

# **Social Science**

## **Upper primary Teachers Guide 2003**



Papua New Guinea  
Department of Education

**Issued free to schools by the Department of Education**

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# Contents

Introduction .....	1
Key features .....	3
Teaching and learning strategies .....	11
Assessment, recording and reporting .....	17
Programming .....	22
Units of Work .....	24
Elaborations of learning outcomes .....	50
Resources .....	69
Glossary .....	71
Appendix (Time allocations) .....	73

## Inservice Units

A set of inservice units have been written to support the implementation of the Upper Primary reform curriculum.

These units are:

- self-instructional, so you can access them according to your needs when and where suits you,
- self-paced, so you can study at your own pace,
- outcomes-based, so you can experience outcomes-based approaches to education,
- based on adult learning principles of learning, doing, sharing and reflecting,
- practical and related to your daily work as a teacher or a supervisor,
- collegial, so you can learn together in small groups, whole school or cluster settings,
- accredited with PNG Education Institute, so you can improve your qualifications,
- designed to promote best practice, so you can effectively implement the curriculum,
- applicable across Upper Primary Syllabuses.

These units integrate principles contained in the *National Curriculum Statement (2002)* and the *National Assessment and Reporting Policy (2003)*.

These units can be used in conjunction with this Teachers Guide.

## Secretary's Message

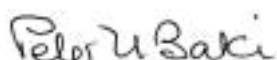
Primary teachers are generalist teachers and this Teachers Guide is for all teachers in Upper Primary schools. It is one of a set of seven guides written for teachers of Upper Primary, Grades 6 to 8.

The Upper Primary Syllabuses identify the learning outcomes. The Teachers Guides give more information about what to teach and describe ways of implementing the Syllabuses. The Teacher Guides are supported by the Inservice Units that have been written to assist the implementation of the Upper Primary Syllabuses and provide valuable information about teaching. I also encourage teachers to work closely with members of their school communities to ensure that local community needs are met.

Important reforms to our education system will only be successful with the support and understanding of teachers. Every teacher's guide contains detailed information about appropriate subject content, a broad range of ideas and strategies to help teachers use and understand the Subject Syllabuses. Each Guide is written for a particular Subject but many of the ideas and strategies can be used with different Subjects or when using an integrated approach to teaching and learning.

Teachers should read each guide carefully and become familiar with the content of each Subject as specified in the Elaborations section in each guide.

I encourage teachers to try out the 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.



Peter M Baki  
Secretary for Education

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# Introduction

## Purpose

This Teachers Guide must be used with the Upper Primary Social Science Syllabus 2003. This document describes how to implement the Upper Primary Social Science Syllabus 2003 Syllabus.

It highlights important new features of Social Science for Grades 6 to 8. One of the key features of the new Syllabus is the emphasis on learning outcomes also referred to as outcomes in this document. The intent of each learning outcome is described in the elaborations, which lists recommended knowledge for students. Sample of units of work are also provided for you. They can be taught as they are or modified. You may prefer to develop your own units of work and build up a bank of units. Appropriate teaching and learning strategies for Social Science are also described briefly. Models of programming and assessment should help you develop your own programs and devise appropriate assessment tasks for the learning outcomes.

You will have to read this document and refer to the Upper Primary Social Science Syllabus 2003 and other Upper Primary Syllabuses where appropriate to develop units of work for the year and program accordingly. The elaborations of learning outcomes provide the knowledge and skills and some ideas for lesson activities.

## How to use this Teachers Guide

You should:

- read each guide very carefully,
- become familiar with each Syllabus and their Strand and Substrands,
- read the outcomes and indicators in each of the Syllabuses,
- read each section of the Teachers Guide again and make notes about those ideas, strategies and processes that you think will be useful to you,
- meet with other teachers, share your ideas, and plan how you will work together to write programs and units of work,
- now be ready to try some of the units of work in the Teachers Guides,
- now be confident to write your own programs and units of work using the information in one or more of the Teachers Guides and the Subject Syllabuses.

## Nature of Social Science

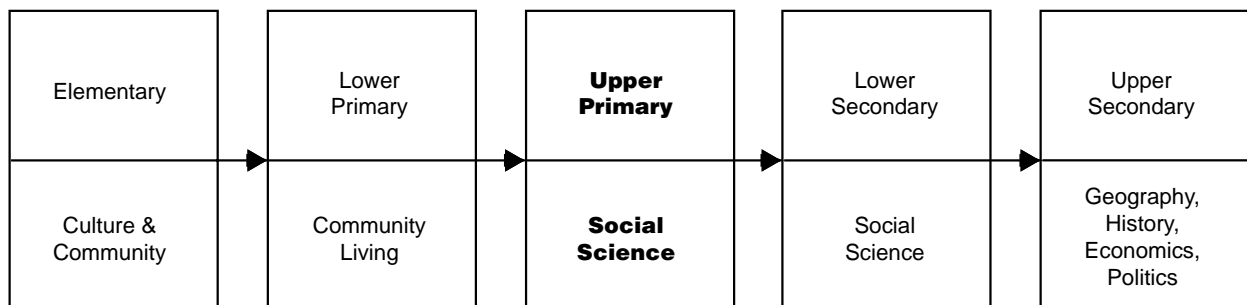
Social Science is an active course, which will enable students to do activities that will help to:

- protect the environment,
- improve their communities and lives,
- be effective members of society,
- celebrate their own cultures,
- appreciate the cultures of others. (Upper Primary Social Science Syllabus, page 2)

Social Science should be taught using community people, local resources and relevant and current issues. The Social Science process needs to be emphasised in the teaching of this Subject.

## Links

The diagram below shows how Social Sciences links from Elementary to Secondary levels.



Social Science learning outcomes can also be linked to Personal Development, Arts, Making a Living, Mathematics, Science and Language.

# Key features

## 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, analysis and conclusion.

As the Secretary for Education states in the Syllabus *'the Upper Primary Syllabus contributes to Integral Human Development as it is based on the students physical environments, societies and cultures. The active way of learning in Social Science gives students both practical experience and academic skills'*.

This Social Science course will equip students with skills, knowledge and attitudes to enable them to:

- sustainably use and protect their environment,
- contribute to building their communities and the broader society,
- develop an appreciation and tolerance by active and meaningful participation in their own local community, other communities and the nation,
- participate in their own local and national cultures and where appropriate participate and appreciate other cultures.

## Curriculum principles

These Curriculum Principles are important to teaching and learning in Social Science.

### Multiculturalism

Papua New Guineans live and interact with people from different local cultures. Students should make use of opportunities to participate in local and national cultures while at school.

### The right to healthy living

Students should be involved in activities that promote healthy living so that they can use these skills when they leave school.

### Nation building

Students should participate in their own and other Papua New Guinean cultures and should be involved in activities that encourage nation building, further development and clarification of our national identity.

Papua New Guinea is affected by many different natural hazardous events. There are not enough resources to teach or make everyone aware about signs, causes, and effects and how to prepare for these natural events. Therefore, students must learn about signs, effects of, how to prepare for and respond to such events while at school.



### Sustainability

Students must learn practices that use their environment in a sustainable way so that they can apply these when they leave school.

### Social Science processes and skills

The Social Science process represents a series of steps that students can undertake in their own research. Teachers are encouraged to model the steps in the Social Science process for their students when they are teaching. To achieve the learning outcomes of this course, students must learn through activities that use the Social Science process. This process involves gathering information from a range of sources (SEE), analysing, making judgements (JUDGE), and presenting or acting on the information (ACT).

The Social Science process may be spread out over several lessons or even a complete unit. At the beginning of a unit, students and the teacher would typically be gathering information about a topic under investigation and after evaluating that information they may choose to take appropriate action. The following table provides examples of activities that might occur at each stage of the Social Science process on problem solving. The list is not exhaustive. There are many other activities that could be used at each stage of the process.

### Social Science process and sample activities

Social Science process	Examples of activities
<b>SEE</b> <b>Gather information</b>	<ul style="list-style-type: none"><li>• Active participation in community activities</li><li>• Interview resource people</li><li>• Excursions</li><li>• Small group discussions</li><li>• Conduct surveys</li><li>• Invite guest speakers</li><li>• Write to organisations, groups and individuals for information</li><li>• Library search</li><li>• Interpret maps, graphs (line, bar, pie, climate), tables, timelines, diagrams and flow charts</li><li>• Obtain information from photographs and cartoons</li><li>• Summarise main points from a variety of texts</li><li>• Read a variety of written sources</li><li>• Gather information from newspapers, other news reports</li><li>• Brainstorm</li></ul>

Social Science process	Examples of activities
<b>JUDGE</b> <b>Analyse/evaluate information and make judgements</b>	<ul style="list-style-type: none"> <li>• Compare the accuracy of information from different sources</li> <li>• Create, interpret and use maps using mapping conventions (for example, key/ legend, scale, cardinal points, grid references)</li> <li>• Interpret and construct timelines</li> <li>• Create tables of information</li> <li>• Transform information into graphs, diagrams and flow charts</li> <li>• Role play</li> <li>• Interpret and/or draw cross-sections</li> <li>• Compare different points of view and check for supporting evidence</li> <li>• Debate opposing viewpoints</li> <li>• Propose alternatives to the way things are</li> <li>• Note patterns and predict possible trends</li> <li>• Analyse evidence</li> <li>• Make predictions</li> <li>• Draw conclusions from data</li> </ul>
<b>ACT</b> <b>Present or take action</b>	<ul style="list-style-type: none"> <li>• Develop posters</li> <li>• Build models</li> <li>• Present information to other classes</li> <li>• Dramatisations (for example, about building cultural appreciation and tolerance)</li> <li>• Reports (written or oral)</li> <li>• Assignments</li> <li>• Maintain a diary of change</li> <li>• Implement alternatives and predictions</li> <li>• Awareness campaigns</li> <li>• Demonstrations within the community</li> <li>• Actively change an aspect of community life (for example, sustainable environmental practices, changes to community building practices)</li> </ul>

Problem solving skills are very important in Social Science. Students should be given opportunities to identify problems and work out ways to address or solve them and apply their suggestions. The Social Science process is useful and important in developing these skills.

### The Strands in Social Science

The learning outcomes and content for Grades 6 to 8 Social Science are organised in four Strands: Environment and Resources, Organisation, Culture and Integrating Projects. Through the Strands, the course contributes to the achievement of Integral Human Development and needs of the nation.

For each of the Strands, there are Substrands:

**Environment and Resources:** people and environment, local and Papua New Guinea; people and environment: Papua New Guinea and region; and people and environment: the world and Papua New Guinea. In this Strand, students learn about the physical and human environments, how physical features have been formed, how physical environment affects people and how people affect the physical environment, resources, sustainability and natural hazardous events.

Students develop attitudes of appreciation of and respect for the careful use of the natural environment. Students develop skills such as mapping, graphing, research, communication and group work.

**Organisation:** local, provincial, national and global social and economic organisations.

In this Strand students learn about different groups that contribute to social and economic development, features, roles and responsibilities of some of these groups, traditional and contemporary forms of government, their structure and functions, trade and communication and transport and consumer awareness.

Students develop skills such as drawing maps, graphs, research, communicate and group work.

Students value democratic principles; develop pride in and promote Papua New Guinea's national identity, and respect themselves, their family and other individuals and groups.

**Culture:** cultural expression and change; national culture; and global cultures.

In this Strand, students learn elements of culture, describe different cultures: local, national and other cultures and identify changes and discuss reasons for changes to culture.

Students develop skills such as drawing maps, graphs, research, communicate and group work.

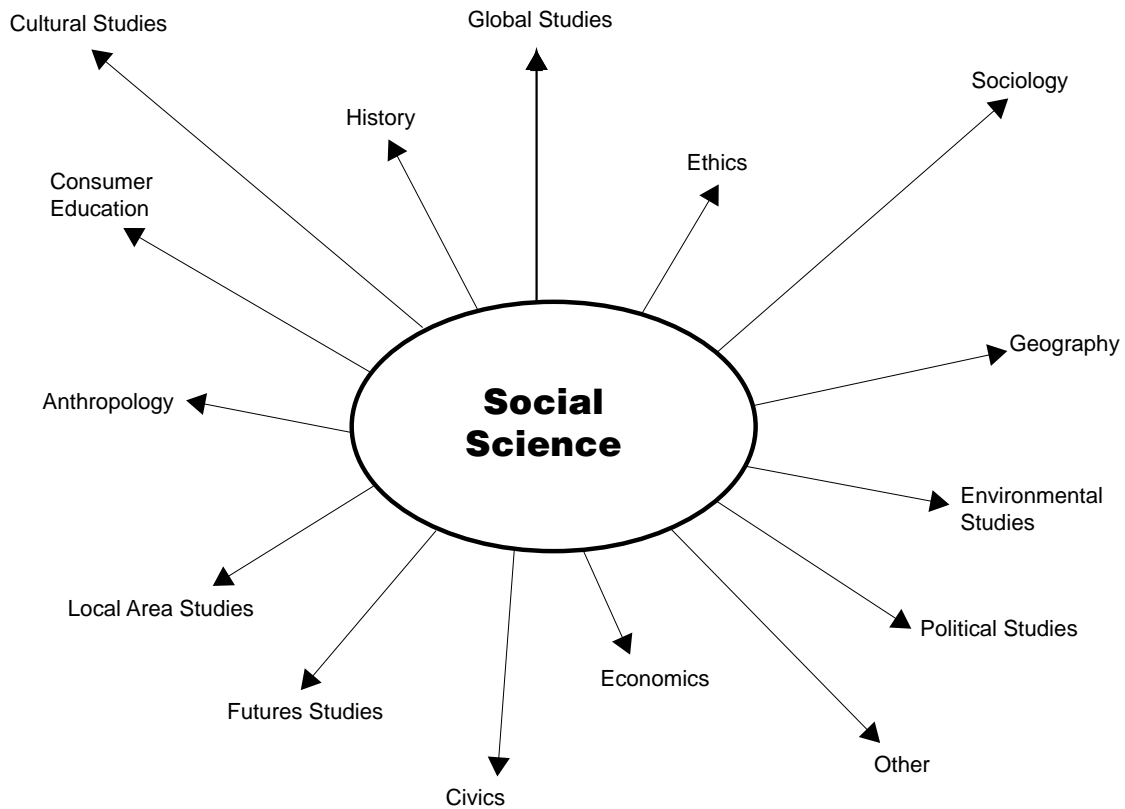
Students begin to develop attitudes of understanding and tolerance towards other peoples and their cultures, appreciation of and pride in their own local and national and other cultures, appreciation of the diversity of Papua New Guinea's cultures and pride in and promote Papua New Guinea's national identity.

**Integrating Projects:** improving local societies or communities; improving provincial and national societies or communities; and improving global societies or communities.

Teachers may wish to adopt an integrated approach to teaching and learning and it is possible to identify links between outcomes in different Strands of Social Science. The Strand, Integrating Projects, supports and promotes learning that enables the acquiring of integrated sets of skills, knowledge and attitudes in meaningful contexts. There are also links between the outcomes in Social Science and other Subjects. In real life, students need to integrate all the skills, knowledge and attitudes they develop at school. The Strands are interrelated. They can be taught in the order of the Syllabus overview. However, flexibility should be used when teaching units of work relating to current issues or other relevant events. This will give students opportunities to demonstrate their learning in a meaningful way when a relevant issue or event occurs, for example, a recent natural disaster, a forthcoming election, or an important consumer issue.

Social Science embraces a wide range of traditional disciplines and topics, including history and geography but also areas such as consumer education and cultural studies as illustrated in the following diagram.

