewed and identified	Some of the information on the poster is in focus and some of the content is easily viewed and identified	Much of the information on the poster is unclear or too small	
Mechanism	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling or punctuation errors	
Total					
Teacher's Comments					

Class List:

Names	Categories					Total/20
	Coverage of the topic	Use of graphics	Organisation	Layout and Design	Mechanism	
Ora Panu	4	3	4	3	3	17
Pimi Silai	2	4	2	3	1	12
Pomoi Kalau	3	2	1	1	1	8

Sample: (2)**Group #:** _____**Grade:** ____/20 = ____%**Strand 3:** Culture**Unit 1:** Different Cultures**Topic:** Cultural Elements and Rituals (1)

Content Standard: 6.3.1. Students will be able to compare and contrast various cultures in the local community, and examine how these cultures shape and are shaped by people.

Benchmark: SOS 6.3.1.1. Identify and describe common cultural elements (for example, symbols, beliefs, song and dance, customs, practices) and decode their messages.

Assessment Task 20: Discuss common elements of culture and conduct a case study on the significance of your culture.

Assessment Method: Assignment - Oral presentation in groups

Social Science Process: Taking Action

Activity: Conduct oral presentation on cultural ceremonies such as marriages, deaths, initiations etc. practiced in your cultures
Oral Presentation Rubrics - (Case study)

Category	4	3	2	1	Points
Participation	Group member participated fully in every discussions and decisions	Group member participated in almost every discussions and decisions	Group member participated in few discussions and decisions	Group member did not participated discussions and decisions	
Contribution	Student contributed greatly to the final presentation	Student contributed adequately to the final presentation	Student contributed very little to the final presentation	Student did not contribute any work to the final presentation	
Oral presentation	Student spoke clearly and confidently and rehearsed their part of the presentation	Student spoke clearly and confidently, seemed to practice a little for their part of the presentation	Student did not speak very clearly and confidently, did not want to practise	Student did not present or was not prepared to present	
Group Collaboration	The whole group worked incredibly well together	The whole group worked well together	The group did not work well together	There was little or no group collaboration , everyone worked on their own	
Supporting Evidence	Details of drawings and pictures capture the important information about the topic and increase the audiences understanding	Details of drawings and pictures include important information but the audience may need more information to understand fully	Details of drawings and pictures relate to the topic but are too general or incomplete. The audience needs more information to understand	Details of drawings and pictures have little or nothing to do with the main topic	
Total					
Teacher's Comments					

Class List:

Names	Categories					Total/20
	Participation	Contribution	Oral presentation	Group collaboration	Supporting evidence	
Group 1						
Martin Momani						
Jack John						
Justina Sam						

Sandra Lau						
Group 2						
Fred Dom						
Kungus Lambu						
Frank Ilos						

Sample: (3)

Name: _____

Grade: ____/20 = ____%

Strand 3: Culture

Unit: 2. Changes in Cultures

Topic: Influence on Local Culture

Content Standard: 6.3.2. Students will be able to use basic research skills to investigate and draw conclusions about ways external influences transform local cultures.

Benchmark: SOS 6.3.2.1. Identify and research examples of external influences on local cultures and evaluate the results.

Assessment Task 4: Examine internal influences that cause changes to the local cultures (e.g., education, inter-marriages and internal migration).

Social Science Process: Analysing Information

Activity: Conduct surveys into the community, compile data and tabulate the information on data and report

Research Rubrics

Assessment (rubric)	Achievement Level				
	(Social Science Process and Skills – (Interview))				
	4	3	2	1	Points
Topic and Introduction	State the research topic and a summary of introduction on the importance of the research	State the research topic and illogical introduction of the importance of the research	Did not state the research topic but introduce the importance of the research	State the research topic only	
Distribution of Information	The results of the findings are presented briefly on tallies or graphs and in logical order	The results of the findings are presented on tallies or graphs however not in logical order	The results of the findings are partly presented on tallies or graphs	The results of the findings are presented in writing form	
Explaining of Findings	Explain briefly each information represented on the tallies or graphs	Most information represented on the tallies or graphs were explained	Some information represented on the tallies or graphs were explained	No explanation done on the tallies or graphs represented	