**Areas covered by Social Science**



**The focus for each grade**

In Grade 6 the focus or context is local. Thus it is the local environment and resources, organisation and culture 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 participate in local cultural activities. Students can also be encouraged to join local environment groups or charity or volunteer organisations.

The focus in Grade 7 is the province, nation and neighbouring regions. This will involve students writing to various organisation and individuals for information. Students will need to do a lot of research including reading books and texts. They also make use of newspapers, television and radio to get information. Students should be involved in national events.

Grade 8 covers the global environment, organisation and cultures. Students should be given opportunities to further improve their research skills and related skills such as note taking, summarising and presenting information. Students can approach various organisations in Papua New Guinea to get information such as companies, government organisations and non-government organisations such as Greenpeace and Nature Conservancy.

### **Learning outcomes**

The Upper Primary Social Science Syllabus identifies what students must understand and demonstrate in a particular Strand in each grade. The outcomes are sufficiently broad to allow students to demonstrate their learning in a range of school settings. By the end of Grade 8, the majority of students will be expected to have demonstrated all the learning outcomes in all four Strands of the Social Science Syllabus.

An outcomes approach to education identifies what students are to achieve by the end of school in each grade. It is based on a belief that there are certain ideal concepts that all students should learn and these are expressed as learning outcomes. Teachers are able to teach and students are able to learn more effectively when the outcomes of learning are made explicit and are shared. In an outcomes approach to education, the emphasis is on what students learn, as indicated by the learning outcomes.

The *National Curriculum Statement* (2002) makes explicit the knowledge, skills, attitudes and values that students should achieve for each level of schooling from Elementary to Grade 12 in all subjects.

### **Some features of an outcomes approach**

Progressive monitoring of students' demonstrations of outcomes is vital, as all students may not demonstrate the same learning outcomes. Some of the key features of an outcomes approach include:

- focusing on demonstrations of learning outcomes, rather than on the content being used in the activity,
- students, teachers, parents, guardians and members of the community knowing the outcomes that students are working towards,
- students understand the reasons for learning the topics they are studying,
- challenging students to achieve the highest possible standards by providing experiences that promote learning,
- giving students the time and necessary resources to produce work of a high standard,
- providing opportunities for self-assessment so that students can monitor their own progress,
- the use of a wide range of teaching strategies to cater for developmental differences and previous knowledge and skills of students,
- using assessment to inform future planning and provide opportunities to learn,

- planning activities for students that provide them with opportunities to progress and be assessed in their demonstration of outcomes,
- valuing students' cultural and language backgrounds, interests, prior understandings, experiences and learning styles and considering these when planning activities,
- identifying and overcoming barriers that might limit individual or groups of students to demonstrate particular outcomes,
- maintaining a student-centred approach to learning and teaching.

### **Grouping of learning outcomes**

Social Science learning outcomes are grouped and linked in various ways. For example, outcomes 6.1.1 to 6.1.3 and 6.1.4 could be linked in one unit. Outcome 6.1.5 can be a unit on its own. Outcomes 6.2.1 to 6.2.3 and 6.3.1 to 6.3.3 can also be units of work.

### **Integrating projects**

Integrating projects can be taught throughout the year while teaching the other three Strands or as the last Strand. There are overlaps and links to other Subjects; for example, learning outcomes in the Strand Environment and Resources link to outcomes in Making a Living and Science. Learning outcomes in the Strand Culture can be linked with those of Personal Development and Arts. Personal Development has a Strand entitled 'Our Culture, Lifestyle and Environments' and Arts focuses heavily on the maintenance of traditional cultural expressions in art, music, drama and dance. A greater knowledge and understanding of students' own culture gives students opportunities for more meaningful participation. Skills, knowledge and attitudes that students develop in Social Science also reinforce students' learning in Language (for example, interviewing, report writing) and Mathematics (graphing, map calculations).

### **Indicators**

The 'indicators' associated with learning outcomes in the Syllabus show how students may demonstrate their achievement of particular outcomes. The indicators provided in the Syllabus are examples only. You can use these examples or you can develop your own indicators.

### **Elaborations**

'Elaborations' provide further clarification for teachers about the learning outcomes. Each learning outcome is described in terms of what students should know and do. Examples of what students should do or skills are also very useful activities for units of work. Teachers can choose a range of elaborations, which are relevant to their students, resources and location.

In the elaborations, the section titled 'recommended knowledge' is focused on knowledge associated with each outcome. The section titled 'recommended skills and suggested activities' is focused on skills that students are expected to develop in association with each outcome. Refer to the table 'Social Science process and sample activities' for a list of some of these skills. Detailed listings of skills will be included in other documents such as the 'Assessment Resources'. Sample activities are included to help you get started. You should create more and add to the list.

### **Attitudes**

The attitudes which students should be encouraged to develop are not specific to an outcome but may apply to a Strand or the whole course. The table below lists these attitudes.

#### **Attitudes relevant for the Grades 6 to 8 Social Science**

- Appreciate the diversity of Papua New Guinea's cultures
- Understand and tolerate other people and their cultures
- Pride in their local and our national culture
- Pride in and promote Papua New Guinea's national identity
- Appreciate and respect for the careful use of the natural environment
- Understand the importance and value of lifelong learning
- Be interested in the world around them and curious to find out more
- Form positive attitudes towards themselves and others
- Value opinions, skills and contributions of others
- Pride in themselves, their talents and achievements
- Develop basic virtues of kindness, tolerance, honesty and courage
- Understand democratic principles
- Respect women and girls, gender and students with special needs
- Respect themselves, their family and other individuals and groups

# Teaching and learning strategies

In Grades 6 to 8, students are developing as independent learners. For many students, Grade 8 will represent 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.

## Characteristics of students in Grades 6 to 8

In Grades 6-8, students typically exhibit the characteristics listed below. They:

- identify themselves as members of groups such as peers, teams, clubs, class or school,
- reflect the influences of the media and popular culture in their project work,
- enjoy the experience of learning from and with others,
- demonstrate more personal initiative,
- are increasingly interested and able to work both independently and cooperatively,
- are interested in exploring and participating in the wider community,
- may have increasing responsibilities within their communities,
- enjoy using creative and critical problem-solving processes to initiate and progress their ideas,
- may be developing good organisational skills,
- are physically active and energetic,
- may be keenly interested and concerned about social issues such as the environment,
- may begin to question established conventions, practices, values and adult priorities,
- may have developed interest well beyond their own communities,
- are interested in the natural, social and technological world and its impact on their current and future lives.

## Student-centred learning

Students should be encouraged to take charge of their learning. At some points, students choose the issues or problems and address them. The teacher becomes a facilitator but continues to take charge of the usual tasks of maintaining discipline and order in the classroom and managing the learning and assessment process. Student-centred learning has long been recognised as a powerful learning and teaching strategy in Social Science. Cooperative learning in Social Science is a valuable strategy for maximising students' learning from each other. It is also a means of practising effective participation in society by developing skills that assist students to participate effectively in their present and future communities.



Where student-centred learning is occurring, the role of the teacher will change. The teacher can act as a facilitator of how and where to access information, rather than the source of all information. As they develop as increasingly independent researchers, students will require some guidance and lessons focused on particular research skills, for example, note-taking, summarising key points, writing survey questions and analysing the results. As the internet becomes increasingly available in Papua New Guinea, it will be an important source of research.

### **Strategies promoting student-centred learning**

Some strategies that promote student-centred learning include:

- creating a learning environment which supports cooperative attitudes and collaborative practices. For example, students should be encouraged to respect each others' contributions, and be able to question practices,
- providing opportunities for group problem solving, investigating and decision making. For example, the whole class could be engaged in a project which improves an aspect of the local water supply in conjunction with the local council,
- building on students' interests to work in groups of different sizes and characteristics such as friendship, age, gender,
- promoting reflection on their personal learning styles and preferences, some times being able to choose among different ways to present information such as visual, written, oral, or dramatic for their assessment,
- encouraging peer assessment of projects such as a portion of the assessment for a year may involve some peer assessment.

Social Science promotes small group work as well as individual work. Students should have opportunities to experience working in different sized groups: pairs, common interest, mixed-age, whole class. When students work cooperatively with peers, they can help each other understand information, help each other to achieve their goals and give each other ideas and encouragement. When students work cooperatively with parents, teachers, peers and school and community members, they access the diverse knowledge and skills of the members of a range of social and cultural groups.

### **Characteristics of teaching and learning strategies in Social Science**

Given the above, the following characteristics of teaching and learning strategies are particularly appropriate for teaching and learning in Social Science in Grades 6-8:

- 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 integrating 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 works, products and processes.

## **Some teaching and learning strategies**

### **The Social Science process**

The Social Science process outlined earlier in this document identified a range of activities that could be used in 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 analyse information, plan how to address issues which arise and take appropriate action.

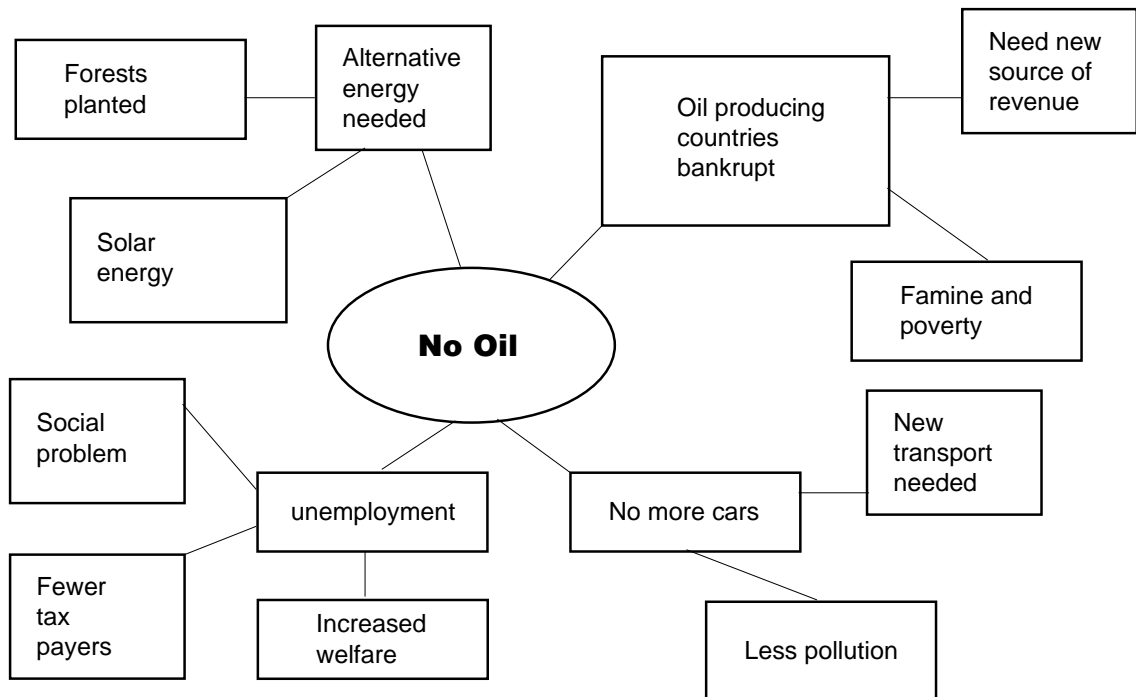
### **Brainstorming**

This is a popular activity with a class or group for generating new ideas quickly or to stimulate creative thinking. All ideas are accepted and listed without comments. Discussion about appropriateness or desirability occurs later. Generally in brainstorming, students 'let ideas come into their heads', write them down, sort them and decide which require further brainstorming. You may decide individually or as a group how to record the information generated during brainstorming using a list, table or a concept map or chart.

### **Concept map**

A concept or mind map is a way of recording information and is often used in brainstorming ideas. A concept map assists students to 'map' out and organise 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 a class.

The example on the next page shows what was produced in response to the question: 'What would happen if world supplies of oil ran out?'



(Reference: Lower Primary Assessment Unit, Module 2: Assessment, page 19)

### Consequence Chart or Futures Wheel

Also called a cause and effect wheel or futures wheel, this is an excellent strategy for exploring the consequences of an event or the effects of an issue on people and places.

## Debate

Debating is a strategy, which involves students presenting different points of view on an issue and arguing their case. Four forms of debating are described below:

- Type A. 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 B. 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 C. 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 D. 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 it is the team with most points. This is the type of debate students are most familiar with.

## Design

Students develop visual images to explain their ideas or promote awareness of a particular issue.

## Diary

Students maintain a record of the progress of a project and may note their feelings at various stages.

## Flowchart

This is a way of clearly organising information about a process (eg manufacturing, decision making) when a sequence is involved. It can also demonstrate relationships (hierarchy, interdependence).

## Focused learning episodes

These are lessons of direct teaching concentrating on a particular skill, concept or topic.

### **Graphic organisers**

These are ways of representing information graphically to make the information easier to access visually. Tables are probably the most common example. Others include graphs, concepts maps, flow charts and Venn diagrams.

### **Homework**

Homework is an important strategy for students to become independent learners. Plan or program homework and divide the time among the Subjects. Allow a reasonable amount of time, for example, 30 to 40 minutes in total for homework depending upon the grade. It is important that you are clear about the purpose of the homework and convey this to students. For example, to practise a skill, complete a piece of work or collect information for the next day's lesson. Homework should be regular. Ask students to sign off for some of the tasks you give, or request that their parents or guardians sign the homework sheet.

### **KWL chart**

This is a useful strategy for organising thoughts at the beginning of a unit and reflecting on what has been learned at its conclusion. KWL stands for 1. What we Know, 2. What we Want to know and 3. What we have Learnt.

### **Using 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. Examples of secondary sources are atlases, textbooks and newspaper reports.

In Grade 6 the resources required can generally be located in the community, it's people, places, and social, economical, environmental, political and other organisations. Activities such as using guest speakers, visits to important sites, excursions, and conducting questionnaires are encouraged.

For Grades 7 and Grade 8, students will be required to read information from books, write away for information, listen to guest speakers and conduct surveys.

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# Assessment, recording and reporting

The Grades 6 to 8 Social Science Syllabus outlines the assessment and reporting practices. They are consistent with the *National Assessment and Reporting Policy* (2003). Assessment requires that students are able to show what they have learned - that is, that they can demonstrate what they know (knowledge) and do (skills). The assessment of attitudinal development is also important but more difficult. This Teachers Guide contains a list of attitudes in the Elaborations of Outcomes section that are appropriate for Social Science for Grades 6 to 8.

## What is assessment and reporting?

Assessment is the ongoing process of identifying, gathering and interpreting information about students' demonstration of the learning outcomes for their level of schooling.

Criterion-referenced assessment is most appropriate with an outcomes based approach.

Reporting is communicating information about students' learning clearly to students, parents or guardians, teachers and others.

## Purposes of assessment

The purposes of assessment and reporting are to ensure that:

- feedback is provided to the student and teacher on students' progress towards achievement of learning outcomes,
- students improve by knowing what they do well and where they need to improve,
- evidence gathered from assessments is used by teachers to improve their teaching,
- assessment information is reported to parents, guardians and other stakeholders,
- reports are used to inform students' choices of suitable careers and selection for educational progression and employment.

## Principles of assessment

The *National Assessment and Reporting Policy* (2003) sets out the principles that direct or guide the process of assessment and reporting in schools, methods of assessment, recording and reporting. The principles emphasise that assessment and reporting:

- are continuous and based on learning outcomes. Teachers collect a range of evidence of students' learning in a unit of work,
- are appropriate for Papua New Guinea,
- will be based on a balanced approach using a wide range of assessment methods and students are assessed as individuals and sometimes as members of a group,

- must be manageable with realistic plans that meet the needs of students and teachers,
- must be fair and equitable so that students are given enough time to learn and practise the skills and knowledge before their work is assessed. Students need to be given feedback so that they know what they need to improve on.
- must be valid and reliable so that the assessment activities give an accurate indication of student's achievements. Students are being assessed on what they have been taught in the teaching and learning activities in the classroom.

### **Assessment methods**

Judgment of students' demonstrations of learning outcomes should be based on a range of assessment methods. It should also be based on specific criteria that are explained to students so that the basis for judgment is clear and they can be aware of ways that they can improve their learning. In Social Science assessment should be continuous and use a variety of methods, including observation, analysis of students' products and testing. Assessment methods include:

#### Analysis of students' work samples

- writing constructive feedback on samples of students' written work highlighting what was done well and where improvements could be made,
- asking questions and making notes when listening to students to assess their understanding of concepts,
- assessing students' integrating projects, posters, and so on.

#### Observation

- students' behaviours (for example, interview techniques, leadership skills),
- students' skills such as group discussion, cooperation within a group, listening, decision-making and problem-solving skills,
- performances such as role plays, dramatisations and oral presentations.

#### Tests

- to assess students' understanding of the skills and knowledge addressed in a unit of work or series of lessons, the teacher may develop written tests or practical tests or demonstrations of skills.

Where it is possible, teachers in different schools are encouraged to collaborate with other teachers to develop a shared understanding of what is a reasonable level of achievement of students in relation to learning outcomes for a particular grade. This can be either a formal or an informal process in which teachers discuss and compare examples of student work and decisions in relation to students' demonstrations of learning outcomes.

## How to record student achievements?

Demonstrations of student achievements can be recorded in a variety of ways. In Social Science following methods are appropriate:

### Portfolios

- Portfolios of work completed during a unit could be maintained. A student folio is a collection of a student's work assembled over a period of time. It may include day-to-day tasks, work produced for assessment tasks or selections of a student's best work showing effort, progress and demonstration of learning outcomes. It may also include records of interviews and discussions with the student and self and peer assessment. A folio containing a complete collection of a student's work is a useful way of explaining progress to parents or guardians and students themselves.

### Analysis of students' products

- You can give students oral and written feedback on what they did well and what they need to practise such as on an essay or project according to assessment criteria. You can also list assessment criteria showing which of the criteria they met and which they did not and why.

### Observation records

You can keep a record of your observation of students using:

- checklists that show how each student meets the assessment criteria eg list the criteria and say how well the student has met the criteria,
- class checklists showing how well each student met the assessment criteria,
- class grids on which you record date and make notes about each student according to assessment criteria.

### Self-assessment and peer assessment

Students keep learning journals (an exercise book should be used) where they write what they have learned and what they found difficult. Students assess skills they already have and still need to develop. Students use assessment criteria to give oral or written feedback to other students on a performance (for example, role plays, demonstration of a drill or a particular aspect of culture).

## Who should be assessing students on their assessment tasks?

- Teacher                      You will be assessing students most of the time. However, other people can assist you with this task where appropriate and include:
- Students                     Self assessment and or peer assessment.
- Community                  Resource person working with the teacher.
- Combination of all or some of the above



### Assessment in Social Science

Assessment of the Social Science process can be done through individual tasks or projects. ‘Integrating Projects’ is both a Strand and provides an opportunity for assessing students in Social Science. Through projects, student should be encouraged to apply skills and knowledge that they have gained in completing other work throughout the year. The project report, written and or oral, may contain information gathered as well as details of the process used to plan the investigation. The action itself is very important and needs to be observed if possible or evidence of the action presented. The table below contains examples of assessment tasks related to integrating projects as well as other tasks.

#### Individual and project assessment tasks

Social Science process	Individual Assessment Task Examples of assessment tasks using the Social Science process	Intergrated Project
<p><b>SEE</b> Gathering information</p>	<ul style="list-style-type: none"> <li>• summary of a talk given by a guest speaker,</li> <li>• exercises, assignments or tests on interpreting maps (for example, using keys or legends, scale, locate places and tell direction), graphs, tables and diagrams,</li> <li>• calculations such as population density,</li> <li>• interpretation of photographs, cartoons and drawings,</li> <li>• interpretation of information from newspapers, other news reports and texts,</li> <li>• report on excursions,</li> <li>• observation of group discussions and other group work.</li> </ul>	<p>A project is an integrated set of tasks that follows the Social Science process of gathering and evaluating information and taking action.</p> <p>It is important that students develop skills in <i>gathering information, evaluating that information and presenting the information or taking some action.</i></p> <p>Some tasks that could be assessed in a project are:</p> <ul style="list-style-type: none"> <li>• written plan of the project,</li> <li>• analysis of the information collected eg written or graphical,</li> <li>• report of the project and or about steps taken throughout the Integrating Project (for example, details about how information was collected, examples of information, details of action taken) which can be written or oral,</li> <li>• activity as part of ‘taking action’.</li> </ul>
<p><b>JUDGE</b> Evaluation or judging or analysing</p>	<ul style="list-style-type: none"> <li>• description of patterns from maps, graphs and tables,</li> <li>• proposals to problems,</li> <li>• proposals of alternatives,</li> <li>• creation and interpretation of maps,</li> <li>• interpretation and construction of timelines.</li> </ul>	<p>The teacher can assess the written plan, analysis and written report.</p> <p>Peers could assess oral reports and the activity to implement their proposals.</p>
<p><b>ACT</b> Presenting information or taking action</p>	<ul style="list-style-type: none"> <li>• letter to local member or newspaper or government department,</li> <li>• poster,</li> <li>• do something to implement a suggestion to solve a problem for example, improving fresh water for students, creating awareness to other students or the community,</li> <li>• essay,</li> <li>• report presented in different ways.</li> </ul>	<p>Self-assessment can be used by students to check the progress of their plans and the project as a whole.</p>

### Assessment emphasis

It is suggested that in Grade 6 projects make up a small part of the total assessment. Over the three years students will build up skills to do projects so that by Grade 8 projects can make up a higher proportion of the total assessment. The table below shows the change in emphasis over the three years.

#### Suggested emphasis in assessment

Assessment Tasks	Grade 6	Grade 7	Grade 8
1. Other assessment tasks such as exercises, assignments, essays, tests and role plays	70 %	50%	30%
2. Project - integrated sets of assessment tasks	30%	50%	70%

## Programming

The Upper Primary Social Science Syllabus provides a framework for planning units and activities within the units. The nature, extent, purpose and organisation of units and activities will differ widely across Papua New Guinea depending on student needs, teacher expertise, and local context. There are four Strands with Substrands. You could teach a Strand per term and adjust your program as you progress through the year. This could be an option the first time you teach the Syllabus, but you may wish to vary from this as you become more familiar with the Syllabus. You could opt to have students complete their 'Integrating Projects' in term four or these projects could be developed progressively throughout the year.

### **Social Science units of work should be:**

- carefully sequenced so that students have the skills and knowledge they need to complete tasks,
- relevant to students' needs and interests,
- inclusive for all students as much as possible,
- able to be adapted when circumstances change,
- efficient in the use of resources,
- considering safety issues,
- making links across Subjects where possible,
- consistent with National Education Policies such as the language and assessment policies,
- able to build upon national, provincial, community and school events,
- sensitive to various cultural values and spiritual beliefs and personal experiences of students.

### **When planning activities it is necessary to consider the:**

- relevance of the activities to students' prior achievements, abilities and interests,
- appropriateness of the activities to students' cultural and language backgrounds, and other factors such as geographical location,
- different ways students learn,
- sequencing of activities so as to increase the chances of learning
- skills that need to be taught to assist students to gain the greatest benefit from the activities, the timing and pacing of activities,
- availability of the resources, time and space which may be needed.

### **Time allocation**

Social Science is to be timetabled for 180 minutes a week for Grades 6 to 8, but can be integrated with other subjects through such activities as projects and thematic teaching.

Activities and units may vary in length. The duration of lessons and units may depend on whether they involve excursions, guest speakers, the conduct of surveys or teaching of a specific skill. It is recommended that you plan for double periods or lessons of more than 30 or 40 minutes to Social Science. In some units of work you may need to devote a whole day to an excursion or a half day to group presentations.

### Yearly plans

The table below illustrates one option for a yearly plan. It is based on one Strand being addressed in each term. However, teachers are encouraged to integrate Strands and to alter the order of Strands where appropriate. The sample units contained in this document provide illustrations of what might be programmed for part of a term.

#### Sample Yearly Planner

Term	Strand and Sub-strand	Outcome	Unit of work	Assessment	Comments
1.	Environment & Resources. <i>People &amp; environment - local.</i>	6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5	My local area	6 Assessment tasks and 1 project	<i>What was interesting? What was good or bad? What was not covered and why?</i>
2.	Organisation <i>Local social &amp; economic organisation</i>	6.2.1, 6.2.2, 6.2.3	Features of the local society and economy	5 Assessment tasks and 1 test	<i>How can I improve my teaching, learning and assessment activities?</i>
3.	Culture <i>Cultural expression and change</i>	6.3.1, 6.3.2, 6.3.3	Forces for change in the local culture	4 Assessment tasks and 1 project	<i>What difficulties did students face in particular units of work?</i>
4.	Integrating projects	6.4.1, 6.4.2	Improving local fishing practices	Student independent research - one project	

## Units of work



### What is a unit of work?

A unit of work is a series of sequenced teaching, learning and assessment activities that students do to achieve one or a group of learning outcomes within a specified period of time. In an outcomes-based approach, the starting point is the learning outcomes.

A unit of work identifies:

- the Grade, Strand and Substrand,
- title of the unit,
- suggested length of time,
- the learning outcomes and indicators, knowledge, skills and attitudes to be covered in the unit,
- a brief statement on the purpose of the unit,
- sequenced teaching, learning and assessment activities and number of lessons.
- a teaching plan and sample lesson plan/s
- a list of resources that are required and links to other Subjects. (Note: integrated units of work are already linked.)

Units of work can be developed using:

- one learning outcome. For example, 6.1.5, 7.1.5, 8.1.5, 6.1.4, 7.1.4, 8.1.4 is ideal for this type of unit of work.
- two or more learning outcomes. For example, 6.1.1, 6.1.2, 6.1.3 with 6.1.4 or 6.2.1, 6.2.2 and 6.2.3 or 6.3.1, 6.3.2 and 6.3.3 are examples of groups of learning outcomes that can form a unit of work.
- three to four learning outcomes from within a grade but across Subjects or Strands. This is known as an integrated unit of work. A sample of an integrated unit of work is included.
- two or more learning outcomes within a Strand but across the grades. This is known as a multigrade unit of work. For example, 6.1.5, 7.1.5 and 8.1.5 can form a group of learning outcomes.

### Processes for Developing Units of Work and Assessment Tasks

Processes are important and helpful. Below are three processes for developing a unit of work, developing assessment tasks in units of work and developing specific assessment tasks.

## A. Process for developing a unit of work

The following steps will help you to develop units of work for one or more outcomes and integrated units of work.



Step 1	<b>Study the content overview from the Syllabus/es that shows the Strands, Substrands and outcomes.</b>
Step 2	<b>Identify the outcomes</b> a) Group 2 to 4 outcomes that link naturally together through similar concepts and or processes b) Brainstorm possible themes or topics or projects or issues then select the one that ties these outcomes together.
Step 3	<b>State the purpose of the unit of work</b> by summarising briefly what students will achieve through the selected learning outcomes.
Step 4	<b>Identify the knowledge, skills and attitudes that you want students to demonstrate in the unit of work.</b> Use outcomes, indicators in Syllabus and elaborations in Teachers Guide.
Step 5	<b>Develop and sequence teaching and learning activities</b> Note: In the elaborations, under the section 'Recommended skills and suggested activities' are some suggestions for activities which you might try or use to develop your own.
Step 6	<b>Develop an assessment plan</b> Describe the assessment task, criteria, identify who is assessing the task and decide how to record students' achievements and when the assessment task is planned to take place. Refer to the processes in B and C below for developing assessment tasks.
Step 7	<b>Estimate the time required to complete the unit of work</b>
Step 8	<b>List relevant resources</b>
Step 9	<b>Develop weekly teaching programs for the unit of work</b>

## B. Process for developing assessment tasks in units of work

Refer to the section on assessment, recording and reporting for details on assessment methods, recording methods and who will conduct the assessment task.

The following steps will help you to develop assessment tasks in units of work:

<b>Step</b>	<b>What to do</b>
Step 1	<b>Identify the learning outcomes for the unit of work</b> (identified in process 6.2.1)
Step 2	Identify the knowledge, skills and attitudes you want the students to demonstrate in the unit of work. Use the indicators and or elaborations to choose the knowledge, skills and attitudes identified in process 6.2.1.
Step 3	<b>Decide on the best assessment method to gather information you need about students' learning for this unit of work:</b> observation, collecting and analysing samples of work, test or other. Refer to assessment methods in section 4: Assessment, Recording and Reporting.
Step 4	<b>Identify the most appropriate person to conduct the assessment task,</b> that is, yourself the teacher, students - self and or peer, a community resource person or a combination of these.
Step 5	<b>Decide on the number of assessment tasks necessary to gather all the information you need.</b> Remember to keep it manageable for yourself because you have to manage seven Subjects and be fair to students.
Step 6	<b>Sequence these assessment activities to line up with your teaching and learning activities.</b> Decide when is the best time to assess students remembering you have to give them time to learn and practise the knowledge, skills and attitudes.
Step 7	<b>Include your assessment activities within your sequence of lessons.</b>

### C. Process for developing specific assessment tasks

The following steps will help you to develop assessment tasks, criteria and assessment plans in your units of work.

Step	What to do
Step 1	<b>Identify which part of the outcome you are going to assess.</b> (i.e. which knowledge, skills and or attitudes). This should have been identified in process 6.2.2.
Step 2	Go back to your assessment tasks and <b>confirm your choice of assessment method.</b>
Step 3	<p><b>Develop assessment criteria by breaking down the knowledge, skills or attitudes.</b></p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>• describe what a student will do if they are completing the activity to a high standard,</li> <li>• are explicit and designed to help all students to be successful</li> <li>• provide a focus for teaching,</li> <li>• help teachers assess students in consistent and fair ways.</li> </ul>
Step 4	<p><b>Develop a manageable way of recording and storing your assessment information.</b> This may include one of the following methods:</p> <ul style="list-style-type: none"> <li>• class or individual checklist, class grid to record observations,</li> <li>• comments on students' work showing what they have done well and what they need to practise more on,</li> <li>• work samples being added to a portfolio,</li> <li>• test marks,</li> <li>• students' assessment of their own performance using the assessment criteria,</li> <li>• students' assessment of their peers using the assessment criteria.</li> </ul>

The assessment plan included in the sample unit of work summarises the information obtained using the two processes for developing assessment tasks.

### How to develop a unit of work

The following pages model the process outlined in A Process for developing a Unit of Work.

This unit of work is for Grade 6 from the Strand 'Environment and Resources' and SubStrand 'Environment and Resources - local and Papua New Guinea'. It is also Sample 1 under Sample Units of Work.