Clarity, links and sequence	Findings based only on the topic given. Data distribution linked to research question. The findings are presented in logical order	Findings based only on the topic given. Data distribution linked to research question. The findings are not presented in logical order	Findings partly based on the topic given. Data distribution linked to research question was irrelevant.	Findings based outside of the topic given. Data distribution not linked to research question. Presentation done but not in sequence	
Reference and Appendices	Attachments of documents such as questionnaires all attached	Attachments of documents such as questionnaires produced were partly untidy	Torn and untidy attachments were produced	Attachments of documents such as questionnaires were not produced	
Total Points					/20
Teachers comments					

Class List:

Names	Categories					Total /20
	Introduction Topic	Distribution of Information	Explaining of Findings	Clarity, links and sequence	Reference and Appendices	
Arther Boniem	4	3	4	3	3	17
Dau Kaman	2	4	2	3	1	12
Gloria Kas	3	2	1	1	1	8
Mathilda Guke	3	2	2	2	1	10
Nathan Koi	2	2	2	2	2	10

This is a sample rubric for Research Assessment (Survey). Teachers can select their own research topics from any of the strands and apply the same rubric for marking. Please be mindful that research assessment MUST NOT exceed more than 20 marks or less. This assessment must be introduced in the beginning of week one of term two, three and four. Teachers will have to guide and explain in detail each of the five Research Assessment Rubrics to students during the Social Science Process lessons. This approach will help students to compile a good research report.

Glossary

assessment	activities given to students to measure the progress of their learning
assessment strategies	different styles and ways of assessing student's work
assessment for learning	it is an ongoing process that arises out of the interaction between teaching and learning
assessment as learning	it is a self or peer assessment that allows students to reflect on their own learning and identify areas of strength and weakness
assessment of learning	use of a task or activity to measure, record and report on a student's level of achievement in regards to specific learning expectations
assessment tasks	test of knowledge and skills gained throughout the particular unit or topic
benchmark	assessment of content standards at the end of each level of schooling
change	to make something to become different
civics	the studies of society and the relationships of individual within a society
conferencing	a conversation between the teacher and student or in small groups
content standards	statements that describe what students should know and do in each subject area
contributions	something that you give to help produce or achieve something together with other people successfully
culture	the way of life in a society
developments	the process of change taking place in an environment
economic	business activities involving money, trade and industries
effects	the result of a particular influence on environment and people
environment	things that are around us
hazards	a situation that poses a level of threat to life, health, property or environment
history	the happenings of the past
human	referring to people
impacts	an object or powerful force hitting on another object
interview	conversations where questions are asked and answers are given.
observations	a careful watch over students work
on-going research	constant investigation into a subject to discover facts
oral tasks	an examination, test or task that involves candidates expressed in spoken form where the questions and answers are in written form
organization	how people are grouped in societies for different purposes
participations	when you take part or become involved in an event

physical	existence of real material world that people can be able to see and touch
practical tasks	activities involving students to display or do both indoor and outdoor
presentations	a manner or way something is shown to other people
questionnaires	a set of questions used to collect information in a survey
relationships	the connection between two or more people or groups and their involvement with one another
reporting	to give correct information about students' performance
research	an investigation into a subject in order to discover facts
resource	something that is a source of help to human in the form of natural and man-made
self – assessment	a judgment sometimes for official purposes which you make about your abilities, principles or decisions
students records	a body of information or statistics gathered over a period of time from students' performance
sustainability	able to continuously maintain over a period of time
tests	way of discovering by questions or practical activities to measure someone's knowledge, ability or experience
topic	an issue or theme of discussion
trade	the process of buying and selling
unit	a single part of a whole discussion
visual presentation	show something to others in a form of picture, table, graph, paintings, drawing, label, diagram, map and flow chart
writing	the activity of creating written work such as essays, assignments or case study
primary sources	provides firsthand information about an event or direct from a person, or work of art
secondary sources	relying on information created after an event such as books, objects, sounds and pictures
social science process	a process used in social science to gather information, analyze, make judgments and present the information

Resources

Primary Source	Secondary Source
Teachers	Syllabus
Students	Teacher Guides
Parents	Atlases
Community Leaders	Supplementary books
Church Pastors	Student Textbooks
Elders	Student activity books
Sex workers	Globes
HIV/AIDS Advocators	Maps
Community Health Workers	Compasses
Welfare Officer	Protractors
Village Court Magistrates	Rulers
Police Officers	Grid books
Juvenile Officer	Telephone Directories
Lawyers	Encyclopaedias
Stores/PMV operators	Geography Books
Councillors	Currencies
Missionaries	Google