Step 1	<p><b>Study the content overview from the Syllabus that shows the Strands, Substrands and learning outcomes.</b></p> <p>Study pages 7-11 of the Upper Primary Social Science Syllabus 2003.</p>
Step 2	<p><b>Identify the outcome/s</b></p> <p>In this example, only one outcome has been chosen.</p> <p><i>6.1.5: Identify the signs, causes and effects of local hazardous natural events and ways of responding to them.</i></p> <p>Title - Local hazardous natural events</p> <p>Read page 16 of the Upper Primary Social Science Syllabus 2003 and pages 14 and 15 of the Upper Primary Social Science Teachers Guide to get a better understanding of the learning outcome.</p>

Step 3	<p><b>State the purpose of the unit.</b></p> <p>Students study hazardous natural events, which affect them in their local area. They learn to recognise the signs from community experts and other sources. They increase their knowledge about these events through a study of causes and effects. Students must know how to be prepared to respond to such events. They develop and demonstrate escape drills, which they may use in an actual natural disaster. They can also create awareness in the school and community to share their knowledge. Their learning in this unit of work is important because natural disaster services may not be available in their local area or communication may be difficult and education and awareness is sometimes expensive and may not reach their community.</p>
Step 4	<p><b>Identify the knowledge, skills and attitudes that you want students to demonstrate in the unit of work.</b> (Use outcomes and indicators in the Syllabus and elaborations in the Teachers Guide)</p> <p>The following indicators are found on page 16 of the Syllabus:</p> <ul style="list-style-type: none"> <li>• identify the signs and causes of local natural hazardous events using primary and secondary sources,</li> <li>• identify and discuss how people prepare for the worst effects of natural hazardous events,</li> <li>• demonstrate how to respond to local hazardous natural events.</li> </ul>
Step 5	<p><b>Develop and sequence teaching and learning activities</b></p> <p>Read pages <b>14-15</b> of the Teachers Guide under Elaborations for some ideas on activities. Below is a sequenced list of activities that have already been brainstormed.</p> <ol style="list-style-type: none"> <li>1. Discussion of causes and effects of disaster(s). Using newspaper articles or your own knowledge about damage caused by a hazardous natural event, talk about the causes and effects of the event.</li> <li>2. Prepare questions for a guest speaker. Guest speaker talks about a major natural event or disaster highlighting signs, causes and effects and how people responded during the event.</li> <li>3. Discuss, brainstorm and complete a summary sheet outlining signs, causes, effects and responses to this event. Ask parents or other community members for more information about the same event.</li> <li>4. Group work. Develop an escape drill for a hazardous event for the school. Practise it, teach or talk to another school group. Publicise the drill to school and parents. Demonstrate the drill</li> <li>5. Project: find out about another natural event or disaster describing signs, causes, effects of and how people responded to it and how they prepare for such events. Students can be given the same event or different ones but must be those that occur or red in the local area.</li> </ol> <p>Group work - choose a leader, recorder, list of group members tasks Class develops questions. Students ask parents or local people for information. Students provide evidence of asking parents eg record of responses Students make a presentation: it could be a story, poster(s), report, and so on.</p>
Step 6	<p><b>Develop an assessment plan</b></p> <p>Use Process B to develop assessment tasks. Make sure you state clearly the assessment method, what is being assessed, assessment criteria, who is assessing the task and when the assessment is taking place. The table below describes and summarises these information.</p>

### Assessment plan

Assessment method	Assessment task	Assessment criteria	Assessor & recording method	When?
Students' work samples	Assessment task 1: A summary sheet outlining the signs, causes and effects and how people respond to the hazardous natural event.	Descriptions of explanations of signs, causes and effects and how people respond to natural hazardous event. Accuracy of information Part of section (sign, causes) is completed	Teacher Class checklist	Week 1 Lesson No. 3





## Upper primary Teachers Guide

Observation of drill	Assessment task 2: Demonstration of an escape drill	Natural event chosen is appropriate for area A safe escape route Clear steps and instructions for people to follow Demonstration of drill	Peers Teacher Checklist - group observation	Week 2 Lesson 6
Students' work sample	Assessment task 3: Project - Another natural hazardous event	Accuracy of information All sections covered Evidence of information gathered from community eg questionnaire and responses Clarity of report	Teacher Class checklist	Week 4 Lesson 12

Note: Sample assessment task sheets and recording sheets are included in the sample unit on pages 44 to 47

Step 7	<b>Estimate the time required to complete unit of work</b> This unit should be about 4 weeks long.
Step 8	<b>List relevant resources</b> Useful resources for the unit are: <ul style="list-style-type: none"> <li>• PNG Primary School Atlas (Oxford)</li> <li>• tsunami poster and booklet.</li> <li>• the Telephone has some helpful hints on page 11 about 'When disaster strikes'.</li> </ul>
Step 9	<b>Develop weekly teaching programs for the unit of work.</b> The program may contain teaching and learning activities, assessment tasks, lesson allocation and resources. The teaching program for this unit is contained in sample 1 of 'Sample Units of Work' on page 33.  You may be required to write lesson plans. A sample format is provided. You need to develop assessment task sheets and maybe worksheets, collect and collate resources for the unit.

### Sample Lesson Plan Format

**Unit of work:**        The name of the unit of work        **Lesson no.:**

**Lesson objective:**

**Skills:** The main skills students will be learning and practising and using during the lesson.

**Preparation:** What the teacher needs to do before or during the lesson.

Part of lesson	Teacher activity	Student activity
Introduction		
Body of lesson		
Conclusion		

**Evaluation:** (Teacher makes comments about the lesson)

**A sample lesson plan**

**Unit of work:** Local hazardous natural events

**Lesson no:** 2

**Lesson objective:** Students should be able to: list the signs, causes, effects and how people respond to local hazardous natural events from listening to a talk about these events.

**Skills:** listening to a talk, taking notes, summarising the main points in a list.

**Preparation:** Teacher briefs the guest speaker about the topic and areas to be covered, length of talk, time and venue. Arrange for a small gift (eg a book) or tea and biscuits with other teachers afterwards.



Part of lesson	Teacher activity	Student activity
<b>Introduction</b>	Introduces guest speaker and briefs class on what the talk will be about. Outlines what students should be listening for and notes these on the board as well.	Check their questions to ask guest.
<b>Body of lesson</b>	Guest speaker talks about a natural hazardous event experienced in the local area. The speaker may use photos, pictures, newspaper clippings, maps, etc. The talk may be in the local language if all students speak it.	Ask prepared questions. A pre-selected student thanks the guest speaker and invites the guest to stay for the rest of the lesson if he or she wishes to.
<b>Conclusion</b>		Complete their notes. Selected students share their notes. With the teacher and guest, improve their notes further. Compile notes by writing on board for everyone to compare with.  Homework - find out more about the same event from parents or community members and prepare to share other interesting things about the event.

**Evaluation:**

Below is a sample assessment task sheet for this unit

**Assessment task sheet 1**

Grade	Unit name or outcome	Assessment task		
6	6.1.5 Identify the signs, causes and effects of local hazardous natural events and ways of responding to them	1. Summary sheet or table. Signs, causes, effects of and responses to a hazardous natural event eg earthquake.		
Name of hazardous natural event: Earthquake		Name of student:		
Section or item	Description	Accuracy of information	Done	Not done
Signs				
Causes				
Effects				
Responses to...				
* Samples of these summaries are filed in student folios.				

### Sample units of work

The following pages contain samples of units of work. The first sample unit of work uses only one learning outcome. Sample 2 and 3 are units of work for more than one outcome within a Strand and within a grade. The integrated unit of work integrate outcomes from Social Science, Making a Living and Mathematics.

Use the process for developing units of work and these samples to develop your own units of work. The samples provided can be used as they are or modified according to your local context.

#### Sample 1

##### Title: Local hazardous natural events

Grade	Strand	Sub Strand	No. of Weeks
6	Environment & Resources	People & Environment - Local	4

### Purpose

Students will study hazardous natural events, which affect them. They learn to recognise signs from community experts and other sources. They increase their knowledge about these events through a study of causes and effects. They will develop and demonstrate safe escape drills. This knowledge and skills help them to be prepared to respond to such events. They will also create awareness in the school and community.

### Learning outcomes

6.1.5: Identify the signs, causes and effects of local hazardous natural events and ways of responding to them.

### Indicators

- identify signs, causes of local natural hazardous events using primary and secondary sources
- identify and discuss how people prepare for the worst effects of natural hazardous events
- demonstrate how to respond to local hazardous natural events.

### Teaching, learning and assessment activities (Teaching program)

These activities are sequenced with suggested number of lessons. Each group of activities has been identified according to the Social Science Process - 'See, Judge or Act'.

Activities	Assessment Tasks	No. of lessons (60 minutes lessons)
<p>1. Discussion of causes and effects of disaster. Using newspaper articles, photographs or knowledge of damage caused by a disaster, talk about the natural event that caused it. (why, when, how and so on)</p> <p><b>SEE</b></p>		1
<p>2. Prepare questions to ask guest speaker. Guest speaker talks about a major natural event or disaster highlighting signs, causes and effects and how people responded during the event.</p> <p><b>SEE</b></p>	<p><i>Assessment Task 1:</i> Discuss, brainstorm and complete a summary sheet outlining signs, causes, effects and responses to this event. Ask parents or other community members for more information about the same event.</p>	2
<p>3. Group work. Develop an escape drill for a hazardous event for the school. Practise it, teach or talk to another school group. Publicise the drill to school and parents. Description of drill, for example, the steps for people to follow are written on paper, which can be collected and file in their folios.</p> <p><b>JUDGE AND ACT</b></p>	<p><i>Assessment Task 2:</i> Demonstrate the drill</p>	3
	<p><i>Assessment Task 3:</i> Project: find out about another natural event or disaster describing signs, causes, effects of and how people responded to it and how they prepare for such events. Students to be given the same event or different ones but must be those that occurred in the local area. Group work -choose a leader, recorder, list of group members tasks Class develops questions. Ask parents or local people. Evidence of asking parents eg record of responses Presentation: story, poster(s), report and so on</p> <p><b>SEE AND JUDGE</b></p>	6



**Assessment plan**

Assessment method	Assessment task	Assessment criteria	Assessor and recording method	When?
Students' work sample	Assessment task 1. A summary sheet outlining the signs, causes and effects and how people respond to the hazardous natural event.	Descriptions of explanations of signs, causes and effects and how people respond to natural hazardous event. Accuracy of information. Part of section (sign, causes, etc) is completed.	Teacher Class checklist	Week 1 Lesson 3
Observation of drill	Assessment task 2. Demonstration of an escape drill	Natural event chosen is appropriate for the area A safe escape route Clear steps and instructions for people to follow Demonstration of drill	Peers Teacher Checklist - group observation	Week 2 Lesson 6
Students' work sample	Assessment task 3. Project - Another natural hazardous event	Accuracy of information All sections covered Evidence of information gathered from community eg questionnaire and responses Clarity of report	Teacher Checklist	Week 4 Lesson 12

**Resources**

Tsunami poster and books, Primary School Atlas, Secondary School Atlas and Exploring Geography through Papua New Guinea.

**Links to other Subjects**

Making a Living, Language, Science, Art, Mathematics, Personal Development

**Assessment task sheets**

<b>Assessment task sheet 1</b>				
<b>Grade</b>	<b>Unit name or outcome</b>	<b>Assessment task</b>		
6	6.1.5 Identify the signs, causes and effects of local hazardous natural events and ways of responding to them.	Summary sheet or table. Signs, causes, effects of and responses to a hazardous natural event eg earthquake		
Name of hazardous natural event: Earthquake				
Section or Item	Description	Accuracy of information	Done	Not done
Signs				
Causes				
Effects				
Responses to...				

**Assessment task sheet 2**

Grade	Unit name or outcome	Assessment task
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6	6.1.5	2. Develop a drill for a local hazardous natural event. Demonstrate the drill.
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Peer assessment can be used to assess the demonstration of each group's drill guided with criteria.

**Criteria for marking**

Appropriate for local area or themselves  
Originality What is important safe escape route or originality?  
Clear steps and instructions for people to follow  
Demonstration - smooth (members knew what to do, followed steps)



**Assessment task sheet 3**

Grade	Unit name or outcome	Assessment task
-------	----------------------	-----------------

6	6.1.5	3. Project: Choose another hazardous natural event. Find out the signs, causes, effects of and responses to the event. Include diagrams, maps and other illustrations. Must include evidence of asking parents or community members. Choose an appropriate way to present their report.
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**Criteria**

Accuracy of information  
All sections are covered that is signs, causes, effects of and responses to the event  
Method of presentation of report. Describe clearly how report should be presented.  
Evidence of information gathered from the community eg questionnaire and responses.  
Clarity of report

**Sample 2**

**Title- My local area (insert name of area or community or suburb)**

Grade	Strand	Substrand	Suggested duration
6	Environment & Resources	People & Environment - Local	6 weeks (at 180 minutes per week)

**Purpose**

Students will describe their local areas through maps and descriptions using both local and conventional geographical terms. They learn that local terms are just as important as geographical terms. Students will collect information through observations, surveys and street maps. They will understand the relationships among various human and physical features and importance of changes, both good and bad. They will understand the importance of sustainable practises and begin to practice some of these methods.

**Learning outcomes**

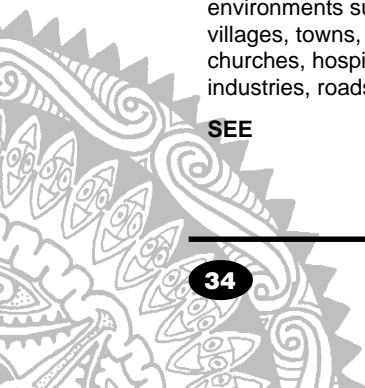
- 6.1.1: Identify and describe local human made and natural environments
- 6.1.2: Identify the effects of the local natural environment on people
- 6.1.3: Examine and describe peoples’ impacts on the local physical environment and take appropriate action

**Indicators**

- draw a map of their local physical and human environment and interpret them
- construct a cultural map showing the region of a language or family or clan group
- use primary and secondary sources to describe the shape of the land, vegetation and climate in local and geographical terms
- describe place on maps by interpreting standard symbols, references and abbreviations
- use mapping skills to draw and interpret maps
- describe ways in which people have responded to local physical and climatic conditions
- list key features of the human environment that have changed over time and account for these changes
- identify and discuss diverse types of human activities in the local environment
- describe practices that have led to damage to the local natural environment
- identify ways the environment can be improved

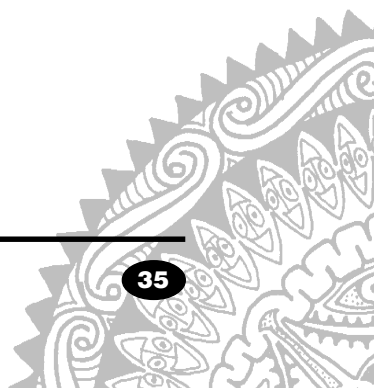
**Teaching, learning and assessment activities**

Activities	Assessment Tasks	No. of lessons (60 minutes lessons)
<p>1. Introduce the unit by visiting a part of the local area. Before taking the excursion, discuss and list the key features of physical or natural environments (for example, weather and climate, soil, vegetation, flora and fauna, and landforms including mountains, valleys, islands, beaches, lakes, wetlands or swamps, seas or rivers). Also, discuss and list the key features of human environments such as villages, towns, schools, churches, hospitals, gardens, industries, roads or airports.</p> <p><b>SEE</b></p>		3





<p>2. On the excursion, the teacher could point out natural and human features while students take notes, make rough sketch maps or drawings with names of features and note locations of natural and human features in relation to each other (for example, houses by rivers may be on stilts because of flooding). They should use a key or legend and scale (and may need a lesson on these using atlas maps and examples). Discuss and compare their notes and sketches.</p> <p><b>SEE</b></p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• features of the natural or physical environment which cause effects (for example, temperature in the highlands, soil quality, landforms, closeness to the sea)</li> <li>• describe and compare how wet and dry seasons affect human activities</li> </ul> <p>Students define a region by agreeing on the boundaries of their local area.</p> <p><b>JUDGE</b></p>	<p><i>Assessment Task 1:</i> Complete a table on the local physical and human environmental features using local and geographical terms.</p>	
<p>Students compare before and after maps, pictures, and photographs of the local area, as well as relevant newspaper articles if available. Some of these may show the effects of a natural or physical or human feature of the local environment (for example, building a dam, introduction of sealed roads, sudden growth in population). Students make oral reports.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• features of the human environment which cause effects (population density, housing patterns, location of services, availability of jobs, planning of sporting facilities)</li> <li>• key features of the human environment that have changed over time and why these changes have occurred</li> <li>• characteristics of the local population which have changed over time and the reasons for these change</li> </ul> <p><b>JUDGE</b></p>		<p>3</p>







Students complete a cultural mapping activity on the ground outside the classroom using natural materials such as leaves, sticks to mark where trees, river, houses, etc are located. Parents and guardians may be invited to observe or assist.

Students discuss:

- effects on people, for example, clothing, houses, food or cooking, where people make villages or settlements, activities including gardening, leisure, access to services and facilities, pollution, disease, uneven distribution of resources and facilities
- how people have invented ways to overcome barriers to meeting their needs and wants (for example, ways to preserve food, design of shelter, means of transport, trade patterns).

**JUDGE**

*Assessment Task 1:*

Complete a table on the local physical and human environmental features using local and geographical terms.

Students explain directions to various places by reference to natural and human features and compass points (N, E, W, S). Students interpret the maps and diagrams of classmates using the keys or legends and scale. Students attempt to draw and label natural and human features on maps of the local area from memory.

**JUDGE**

*Assessment Task 2.*

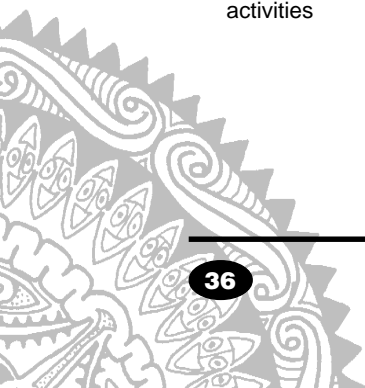
Draw a map of the local area showing features of the natural and human environment. Label natural features using local and geographical terms. Mark symbols according to a key, and use a scale and compass points.

3

Students in groups discuss the following:

- forms of impact on the local environment (for example, everyday activities like gardening, introduction of non-native plants and animals, fishing with dynamite, increase in population, hunting practices, resource exploitation like mining)
- some of the positive and negative environmental effects of the above activities

3





<ul style="list-style-type: none"> <li>ways in which negative environmental impacts might be reduced by copying practices from other areas (for example, compare how gardening or fishing occurs in various communities)</li> </ul> <p>Groups present an oral report and the written version is collected for students' folios.</p> <p><b>JUDGE</b></p>		
<p>Students focus on a particular local practice and study it in depth. The information they gather or illustrate should be included in their folios for the unit.</p> <p><b>SEE AND JUDGE</b></p>		
<p>In groups, students draw two quick maps of their local area showing what their local area was probably like 10 years ago and what it is like at present. Aspects of the natural and human environment should be highlighted, particularly where significant change has occurred. Elders and parents may be able to provide information to assist the mapping. Pictures, photographs and drawings can also be collected to illustrate change.</p> <p>Groups of students contribute to a class display and invite other teachers or classes in the school to view.</p> <p><b>SEE AND JUDGE</b></p>		3
<p>In a short excursion(s), observe sites of sustainable and unsustainable practices and illustrate these. Students create a 'futures wheel' or 'consequence chart' to illustrate the possible future effects of an introduced trend or practice or change within the local community, for example, what would happen if people continue to use dynamite to catch fish?</p> <p><b>SEE AND JUDGE</b></p> <p>Students share their work and discuss the ideas presented.</p> <p><b>ACT</b></p>	<p><i>Assessment Task 3:</i> Describe one example of an environmental practice with mainly positive effects and one with negative effects. Your description should be in writing of at least one page in length, and may additionally include labeled illustrations.</p>	2



Students take appropriate action related to what they have learned during the unit, for example by doing:

- direct activities related to improving negative environmental impacts (such as cleaning the school, cleaning the creek, using legumes in the school garden, monitoring the quality of drinking water as a safe source, planting native trees)  
(Note: These two lessons should be used to get students to discuss the activity, make their plans and get started. Teacher can observe students over an agreed period of time eg several weeks or a term.)

If you have time, students take appropriate action related to what they have learned during the unit in other ways, for example:

- developing an educational poster for younger students or community members,
- writing a class/ small group letter to their local Member of Parliament to describe their study and their suggestions.

**ACT**

*Assessment task 4:*

Your participation in practical activities will be observed by the teacher and will be part of the overall assessment for the unit. You are to complete a short report (oral or written) about your participation in the activity.

2

**Resources**

Local community members

*PNG- Its Land and People (Grade 7 text)*

For each of the discussions, teachers can input information from textbooks, guest speakers or other sources.

**Links to other Subjects**

Making a Living

Language

**Assessment plan**

<b>Assessment method</b>	<b>Assessment task</b>	<b>Assessment criteria</b>	<b>Assessor and recording method</b>	<b>When?</b>
Students' work samples	Assessment task 1. Local and geographical terms used to describe local physical and human environmental features	List of Local natural features Names in local and geographical terms	Teacher Class checklist with comments	Week 1 Lesson 3
Students' work samples	Assessment Task 2. A map of the local area showing features of the natural and human environment.	A neatly drawn map. Natural features marked in and labelled using local and geographical terms. Human features marked in A key is included Scale is correct North direction is marked in	Teacher Class checklist	Week 3 Lesson 9
Students' work samples	Assessment Task 3: Written description of two environmental practices - one with mainly positive and other with mainly negative effects	One page of writing Activity with positive effects Activity with negative effects. Descriptions are clear and logical Relevance of illustrations	Teacher Class checklist with comments	Week 5 Lesson 17
Observation of practical activity.	Assessment task 4: A group activity improving the environment	1. Plan - list of tasks to be done - task allocation to group members - times for completion of tasks 2. Observation of activity - checklist with comments 3. Oral report and journals entries	1. Teacher observation record sheet 2. Teacher and peer (oral report) 3. Self assessment (journal entries)	Week 6 Lesson 19



**Sample assessment task sheets**

<b>Assessment task sheet 1</b>		
<b>Grade</b>	<b>Unit name or outcome</b>	<b>Assessment task</b>
6	6.1.1, 6.1.2, 6.1.3	1. Table: Describe physical features using local and geographical terms
<b>Instructions:</b>		
Fill in the table. Note: Names of some physical features maybe the same as geographical terms. Table: Physical features of the local environment described in local and geographical terms		
<b>Assessment criteria:</b> Identify at least 5 physical or natural environment or features For each environment or feature, the local and geographical name is given.		

Physical and natural environment or feature (some examples are given)	Local term	Geographical term
1. Climate - Winds	eg Laurabada	Easterlies
2. Rainy season		
3. Dry season		
4. Mountain.		
5. Beach		
6. Island		
7. River		
8. River mouth or delta		
9. Wetlands or swamp		
10.		



**Assessment task sheet 3**

Grade	Unit name or outcome	Assessment task
6	6.1.1, 6.1.2, 6.1.3	3. Describe one example each of good and bad environmental practice. Write one page.

**Assessment criteria**

- Two examples of environmental practice a good and a bad example Describe each practice highlighting:
- What the activity is
- Who is the main person or people involved in the activity
- Why it is a good or bad practice
- How the good practice can be continued or improved
- Suggest alternative ways for the bad practice
- Ideas are presented in order
- Ideas are expressed clearly

**Sample record sheet**

Class checklist showing how well each student met the assessment criteria, for example:

Name of student	1	2	3	4	5	6	7	8	Comments Some general comments

**Codes**

- H High fulfilled all the requirements of the criteria
- M Medium fulfilled most of the requirements of the criteria
- S Satisfactory Partially met the requirements of the criteria
- N Needs more practice

**Assessment task sheet 2**

<b>Grade</b>	<b>Unit name or outcome</b>	<b>Assessment task</b>
6	6.1.1, 6.1.2, 6.1.3	2. Map of local area showing physical and human features.

**Instructions**

Draw your map on an A4 sheet.

**Assessment Criteria**

- A Title, boarder around the map and neatly presented work
- B Key
- C Contents - show clearly and correctly physical and human features
- D Scale
- E Neatness

**Code for marking:**

- 4 completed and correct
- 5 completed but contains some errors
- 2 not completed
- 1 not attempted



**Sample record sheet**

<b>Name</b>	<b>Assessment criteria</b>					<b>Comments</b>
	A	B	C	D	E	
1. Mari Geno	4	3	3	3	4	17/20. A neatly completed map. An error in the key and scale and 3 main features were omitted.
2.						
3.						
4.						
5.						
6.						
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25.						

**Assessment task sheet 4**

<b>Grade</b>	<b>Unit name or outcome</b>	<b>Assessment task</b>
6	6.1.1, 6.1.2, 6.1.3	4. Practical activity to improve the physical environment.
A. <i>The practical activity</i> (Use an observation record sheet)		

**Assessment Criteria**

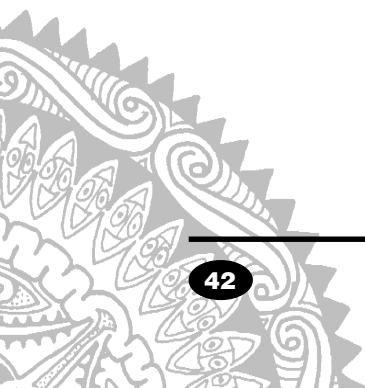
1. Relevance of activity eg Is it about improving the physical environment? Is it beginning to improve the environment or is it leading to improvements?
2. Involvement of group members eg Are all group members involved in some way? Are tasks shared equally?
3. Plan of activity including timeline for tasks and tasks allocation to members

**Code:**

- |   |              |  |
|---|--------------|--|
| H | high         | fulfilled all requirements of the criteria     |
| M | medium       | fulfilled all requirements of the criteria     |
| S | satisfactory | partially met the requirements of the criteria |

**Sample record sheet for group work**

<b>Assessment criteria</b>	<b>Group 1 (names of group members)</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Group 6</b>
Is the activity about improving the physical environment? Is it beginning to improve the environment or is it leading to improvements?						
Involvement of group members eg Are all group members involved in some way? Are tasks shared equally?						
Plan of activity including timeline for tasks and tasks allocation to members						
Plan completed and provided. Comments on how well each member fulfilled their allocated tasks.						



**B. Self reflection**

**Sample Student Self Reflection Form**

Name: .....

Date: .....

Title of Activity or Group work: .....

About how much time did you spend on this work? .....

Where was it done?                      Mostly in school  
    Mostly out of schools  
    About half and half

Did anyone help you on this work? Who was it? .....

What is one thing you did well in this work? .....

What made that part of the work so good? .....

If you could change one thing about the work, what would you change?.....

.....

Why would you change this? .....

Did you like doing this work?                      Yes  
    No  
    Somewhat



**Sample 3**  
**My local culture (insert name of local culture or cultural group)**

<b>Grade</b>	<b>Strand</b>	<b>Sub Strand</b>	<b>No. of Weeks</b>
6	Culture	People & Environment - Local	6 weeks

**Purpose**

Students will study and understand aspects of their own local culture and other neighbouring cultures. They will recognise that cultures are changing and surviving. They will develop opinions about aspects of their own cultures and the changes in them. They should be given opportunities to participate in cultural activities when they occur. Over time, students should be assisted to develop attitudes such as appreciation of their own cultures and tolerance towards other cultures.

**Learning outcomes**

- 6.3.1: Identify and describe the basic features of local culture and cultures
- 6.3.2: Identify and appraise the changes taking place in local culture
- 6.3.3: Participate in local culture

**Indicators**

- describe traditional and contemporary cultural practices and ceremonies associated with key life events
- explain traditional and modern symbols within the local community
- explain traditional beliefs and religious and spiritual practices practised



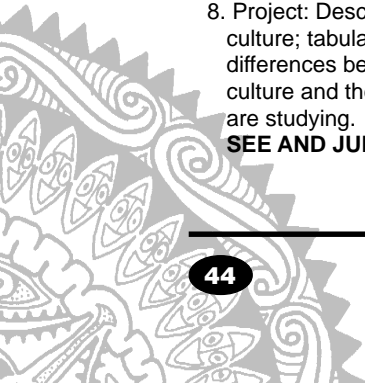


locally

- compare one local cultural practice with the practice of another community
- tabulate cultural changes that have occurred and express opinions about these changes
- collect and compile evidence of changes brought about by the arrival of foreigners, cultural practices, ideas and technologies
- participate in the organisation of local cultural events
- apply traditional methods to make cultural artefacts

**Teaching, learning and assessment activities**

Activities	Assessment Tasks	No. of lessons (60 minutes lessons)
1. Guest speaker talks about the local culture. Question and answer session follows. <b>SEE</b>		1
2. Students write own meaning of culture by brainstorming. Develop a general definition. <b>SEE</b>		1
3. Students describe their own culture using the definition and identify basic features or elements of a culture. Discuss and share these descriptions. <b>SEE</b>		3
4. Describe another culture in the local or nearby area. <b>SEE</b>	<i>Assessment Task 1:</i> In a table summarise similarities and differences between their own and other culture (the one studied above)	2
5. Identify, discuss and list changes that have or are occurring in their local culture; which features have changed the most or least; how and why these features have changed. <b>JUDGE</b>	<i>Assessment Task 2:</i> Ask 3 other people (older, young) about good and bad changes to their culture. Give an oral report of their findings.	3
6. Select one feature from own culture and another from another culture. Describe and tabulate the differences. <b>SEE AND JUDGE</b>		
7. Learn a dance, story or legend or cooking. Practise it. Demonstrate it, dramatise it, show it, share it with the rest of the class. <b>ACT</b>	<i>Assessment Task 3:</i> Perform a cultural activity	3
8. Project: Describe another culture; tabulate the differences between their culture and the culture they are studying. <b>SEE AND JUDGE</b>		2



**Assessment plan**

Assessment method	Assessment activity	Assessment criteria	Assessor and recording method	When?
Students' work sample	Assessment Task 1. A summary of similarities and differences between 2 cultures	List of similarities. List of differences. Accuracy of information.	Teacher Checklist	Lesson 7 Week 3
Observation of an oral report	Assessment Task 2: An oral report	Report given. Summary of information. Evidence of gathering information from three people	Teacher Checklist	Lesson 10 Week 4
Students' work sample	Assessment task 3. Project - Another natural hazardous event	Accuracy of information All sections covered Evidence of information gathered from community eg questionnaire and responses Clarity of report	Teacher Checklist	Week 4 Lesson 12
Observation of an activity	Assessment task 3. Project - Another natural hazardous event	Assessment Task 3: Performance of a cultural activity Performance. Appropriate dressing. Correctness of performance.	Teacher Community members familiar with the cultures portrayed.	Lesson 5 Week 2



**Resources**

Local people, students, teachers, Peoples of PNG series.

**Links to other Subjects**

Personal Development

Language

**Sample Assessment Task Sheets**

Assessment task sheet 1		
Grade	Unit name or outcome	Assessment task
6	6.3.1, 6.3.2, 6.3.3	Perform a cultural activity using given criteria. <i>Instructions: Students work in groups and all members must be involved. Parents may assist, watch and maybe used to assess but cannot participate. Students perform without assistance. Traditional materials should be used. The item should be 10 minutes and be introduced stating what it is, when it is performed, by and for whom.</i>
	<b>Assessment Criteria</b> Performance. Appropriate dressing. Correctness of performance.	