Contacts			
ANZ Banking Group (PNG) Ltd PO BOX 1152 Port Moresby, NCD	Bank of South Pacific PO BOX 78 Port Moresby, NCD	Conservation & Environment Protection Authority PO BOX 6601 Boroko, NCD	Eastwest Transport PO BOX 916 Port Moresby, NCD
Electoral Commission of Papua New Guinea PO BOX 5348 BOROKO, NCD	Integrity of Political Parties & Candidates Commission PO BOX 45 Waigani, NCD	Mineral Resource Development Company PO BOX 1076 Port Moresby, NCD	National Cultural Commission PO BOX 7144 Boroko, NCD
National Development Bank Ltd PO BOX 686 Waigani, NCD	National Disaster Centre PO BOX 4970 Boroko, NCD	National Fisheries Authority PO BOX 2016 Port Moresby, NCD	National Maritime Safety Authority PO BOX 668 Port Moresby, NCD
Natural Resources International PO BOX 1265, Waigani, NCD	Provincial & Local Government Affairs PO BOX 1287 Boroko, NCD	Small & Medium Enterprises Corporation PO BOX 286 Waigani, NCD	Supreme & National Court PO BOX 7018 Boroko, NCD

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Appendices

Appendix A

Social Science Process

Survey Questionnaire

Please write your name and indicate male or female in the box provided.

Name: Male ☐ Female ☐

This survey is to be conducted by the individual students themselves.

Part (A). *What are some causes of the decline in the cultural practices?*

Please put a tick in the box where appropriate.

Find out how many people in the community migrated in from other places?

between 5 & 20 ☐ between 20 & 40 ☐ Over 50 ☐

Find out how many churches are established in the community?

None ☐ less than 5 ☐ More than 5 ☐

Find out how many elderly people still exist in the community?

Less than 10 ☐ between 10 & 30 ☐ More than 30 ☐

Part (B): *What are some possible ways to revive the cultural practices?*

Put tick in the space where appropriate.

Possible Ways to Revive Culture	Agree	Disagree
1. Minimize inter-marriages	☐	☐
2. Put a stop to internal migration	☐	☐
3. Educate youths with the traditional cultural practices, norms, beliefs and rituals within their family circles	☐	☐

IMPORTANT:

Use this survey format to structure similar one for your students. Photocopy enough questionnaire sheets for students to use when conducting the survey. Ensure all survey forms are attached with their reports. Deduct marks from non-attachments of questionnaire forms.

Appendix B

Sample Notification Letter

Parents and Guardian Research Notification

January 14, 2018

Dear Students and Parents

All my students will be completing research projects over the term break. The purpose of this research is to improve students' research skills and prepare them for research assignments they will have in the upcoming years in high school. This is a very challenging unit for students. It is very important that students take this project seriously and work diligently. Most of the assignments will be completed in class; however, if a student falls behind on a deadline or misses an instructional period, students may find themselves having to catch up on their own time outside of class.

Each student will be given a research packet that outlines the details and expectations of the project. Although each step will be explained in class before work is begun in that section, all students will need to carefully read through the research packet to be properly prepared. Because students may also refer to their research packets if they are working at home or in the library on their own time, it is imperative that they do not lose this packet.

Nevertheless, should a student lose their packet, they will be able to print another copy using own expense. All students will share the same theme on their project. However, how each student interprets that theme and where they choose to take their interpretation will vary. I encourage parents to talk with your child about the progress of their project, while also keeping track of their timeline. Students will have a calendar of due dates. Students will be informed of any changes to dates, and this information will also be updated on my calendar.

I will discuss at length with students the importance of academic integrity and their research project. I will also discuss this document and the consequences for plagiarism the most common academic integrity issue we face with students. Research, while challenging, can be one of the most rewarding academic achievements students can have.

I look forward to guiding the students through the maze of academic research. Please contact me if you have any questions or concerns. I will be glad to help in any way I can.