**Assessment task sheet 2**

<b>Grade</b>	<b>Unit name or outcome</b>	<b>Assessment task</b>
6	6.3.1, 6.3.2, 6.3.3	2. Table: Similarities and differences between their own local culture and another local culture.

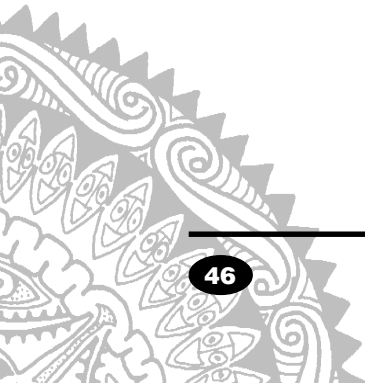
Table: Similarities between .....culture and .....culture.


**Assessment task sheet 3**

<b>Grade</b>	<b>Unit name or outcome</b>	<b>Assessment task</b>
6	6.3.1, 6.3.2, 6.3.3	3. Oral report on good and bad changes to their local culture. Ask three other people about their opinions about good and bad changes to their local culture. Analyse the responses and summarise their viewpoints. The oral report should be about 3-5 minutes long.

**Assessment Criteria**

- Oral report is given
- The report summarises the information collected.
- Evidence of gathering information from three people such as responses to questionnaire or brief on respondents (name, gender, age).



# Sample Integrated Unit of Work Grade 7

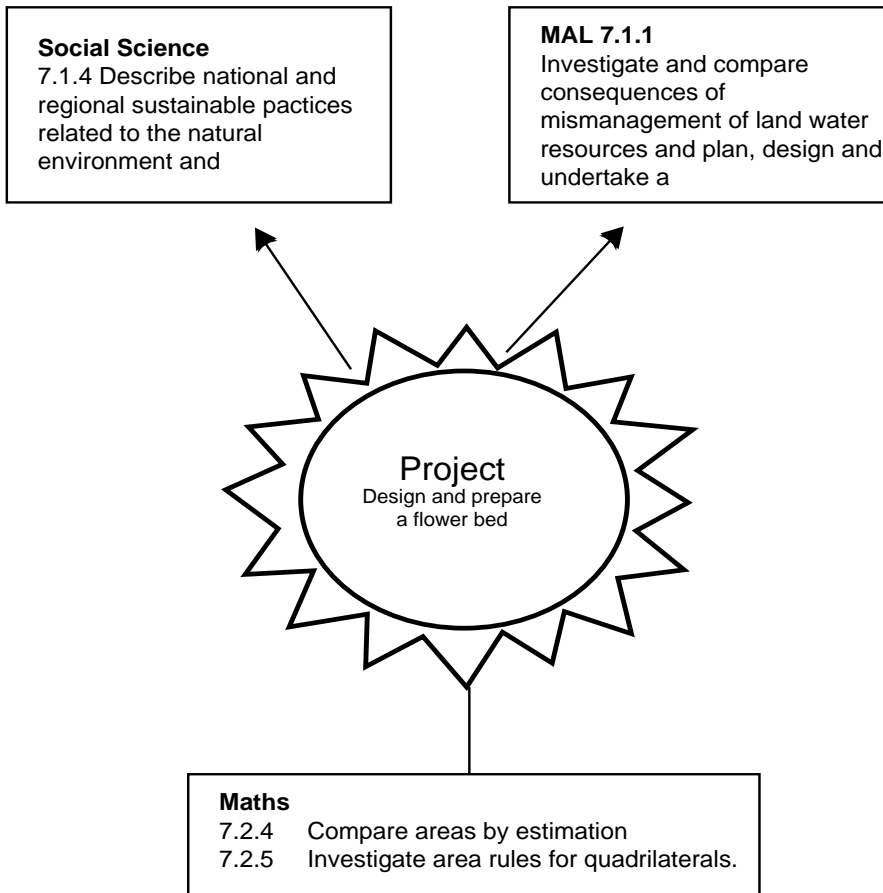
**Unit of Work:** Design and prepare a flowerbed

## Purpose

In this unit of work student will consider the importance of sustainable land management practices. They will apply this knowledge by designing and preparing a flowerbed. They will compare areas of garden beds by estimation and apply rules for calculating areas.



## LEARNING OUTCOMES



## Indicators

In this unit of work students will learn these knowledge, skills and attitude

**Knowledge:** Students will demonstrate an understanding of or about:

- causes and effects of mismanagement of land (Making a Living)
- importance of soil cultivation (Making a Living)
- meaning of 'sustainable practice', 'reuse', 'recycle' (Social Science)
- sustainable practices in relation to land management (Social Science)
- resources that can be re-used and recycled (Social Science)
- rules for calculating area (Mathematics)



**Skills:** Students will develop the skill to:

- design a plan of a flowerbed (Mathematics and Making a Living)
- dig and prepare a flowerbed (Making a Living)
- apply compost (Making a Living)
- research relevant sources for information on sustainable practices, resources that be re-used and recycled (Social Science)
- describe sustainable practices, resources that can be re-used and recycled (Social Science)
- apply problem solving skills (Social Science)
- comparing by estimation (Mathematics)
- calculations - multiplying, adding (Mathematics)
- apply area formula in a practical situation (Mathematics)

**Attitudes:** Students will develop an attitude of:

- caring for land (Making a Living and Social Science)
- appreciating and respect for careful use of the natural environment (Making a Living and Social Science)

Subject areas	Learning activity	Teaching strategies	Assessment task	Materials	Comments
Making a Living	<ol style="list-style-type: none"> <li>1. Investigate school surroundings and identify problems related to land use (eg soil erosion, unused land).</li> <li>2. Discuss the causes and its effect(s) of the problem identified.</li> <li>3. Compare how land is used in two different locations eg between schools, community and school, different parts of the school, and so on.</li> </ol>	Excursion		Pen and paper	<i>Collect sample of students' work</i>
Social Science	<ol style="list-style-type: none"> <li>4. Collect information and describe examples of sustainable practices.</li> <li>5. Suggest how to improve the land.</li> <li>6. Graphically present the information gathered</li> </ol>	Excursion	<b>Assignment.</b> Identify a problem on land use.		<i>This is an ongoing activity to be collected at completion of the unit of work.</i>
Making a Living	<ol style="list-style-type: none"> <li>7. Select a suitable site to make a flowerbed.</li> </ol>	Excursion			
Mathematics	<ol style="list-style-type: none"> <li>8. Estimate and measure size of the flowerbed.</li> <li>9. Draw plan of the flowerbed where to grow flowers (spacing between rows and plants, pattern, drainage and height of bed, and so on).</li> </ol>	Demonstration	Students make a scale drawing of a flowerbed .	Tape measure Ropes	
Making a Living	<ol style="list-style-type: none"> <li>10. Dig soil and prepare a flowerbed with drainage.</li> <li>11. Apply compost and mulch in preparation for planting.</li> </ol>	Demonstration	Students prepare the flowerbed.	Digging tools	<i>Assess students as they perform the task.</i>

**Assessment for the Unit of Work**

<b>Assessment</b>	<b>Assessment task</b>	<b>Criteria</b>	<b>Recording method</b>	<b>Comments</b>
Teacher analysis students sample	Assessment task 1. Local and geographical terms used to describe local physical and human environmental features	Scale drawing will show: A. the title B. an accurate scale C. indicate where to plant flowers. D. total area of the actual flowerbed.	Checklist	
Observation of students performing the task	Students prepare the flowerbed	Students will: A. loosen the lump of soil, B. measure correct width and length, C. level the top of the flowerbed, D. remove stones, sticks, dead roots, E. apply compost and add mulch.	On going observation checklist	
Teacher collect and analyse student work sample	<b>Assignment</b> Identify a problem on land use	Present information that: A. identifies one land use problem, B. describes it's cause and effects, C. suggests possible solution(s), D. states individuals or groups responsible to take action on a recommended solution.	Class list	



## Elaborations of learning outcomes

### What are elaborations?

Elaborations describe the knowledge and skills for each of the learning outcomes. Teachers can select from the elaborations - knowledge, skills and attitudes - that will meet the needs of their students taking into consideration the local context.

The knowledge and skills from the indicators have been incorporated in the elaborations.

The skills have been expressed as activities, which you can try out in your units of work. These examples provide ideas for other activities you can develop for your students.



## Strand: Environment and Resources

	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	6.1.1: <i>Identify and describe local, human made and natural environment.</i>	7.1.1: <i>Identify the main physical environments of the province and nation and describe the factors and processes that have formed them.</i>	8.1.1: <i>Compare and contrast the main physical environments of the world and describe the factors and processes that have formed them.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• key features of physical or natural environments (for example, weather and climate, soil, vegetation, flora and fauna, and landforms including mountains, valleys, islands, beaches, lakes, wetlands or swamps, seas or rivers, and so on)</li> <li>• key features of human environments (for example, villages, towns, schools, churches, hospitals, gardens, industries, roads, airports, and so on)</li> <li>• key features of their local environment</li> <li>• the names of the local physical and human environmental features</li> </ul>	<ul style="list-style-type: none"> <li>• key features of physical or natural environments (for example, weather and climate throughout Papua New Guinea, soil variations, mountain ranges, beaches, vegetation zones, vegetation, flora and fauna, mineral and energy resources, seas or rivers, and so on) in various provinces (by reference to an atlas)</li> <li>• key features of human environments (for example, provincial boundaries and headquarters, main towns and cities, population distribution, highways, major roads, air routes, major agricultural areas, plantations, industries in various provinces (by reference to an atlas)</li> <li>• the names of the main physical and human environmental features of Papua New Guinea</li> <li>• processes that have formed the major physical or natural features throughout Papua New Guinea (volcanic activity, movement of tectonic plates, faulting and folding, formation of coastal landforms through erosion, relationships between mountain ranges, rainfall levels and river systems)</li> <li>• cardinal points N, E, W, S, and intermediate points NE, NW, SE, SW)</li> <li>• longitude and latitude</li> <li>• coordinates (4-figure grid references)</li> </ul>	<ul style="list-style-type: none"> <li>• key features of physical or natural environments (for example, continents, oceans, weather and climate zones, variations in natural resource deposits) throughout the world (by reference to an atlas)</li> <li>• key features of human environments (for example, political boundaries of countries, capital cities, population)</li> <li>• the names of the main physical and human features in (say) two of the following regions; Australia, North America, South America, Europe, Africa, Asia</li> <li>• processes that have formed the major physical or natural features throughout Papua New Guinea (volcanic activity, movement of tectonic plates, faulting and folding; formation of coastal landforms through erosion, relationships between mountain ranges, rainfall levels and river systems)</li> <li>• resources traded by various countries studied in depth</li> <li>• key imports and exports between Papua New Guinea and various trading partners</li> <li>• key lines of latitude and longitude (equator, tropics, international date line, prime meridian)</li> </ul>





	Grade 6	Grade 7	Grade 8
<p><b>Recommended skills and suggested activities</b></p>	<ul style="list-style-type: none"> <li>• observe and describe relationships among natural and human features (for example, houses by rivers may be on stilts because of flooding. The location is a food and water source, and useful for transport)</li> <li>• explain directions to various places by reference to natural and human features and compass points (N,E,W,S)</li> <li>• draw maps during local excursions</li> <li>• draw and label maps of their local area from memory showing key features</li> <li>• interpret maps of their local area and other areas using a key or legend and interpreting abbreviations</li> <li>• measure distances to various locations on a map using its scale</li> <li>• create simple climate graphs to show climate changes (for example, temperature, rainfall) over a period (for example, one term, one year)</li> <li>• construct a cultural map showing the area of a language or family or clan group</li> <li>• use primary sources to describe the features of the land, vegetation and climate using local and geographical terms</li> <li>• discuss the features of their local area in terms of similarities and differences with other communities</li> </ul>	<ul style="list-style-type: none"> <li>• observe and describe relationships among natural and human features</li> <li>• explain directions to various places by reference to natural and human features and compass points (including both cardinal points N, E, W, S, and intermediate points NE, NW, SE, SW), longitude and latitude, and coordinates (four-figure grid references)</li> <li>• interpret maps of PNG showing, for example, rainfall distribution, key physical features, climate, vegetation, major transportation routes, population</li> <li>• interpret atlas maps of PNG using the keys or legends and interpreting symbols and abbreviations</li> <li>• measure distances to various locations on maps of Papua New Guinea using the scale</li> <li>• discuss the features of Papua New Guinea in terms of similarities and differences among the four regions and with other places</li> <li>• interpret a map of endangered animals and protected areas of Papua New Guinea, by reference to an atlas</li> <li>• draw a cross-section of the island of New Guinea and any other 2 points anywhere on Papua New Guinea by reference to an atlas</li> <li>• interpret maps and diagrams describing processes that have formed the main physical or natural features of Papua New Guinea</li> </ul>	<ul style="list-style-type: none"> <li>• observe and describe relationships among natural and human features</li> <li>• explain directions to various places by reference to natural and human features and compass points (including both cardinal points N, E, W, S, and intermediate points NE, NW, SE, SW, the equator and tropics, international date line), longitude and latitude, and coordinates (six-figure grid references)</li> <li>• interpret and label maps of the world showing, for example, political, vegetation, climatic regions, land height and rivers, continents and oceans</li> <li>• interpret atlas maps of the world using the keys or legends and interpreting symbols and abbreviations</li> <li>• measure distances to various locations on maps of the world using the scale</li> <li>• use the international date line as a basis for working out time differences among countries</li> <li>• report on the key characteristics of at least two nations other than Papua New Guinea that have been studied in depth</li> <li>• interpret maps and diagrams describing processes that have formed the main physical or natural features of the world</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	6.1.2: <i>Identify the effects of the local natural environment on people</i>	7.1.2: <i>Describe how national physical environments influence human settlement patterns in the nation and neighbouring regions</i>	8.1.2: <i>Analyse how physical environments influence human settlement patterns in the world</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• features of the natural or physical environment which cause effects (for example, temperature in the highlands, soil quality, landforms, closeness to sea)</li> <li>• features of the human environment which cause effects (population density, housing patterns, location of services, availability of jobs, planning of sporting facilities)</li> <li>• effects on people, (for example, clothing, houses, food or cooking, where people make villages or settlements, activities including gardening, leisure, access to services and facilities, pollution, disease, uneven distribution of resources and facilities)</li> <li>• key features of the human environment that have changed over time and why these changes have occurred</li> <li>• how people have invented ways to overcome barriers to meeting their needs and wants (for example, ways to preserve food, design of shelter, means of transport, trade patterns)</li> </ul>	<ul style="list-style-type: none"> <li>• the meaning of terms such as ‘human settlement patterns’, ‘population distribution’ and ‘population density’</li> <li>• human settlement patterns in Papua New Guinea and neighbouring regions, including archaeology (with reference to an atlas)</li> <li>• features of the natural or physical environments of the four regions of Papua New Guinea which influence settlement patterns (for example, access to water, flat land, fertile soil, physical beauty, safety, climate, potential for industry and employment, access to raw materials, historical and cultural reasons, means of transport)</li> <li>• various forms of human settlement throughout Papua New Guinea and neighboring regions, and typical services and facilities in each (for example, villages, towns, cities, short-term settlements such as mining towns, plantation estates, district stations)</li> <li>• key features of human settlement patterns that have changed over time in Papua New Guinea and neighbouring regions and why these changes have occurred (for example, migration to search for work, return to villages after completion of schooling or retirement, opening or closure of mines, access to transport, development of roads, groups with cash to relocate)</li> <li>• population density of places and the reasons for differing densities</li> </ul>	<ul style="list-style-type: none"> <li>• the meaning of terms such as ‘invasion’, ‘migration’, ‘colonisation’ and ‘imperialism’</li> <li>• human settlement patterns in the world</li> <li>• features of the natural or physical environments which influence settlement patterns (for example, low populations in very cold climates or deserts, access to raw materials)</li> <li>• features of culture that influence settlement patterns (for example, religious beliefs about childbirth, traditions of large families, employment opportunities, industrial revolutions reducing agricultural work, other historical and cultural reasons)</li> <li>• various forms of settlements throughout the world (including architecture and famous monuments in particular cities, the functions of particular centres such as capital cities)</li> <li>• key features of human settlement patterns that have changed over time in the world and reasons for this (for example, establishment of colonies such as Australia and India by England, industrial revolutions leading to rapid change and movement of people, invention of the motor vehicle and aeroplane, wars and refugees)</li> </ul>



	Grade 6	Grade 7	Grade 8
<p><b>Recommended skills and suggested activities</b></p>	<ul style="list-style-type: none"> <li>• compare before and after maps, pictures, illustrations, which show the effects of a natural or physical or human feature of the local environment (for example, building a dam, introduction of sealed roads, sudden growth in population)</li> <li>• develop a table which shows the relationship between a physical feature and its effects on people and settlement patterns</li> <li>• describe and compare how wet and dry seasons affect human activities</li> <li>• discuss what future effects might occur if a particular change was introduced into their local environment</li> <li>• create a 'futures wheel' or 'consequence chart' to illustrate the possible future effects of a new trend or change</li> </ul>	<ul style="list-style-type: none"> <li>• explain the terms 'human settlement patterns', 'population distribution' and 'population density'</li> <li>• describe features of the natural or physical environments of the four regions of Papua New Guinea which influence settlement patterns</li> <li>• write a short report about the key features of human settlement patterns that have changed over time in Papua New Guinea and neighbouring regions and why these changes have occurred</li> <li>• interpret population maps of Papua New Guinea and calculate population density in various locations, with reference to an atlas</li> <li>• create a 'futures wheel' or 'consequence chart' to illustrate the possible future effects of a sudden growth or decline in population in particular places in Papua New Guinea</li> </ul>	<ul style="list-style-type: none"> <li>• label key physical features and human settlement patterns on a map of the world</li> <li>• interpret world climatic maps and other maps and describe how physical environmental features have influenced human settlement patterns</li> <li>• discuss the reasons for human settlement patterns</li> <li>• collect illustrations of various forms of settlements, and famous monuments (if possible) throughout the world</li> <li>• interpret population maps of the world and mark the capital cities of various countries, with reference to an atlas</li> <li>• collect newspaper articles or other materials about changes in human settlement patterns in various parts of the world and explain why these are taking place</li> <li>• develop a timeline to show some major periods of invasion, migration, colonization and imperialism by various groups (for example, Huns, Mongols, Polynesians, Spanish, Portuguese and British) with reference to an atlas</li> <li>• discuss how the unequal distribution of resources has altered human behaviour in each of the following regions - Asia, Europe, Africa, North America, South America</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	<b>6.1.3:</b> <i>Examine and describe people's impacts on the local physical environment and take appropriate action.</i>	<b>7.1.3:</b> <i>Examine the impact of resource use on physical environments and human settlement patterns in provincial, national and neighbouring regions.</i>	<b>8.1.3:</b> <i>Evaluate the impact of resource use on the world's physical environments and human settlement patterns</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>forms of impact on the local environment (for example, everyday activities like gardening, introduction of non-native plants and animals, fishing with dynamite, increase in population, hunting practices, resource exploitation like mining)</li> <li>some of the positive and negative environmental effects of the above activities</li> <li>how the environmental impact might be reduced by comparing the effects of similar activities in other areas (for example, how gardening or fishing occurs in various communities)</li> <li>how the natural environment may be restored to resemble its original state</li> </ul>	<ul style="list-style-type: none"> <li>the main resources of their province, Papua New Guinea and neighbouring regions</li> <li>some of the key resource industries in each of the four regions of Papua New Guinea and neighbouring regions</li> <li>some positive and negative impacts of key resource industries in Papua New Guinea and neighbouring regions</li> <li>human settlement patterns in their province, Papua New Guinea and neighbouring regions</li> <li>reasons for urbanisation in Papua New Guinea</li> </ul>	<ul style="list-style-type: none"> <li>some main resources of the world</li> <li>main physical or natural environments and human settlement patterns of the world</li> <li>world urbanisation</li> <li>examples of environmental groups that try to address global issues</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>survey the characteristics of the local population living within a particular region</li> <li>study a practice (for example, gardening, fishing, mining) in another area</li> <li>develop a table of positive and negative environmental effects of an activity</li> <li>develop an environmental related educational poster for younger students or community members</li> <li>role play a scene set in the future to show the environmental effects if a particular practice continues</li> <li>write a class or small group letter to their local Member of Parliament to describe their study and their suggestions</li> <li>take appropriate action (for example, clean the school, clean the creek, peaceful march or protest, plant native trees)</li> </ul>	<ul style="list-style-type: none"> <li>draw or show on maps key resource industries in each of the four regions of Papua New Guinea and neighbouring regions</li> <li>list resources and identify the goods these resources are made into</li> <li>interpret human settlement and population maps of Papua New Guinea</li> <li>graph population changes of Port Moresby using census information</li> <li>calculate population densities of major towns and cities of the nation</li> <li>predict future population growth trends in Papua New Guinea</li> <li>discuss the possible impact of urbanization in Papua New Guinea and suggest ways of coping with it</li> </ul>	<ul style="list-style-type: none"> <li>identify the main resources of the world from maps</li> <li>interpret maps of the world that show physical or natural environments and human settlement patterns</li> <li>interpret statistics of global urbanisation</li> <li>compare reasons for urbanisation in Port Moresby and another city in the world highlighting similarities and differences</li> <li>summarise the work of an environmental group addressing an environmental issue that affects other countries including our country</li> <li>explain issues related to the processes of urbanisation in Port Moresby compared to that which occurred in cities in developed countries in the world</li> <li>report on the work of one organisation addressing world environmental issues</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	6.1.4: <i>Identify, propose and practice sustainable use of the local environment.</i>	7.1.4: <i>Describe national and regional sustainable practices related to the natural environment and propose possible solutions to problems.</i>	8.1.4: <i>Identify international examples of sustainable practices related to the natural environment and propose possible solutions to problems.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>the meaning of sustainability (practices that can be passed onto future generations that do not damage the environment or the health of the people and communities such as sustainable agricultural practices - fallow period, shifting cultivation, maintaining a large breeding population of fish and animals, ensuring clean water supply, selective logging, setting bans, licensing, alternative crops or sources of income, planting vanilla in rainforest).</li> <li>sustainable practices (see above)</li> <li>unsustainable practices such as ongoing use of the same plot for gardening, dynamite fishing, over logging, over harvesting of natural resources, mining affecting waterways,</li> <li>the names some extinct animals and plants, and those currently endangered</li> </ul>	<ul style="list-style-type: none"> <li>meaning of terms 'reuse', 'recycle', and 'sustainable practices'</li> <li>examples of resources that can be reused or recycled</li> <li>examples of sustainable practices in other parts of the country and among Papua New Guinea's neighbouring countries</li> <li>examples of policies that are aimed at reducing environmental damage and protecting animals and areas for future generations</li> </ul>	<ul style="list-style-type: none"> <li>examples of sustainable practices in other parts of the world</li> <li>global physical or natural environments</li> <li>global examples of how environmental damage have or are been addressed</li> <li>examples of policies such as global warming, fuel emissions</li> <li>some organisations who promote sustainable use of resources (for example, World Wildlife Fund, Greenpeace, United Nations)</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>out what effects have occurred over time that are associated with particular practices</li> <li>design an awareness strategy to draw attention to and congratulate people using sustainable practices in the local environment</li> <li>present a report to the class and or community on their findings</li> <li>'adopt' an endangered animal or plant and propose ways in which the animal or plant populations could be increased</li> <li>propose ways of recycling materials (for example, paper, containers)</li> <li>use discarded materials to create a useful item for the classroom or home and display these</li> </ul>	<ul style="list-style-type: none"> <li>describe sustainable agricultural practices in other parts of the Papua New Guinea</li> <li>report on one resource industry practice that creates environmental damage</li> <li>use media articles to report on industries that damage the environment and suggest solutions in a letter to a newspaper</li> <li>write a paragraph proposing solutions to an identified unsustainable practice (for example, dynamite fishing, uncontrolled use of fertilizer)</li> <li>create a table listing packaging materials or other products and ways in which they could be recycled.</li> <li>list common household and industrial waste and propose how to reduce each type of waste</li> </ul>	<ul style="list-style-type: none"> <li>list and describe examples of global actions or campaigns addressing sustainable use of resources and how they could be applied to Papua New Guinea</li> <li>report on their findings from above activity</li> <li>make a class display of these campaigns using various methods</li> <li>propose actions that could be taken locally to assist the sustainable use of resources</li> </ul>

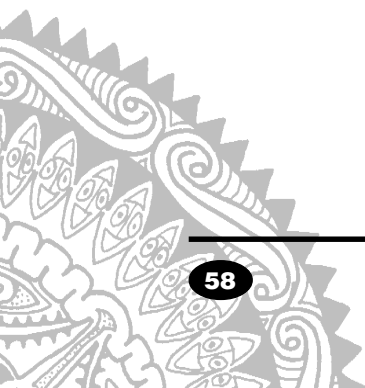


	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	<b>6.1.5:</b> <i>Identify the signs, causes and effects of local hazardous natural events and ways of responding to them.</i>	<b>7.1.5:</b> <i>Identify and describe the causes and effects of hazardous natural events in Papua New Guinea and neighbouring regions and how people respond to them.</i>	<b>8.1.5:</b> <i>Identify and describe the causes and effects of local hazardous natural events in other parts of the world and describe how people respond to them.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>types, effects and signs of hazardous natural events which occur in Papua New Guinea and neighbouring regions:</li> <li>- types: drought, tsunamis, fire, floods, cyclones, volcanic eruptions, earthquakes.</li> <li>effects - loss of life, property, livelihood of people, social and family disruption, environmental damage.</li> <li>signs - changes in weather, strange behaviour of animals, earth movements</li> <li>causes of hazardous natural disasters that occur locally</li> <li>how to prepare for and respond to natural disasters include storage of food, educating community members, plan of action, identify safe places</li> </ul>	<ul style="list-style-type: none"> <li>types, effects and signs of hazardous natural events which occur in Papua New Guinea and neighbouring regions (as for Grade 6)</li> <li>physical causes of three hazardous natural events listed above</li> <li>how to prepare for and respond to hazardous natural events (as for Grade 6)</li> </ul>	<ul style="list-style-type: none"> <li>types of hazardous natural events; tornado ('twister'), freezing, heat wave, eruptions, mudslides, avalanche, medical plague or epidemic, plague of pests</li> <li>effects of hazardous natural events (as for Grade 6).</li> <li>physical causes of (say) three of the hazardous natural events listed above</li> <li>how other countries prepare for hazardous natural events</li> <li>how to respond in the event of various hazardous natural events</li> </ul>
<b>Recommended skills and suggested</b>	<ul style="list-style-type: none"> <li>interpret materials (including posters on hazardous natural events)</li> <li>listen to stories, personal accounts from a guest speaker</li> <li>develop, as a class or small group, a drill for a particular hazardous natural event with a simple brochure or poster or other material</li> <li>demonstrate drill and display material for the drill as part of a class mural on hazardous natural events showing signs, causes, effects</li> <li>locate on maps natural events</li> <li>summarise newspaper reports on particular disasters</li> <li>interpret weather information</li> <li>construct a flowchart showing the patterns of events (both before and after) of a hazardous natural event</li> </ul>	<ul style="list-style-type: none"> <li>interpret materials on various hazardous natural events occurring throughout Papua New Guinea</li> <li>listen to stories, personal accounts from a guest speaker</li> <li>demonstrate drill and display material for the drill as part of a class mural on hazardous natural events showing signs, causes, effects</li> <li>locate recent natural events on a map of Papua New Guinea and neighbouring regions</li> <li>compare before and after photographs and pictures</li> <li>summarise newspaper reports on disasters listed above</li> <li>interpret weather information</li> <li>construct and label a flowchart showing patterns of events (both before and after) associated with (say) three hazardous natural events</li> </ul>	<ul style="list-style-type: none"> <li>read and interpret educational materials on hazardous natural events - tornado ('twister'), freezing, heat wave, eruptions, mudslides, avalanche, medical plague or epidemic, plague of pests</li> <li>study three disasters in detail</li> <li>locate recent natural events on a map of the world</li> <li>compare before and after photographs and pictures</li> <li>summarise newspaper reports on recent disasters in countries other than Papua New Guinea</li> <li>interpret weather information from various sources</li> <li>role play a weather reporter identifying the causes and effects of hazardous natural events</li> </ul>



## Strand: Organisation

	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	6.2.1: <i>Identify the main features of local groups and the contributions they make to the local society and economy.</i>	7.2.1: <i>Identify and describe the form and origin of contemporary traditional and constitutional government in Papua new Guinea and neighbouring regions.</i>	8.2.1: <i>Identify and describe the form and origin of contemporary traditional and constitutional government in other parts of the world.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>the meaning of term 'consumer'</li> <li>types of groups - for example, family, ethnic groups (clans or tribes), church, social, Local Level Government (LLG), non-government organisations, business groups, informal sector.</li> <li>features of various groups - for example, roles, responsibilities, rules, members.</li> <li>contributions of various groups to the local society and economy - to health and welfare, law and order, spiritual, leisure, roads, schools, water, business.</li> <li>some of their consumer rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>the roles within contemporary constitutional governments, for example, Local Level Governments (Councilors), Provincial, National Parliament (Members of Parliament, Cabinet or National Executive Council, Prime Minister), government and opposition parties</li> <li>the responsibilities and services provided by different levels of government</li> <li>the history of the establishment of constitutional government in Papua New Guinea, including colonisation by various countries, most recently Australia</li> <li>the significance of Independence Day and self-government</li> <li>the roles within contemporary traditional governments, for example, Leitana Council of Chief (NSP), Kukurai (Manam Is), Cakopau (Fiji)</li> <li>how people are selected as leaders - inherited status through blood (chief - 'born into it'), through wealth ('big men'), medical or sacred powers and or wisdom ('sanguma man or meri'), elected (representative)</li> <li>patrilineal (more common, for example, Mekeo, Simbu, Sepik) and matrilineal (for example, Trobriand Island, Bougainville Island) organisation of society, including selection of leaders or decision-making</li> <li>some of their constitutional rights and responsibilities as citizens of Papua New Guinea with regard to elections</li> <li>how to enroll to vote</li> </ul>	<ul style="list-style-type: none"> <li>the meaning of terms such as 'dictatorship', 'democracy', 'constitution', and 'communism'.</li> <li>characteristics of governments in ancient societies (for example, Greece, Egypt, Incas, China) and how leaders gained status ('chosen by the Gods', elected, along bloodlines, member of an elite player of society, leader of military)</li> <li>structure of one ancient government</li> <li>some achievements of one ancient society (for example, architecture, art, social organisation technology/inventions) Government in ancient societies such as Greece, Egypt, the Incas.</li> <li>the structure of another country's government, for example, the United States, Japan</li> <li>the role of the United Nations</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• explain how an individual can have many cultural 'identities' and behave differently as a member of different cultural groups</li> <li>• tabulate roles and responsibilities of members of particular groups</li> <li>• list types of current community projects and describe how each makes a contribution</li> <li>• identify primary, secondary and tertiary industries and how each contributes to community development</li> <li>• present a detailed oral and or written report to the class on the contributions made by one important local industry using line, bar or pie graphs</li> <li>• create educational posters promoting the roles and responsibilities of a wise consumer</li> <li>• identify groups which may be needed to provide services in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• listen to, summarise and re-tell stories of the origins of current chiefs or other traditional leaders and how they obtained their powers</li> <li>• construct a diagram which shows the structure of current Papua New Guinea government at various levels</li> <li>• create a table which shows the services which are the responsibility of different levels of government</li> <li>• draw and label a map of Papua New Guinea which shows the location of some matrilineal and patrilineal societies</li> <li>• obtain and interpret information from newspapers about current political events, and participate in a mock parliamentary debate about one of the issues</li> <li>• collect newspaper or magazine articles which highlight how traditional law still operates side-by-side with constitutional law, and suggest traditional practices that could be applied successfully in modern settings</li> <li>• conduct a class election, including secret voting, selection of candidates for class captain (who must explain their policies for improving class life), counting of the vote using both 'first past the post' and preferential voting</li> <li>• plan and or participate in Independence Day activities</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of 'democratic' class meetings about issues that arise in relation to rules being established or broken. This could involve allocating roles (for example, chairperson, minute-taker), deciding on an agenda, ensuring everyone has a chance to be involved, making and recording decisions, taking action following the meetings</li> <li>• construct a diagram which shows the structure of one ancient society</li> <li>• write a short report on the achievements of one ancient society and present to class</li> <li>• use a map of the world or globe to locate places being studied, and identify other countries which have similar patterns of government</li> <li>• obtain and interpret information from newspapers about current international events, including events in which the United Nations is involved</li> </ul>