Sincerely,

Nathan Kaman
Class teacher

Appendix C

Guided Lesson Plan Template

Term: _____ Week: _____

Strand #: _____

Lesson #: Unit #: Time: 40 minutes

Topic:

Lesson Title:

Content Standard:

Benchmark:

Lesson Objective: By the end of the lesson the students can be able to:

Knowledge	Skills	Attitudes/Values

References:

Teaching Materials:

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction		
Body		
Conclusion		

Evaluation:

Appendix D

Sample (KSAV) Format

Knowledge, Skills, Attitudes and Values (KSAV)

Week: _____ Lesson: _____
 Unit 1: _____ Time: 40 minutes
 Topic 1: _____
 Content Standard: _____
 Benchmark: _____

Lesson Numbers	Lesson #	Lesson #	Lesson #	Lesson #
Lesson Titles				Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to::	By the end of the lesson, students will be able to:	By the end of the lesson, students will be able to::	
Knowledge				
Skills				
Attitudes/ Values				
Assessment Task: #				

Appendix E

Weekly Lesson Plan Format

Jiwaka Primary School

Subject: _____ **Grade:** _____ **Term:** () **Week:** () **Date:** / /20____ **To** / /20____

Strand: _____ **Unit:** _____

Topic: _____ **Lesson Number:** _____

Content Standard: ()

Performance Standard:

Key Concepts

LESSON# and TITLE	OBJECTIVE Students will be able to:	KNOWLEDGE	SKILLS	ATTITUDE/ VALUES	ASSESSMENT

REFERENCES:	
TEACHING MATERIALS:	

CLASS TEACHER'S COMMENT	SUPERVISOR'S COMMENT

Appendix F

Bloom's Revised Taxonomy

Creating (High order thinking)	Generating new ideas, products or ways of viewing things by: Designing Constructing Planning Producing Inventing Devising Making
Evaluating (High order thinking)	Justifying a decision or course of action by: Checking Hypothesizing Critiquing Experimenting Judging
Analysing (High order thinking)	Breaking information into parts to explore understanding and relationships by: Comparing Organizing Deconstructing Interrogating Finding
Applying	Using information in another familiar situation by: Implementing Carrying out Using Executing
Understanding	Explaining ideas or concepts by: Interpreting Summarizing Paraphrasing Classifying Explaining
Remembering	Recalling information by: Recognizing Listing Describing Retrieving Naming Finding

Appendix G

The table showing examples of guided questions for each of the levels of the Bloom's Taxonomy

Remembering	How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect "transport" pictures from magazines – make a poster with information
Understanding	How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.
Applying	Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about "The Little Red Engine" and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph.
Analysing	Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses – write a report. Use a Venn Diagram to compare boats to planes or helicopters to bicycles.
Evaluating	What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc.
Creating	Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty year's time? Discuss, write about it and report to the class. Write a song about travelling in different forms of transport.

Appendix H

The 21st Century Skills, Knowledge, Values and Attitudes

The 21st century skills movement which broadly calls on schools to create programs and learning experiences that equips students with the most essential and in-demand knowledge, skills and dispositions they will need to be successful in higher-education programs and modern workplaces.

The term 21st century skills refers to a broad set of knowledge, skills, work habits and character traits that are believed-by educators, school reforms, college professors, employers and others-to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

The 21st century skills can be applied in all academic subject areas and all educational career and civic settings throughout a student's life. The skills students will learn reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

The following list provides a brief illustrative overview of the knowledge, skills, work habits and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise and public.

Appendix I

What is STEAM?

The acronym of STEAM denotes *Science, Technology, Engineering, Arts and Mathematics (STEAM)*. STEAM refers to teaching and learning which make up the scope of preferred teaching and learning in the actual learning environment in **both formal and informal classroom settings**. STEAM is an educational concept introduced to meet the envisioned knowledge, skills, values and attitudes in particular preferred teaching and learning fields of Science, Technology, Engineering, Arts and Mathematics.

STEAM education integrates concepts that are usually taught as separate subjects in different classes and emphasis the application of knowledge to real-life situations and to the understanding of how STEAM disciplines shape our material, intellectual, cultural, economic, social and environmental contexts.

STEAM education emphasis the teaching, learning and the application of essential concepts, ideas, processes, high level thinking skills and 21st century knowledge, skills, values and attitudes in understanding and solving physical and natural problems rather on in-depth teaching and learning of STEAM content.

STEAM education focuses on providing the learners real life experiences of how STEAM related skills, concepts, processes, ideas, principles, values and attitudes are applied and used to identify problems and questions in real life situations, explain the natural and physical world and draw evidence-based conclusions.

- By exposing students to STEAM and giving opportunities to them to explore STEAM related concepts, they will develop a passion for it and hopefully, pursue a job in a STEAM field.
- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, arts or mathematical problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.
- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.
- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions and volunteer and community development organizations.
- They underpin STEAM education. They are the main enablers of STEAM education.

In general, the 21st century skills can be applied in all academic subject areas and in all educational career and civic settings throughout a student's life.

The skills students will learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

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