	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	<b>6.2.2:</b> <i>Appraise the relationship between groups and the contributions they make to the local society and economy</i>	<b>7.2.2:</b> <i>Analyse provincial and national groups and the contributions they make to national development.</i>	<b>8.2.2:</b> <i>Outline conditions that have led to present day international forms of trade and government.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• factors that contribute to a safe and healthy environment (for example, policing, education, health, recreational facilities, clean water supply)</li> <li>• the services provided by the Local Level Government (LLG)</li> <li>• contributions made by various industries and organisations in the local economy</li> <li>• some of the contributions made by the informal sector (for example, income for families, bringing fresh food to markets, bringing the community together)</li> <li>• how various resources (for example, minerals, timber) are obtained and transformed into other products</li> <li>• the levels and nature of training associated with some jobs in the community</li> <li>• patterns of trade and items which are traded within the local area</li> <li>• the history of various currencies which have been used (for example, shells, animals)</li> </ul>	<ul style="list-style-type: none"> <li>• the reasons for colonisation and its effects on national development</li> <li>• reasons for the location of some cities and towns (for example, Port Moresby)</li> <li>• factors that contribute to a safe and healthy environment on a national scale (for example, security, education, health, national sporting achievements, continuous water and power supply)</li> <li>• the services provided by Provincial and National Governments, including consumer education services</li> <li>• exports developed by various industries (for example, coffee, minerals, timber, fish)</li> <li>• main imports of Papua New Guinea in terms of quantity and total cost (for example, cars, packaged foods, petrol, paper, furniture, clothing) and the reasons why some are not produced locally</li> </ul>	<ul style="list-style-type: none"> <li>• the reasons for world colonisation</li> <li>• some countries in the Pacific still to be decolonised (New Caledonia, Irian Jaya, French Polynesia, Tokelau, American Samoa, Cook Islands)</li> <li>• factors that have contributed to present day forms of trade (advantages or difficulties of natural landform affecting transport costs, some natural resources in large quantities and others in limited supply, introduction of crops or animals, balance between primary, secondary and tertiary industries) and government (for example, introduction of structure of government from colonial powers, continuation of traditional governments, different ideologies such as democracy or communism, use of military force )</li> <li>• some key regional organisations Papua New Guinea is either a member of or is involved in some way (for example, South Pacific Forum, Asia Pacific Economic Community) and their main functions (for example, to discuss common interests such as trade or security within the region)</li> <li>• the different means of communication that improves present day international trade (for example, fax, telephone, internet)</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• write a short report on improvements which are needed in their local area, following a community walk or excursion</li> <li>• write a letter of invitation to their local member or a member of another service organisation as a guest speaker to discuss services</li> <li>• collect stories in newspapers about local services, from both the government and private sectors, and organise these in categories according to services</li> <li>• survey community members about their views of the effectiveness of local services</li> <li>• discuss what consequences would occur in the community if certain services were not available (for example, clean water, health or education services) and dramatise this</li> <li>• develop a timeline to show changes in a particular service (for example, transportation, communication, electricity, water, sewerage)</li> </ul>	<ul style="list-style-type: none"> <li>• summarise some of the reasons for colonisation and its effects on national development from texts</li> <li>• describe some reasons for the location of some cities and towns (for example, Port Moresby was used as an administration center by various colonisers)</li> <li>• discuss how each factor (for example, security, education, health, national sporting achievements, continuous water and power supply) contributes to a safe and healthy environment on a national scale</li> <li>• draw a consequence chart that shows what might happen if a particular service was not available</li> <li>• identify and list some individuals and groups who have made a positive contribution to national development and as a class compile individual efforts into a book of 'national heroes'</li> <li>• collect newspaper articles that discuss the state of services provided by Provincial and National Governments and identify those that need improvements</li> <li>• make a poster raising the awareness of consumers about how a service could be improved</li> <li>• draw graphs comparing amounts of different export and import items of Papua New Guinea</li> <li>• discuss and list some reasons why some import items are not produced locally</li> </ul>	<ul style="list-style-type: none"> <li>• on a map of the world label countries that were former colonies</li> <li>• on a map of Papua New Guinea, colour code the territories occupied by colonial powers in Papua New Guinea</li> <li>• draw a timeline highlighting periods of colonial occupation in Papua New Guinea</li> <li>• interpret maps of the world dividing countries into groups such as industrialised or less industrialized and developed or developing or under developed</li> <li>• on a map of the world locate members of some of key regional organisations</li> <li>• study shipping timetables from newspapers and trace the route of one vessel or ship that travels through several countries including Papua New Guinea</li> <li>• choose one product that Papua New Guinea exports and identify on a map the countries which are largest users of that product</li> <li>• contact a company which exports goods and find out the processes involve (for example, quarantine, customs, duty, process of completing an order) and draw a flow chart showing the movement of product from its origin to arrival in another country</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	<b>6.2.3:</b> <i>Participate in local social and economic activities that contribute to the development of the local community.</i>	<b>7.2.3:</b> <i>Contribute to social and economic development of the province, nation and neighbouring regions.</i>	<b>8.2.3:</b> <i>Suggest changes to government or trade that would lead to social and economic development at the international level.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• examples of positive and negative behaviours of people in various groups to which they belong (families, sporting groups, peers)</li> <li>• examples of positive and negative behaviours of people they have seen in various other groups (adult sporting teams, governments, community organisations)</li> <li>• types of activities which contribute to community development and change for example health or consumer awareness campaigns, building schools or community halls or sporting facilities, opportunities for paid work, access to shops</li> <li>• examples of different levels (low, medium, high) of income-producing activities in the local area</li> </ul>	<ul style="list-style-type: none"> <li>• types of activities which contribute to economic development and change in the province and nation (improved transport and communication networks and skilled workforce, cash cropping, manufacturing industries, banking and retail shops)</li> <li>• types of activities which contribute to social development and change (health or consumer awareness campaigns, educated men and women, building sporting and recreational facilities)</li> <li>• examples of positive and negative behaviours of people they have seen in various other groups (adult sporting teams, governments, community organisations)</li> <li>• main transport and communication systems and networks in the province, nation and neighbouring regions</li> <li>• some main aid projects addressing social and economic issues</li> </ul>	<ul style="list-style-type: none"> <li>• types of government in other parts of the world (for example, democracy, communism and dictatorship)</li> <li>• features of international trade (ways trade is conducted, processes for ordering and items for trade)</li> <li>• some organisations associated with trade such as customs and quarantine and their main functions</li> <li>• key roles of the United Nations, World Bank, International Monetary Fund</li> <li>• major imports and exports of Papua New Guinea</li> <li>• some non-native plants and animals that have been introduced into Papua New Guinea</li> <li>• some international trade agreements relevant to Papua New Guinea (for example, 200 mile economic zone)</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>• research, using the Social Science process, how roles of men and women have changed over time in the local area and report findings in creative ways</li> <li>• plan an appropriate form of local 'action' to improve an aspect of their local community or school life</li> <li>• survey consumer habits associated with the use of particular goods or services</li> <li>• select a particular consumer issue (for example, use of bank cards for buying, packaging of foods) and develop a brochure to educate local people about the issue</li> <li>• engage in an income-producing activity at the school level (for example, holding a dance, selling some produce, providing a service to younger students or parents)</li> </ul>	<ul style="list-style-type: none"> <li>• tabulate types of economic activities (for example, improved transport, skilled workforce, cash cropping, banking and retail shops) in the province and nation and describe how each activity contributes to economic development and change</li> <li>• tabulate types of social activities (consumer awareness campaigns, educated men and women, recreational facilities) and describe how each activity contributes to social development and change</li> <li>• collect information from the media about various campaigns, identifying social and economic examples and express opinions about the effectiveness of each</li> <li>• label on maps main transport and communication networks of province and nation by referring to an atlas</li> <li>• suggest improvements or alternatives to current provincial and national transportation that could help improve the economy</li> <li>• write a letter to a newspaper making suggestions for improvements to provincial and national transport</li> <li>• describe from media reports current issues affecting the nation's transport and communication systems and suggest improvements to the problems highlighted</li> <li>• identify examples in media reports of particular groups of people being treated unfairly (for example, settlement people or ethnic groups) and draw a consequence chart about what might happen to these group of people and the nation as a whole</li> <li>• briefly describe current aid projects in their province and suggest a project that could improve the province</li> <li>• plan and or participate in and report on provincial or independence celebrations</li> <li>• make a poster for display of a current national or regional consumer issue</li> </ul>	<ul style="list-style-type: none"> <li>• translate information of Papua New Guinea's imports and exports into various forms such as graphs, maps, charts and tables</li> <li>• predict future levels of imports and exports of particular goods based on patterns as in the above</li> <li>• describe the effects of the introduction of a non-native animal or plant either in Papua New Guinea or another part of the world.</li> <li>• construct a consequence chart to show possible effects on trade of the removal of some aspects of the environment (for example, extensive logging, )</li> <li>• describe work of customs or quarantine officers by referring to texts including school journals</li> <li>• collect newspaper articles about the United Nations, World Bank and International Monetary Fund and summarise why these organisations are involved</li> </ul>



## Strand: Culture

	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	6.3.1: <i>Identify and describe the basic features of local culture and cultures.</i>	7.3.1. <i>Identify and describe key elements of national culture.</i>	8.3.1 <i>Compare elements of other national cultures with our own.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>the meaning of 'culture' (the way of life of a group of people)</li> <li>elements of a culture such as traditions, customs, language, beliefs, arts, architecture, music, food, leisure, goods created and used, trade, skills, values, forms of communication, clothing, rituals and celebrations, symbols, body decoration, roles and relationships of different members of the culture.</li> <li>features of their own and or local culture</li> <li>cultural rituals that occur, for example, in association with birth, marriage, death, church</li> <li>patterns of relationships such as patrilineal, matrilineal and clan rituals associated with raising children such as initiations</li> <li>how traditions are recorded</li> </ul>	<ul style="list-style-type: none"> <li>elements of our national culture such as language, national annual events, dress, ceremonies, national symbols flag, currency, emblem or crest, national animals and plants</li> <li>meanings of symbols and colors used on the flag and currency</li> <li>some basic contemporary national laws as contained in our national constitution</li> <li>some traditional laws of different regions</li> <li>the important national days and significance of each (for example, independence day and Remembrance Day)</li> <li>some examples of language groups in the country</li> <li>examples of aspects of national cultural diversity (for example, traditional bilas and housing),</li> </ul>	<ul style="list-style-type: none"> <li>meaning of the terms 'globalisation' and 'multicultural'</li> <li>elements of a culture such as traditions, customs, language, beliefs, arts, architecture, music, food, leisure, goods created and used, trade, skills, values, forms of communication, clothing, rituals and celebrations, symbols, body decoration, roles and relationships of different members of the culture.</li> <li>culture of two other countries or group of people (for example, Australia, Germans, Japanese, Great Britain)</li> <li>some causes of cultural change</li> <li>some examples of cultural expressions from other countries of the world</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>interview people who are familiar with aspects of their local culture</li> <li>explain ways of dressing and preparing food</li> <li>interpret information from a range of sources about aspects of the local culture</li> <li>collect illustrations or actual cultural artifacts for display</li> <li>tell stories of past events which reveal aspects of the origin of places or people</li> <li>perform a tradition such as a song, dance, weaving, cooking</li> <li>make models of traditional forms of transport</li> <li>explain patterns of families within the local community</li> <li>discuss similarities and differences in ways local families or different community groups celebrate cultural events</li> <li>record images of tattoos from the local community and map where the people come from</li> </ul>	<ul style="list-style-type: none"> <li>describe features of national lifestyle</li> <li>collect examples that represent our national culture and make a display</li> <li>develop a table to show the consequences of breaking national or traditional laws</li> <li>explain the origins and meanings of symbols, colours and images used on the national flag and currency</li> <li>design a national dress or contribute to a fashion parade of designs</li> <li>list some national laws and compare them with their traditional laws</li> <li>explain what happens under traditional and national laws when particular laws or rules are broken</li> <li>locate language groups and other aspects of cultural diversity on a map of Papua New Guinea</li> <li>collect articles on cultural affairs in the media</li> </ul>	<ul style="list-style-type: none"> <li>develop a table comparing our country and another country using various elements of culture</li> <li>locate evidence of 'globalisation' in the community</li> <li>summarise key points from a range of Subject matter on cultural change and global trends</li> <li>provide examples of multinational operations and their impacts on changing work and traditional cultural practices</li> <li>make a poster of illustrations or images of cultural expressions from the world</li> <li>explain the range of cultures to which an individual can belong at the same time</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	<b>6.3.2</b> <i>Identify and appraise the changes taking place in local culture.</i>	<b>7.3.2</b> <i>Appraise the main influences that contribute to national culture.</i>	<b>8.3.2</b> <i>Identify key elements that shape international culture.</i>
<b>Recommended Knowledge</b>	<ul style="list-style-type: none"> <li>changes have occurred in cultural expressions (for example, dress, language, some customs, law, currency)</li> <li>factors which have caused changes (for example, education, colonisation, travel, mass media, new technologies)</li> <li>some reasons why people move to different communities (employment, family reasons, moving away from natural hazardous events, climate, population pressure)</li> </ul>	<ul style="list-style-type: none"> <li>meaning of the term 'Sub-culture'</li> <li>some of the factors that contribute to development of a national culture (for example, a sense of national identity created by symbols, periods of peace and stability, development and progress, traditions)</li> <li>some of the conditions that lead to cultural change (for example, colonisation, rapid change caused by new technologies, migration, changes to social practices such as intermarriage among previously diverse cultural groups)</li> <li>examples of some Sub-cultures</li> <li>ways in which Sub-cultures identify themselves as members of that group ( for example, language, form of dress, tattoos, religious practices)</li> <li>names of some groups who came to the country</li> </ul>	<ul style="list-style-type: none"> <li>some of the factors that shape 'international culture'</li> <li>examples of aspects of culture shared worldwide (for example, sport and leisure, music, religion or beliefs and celebrations)</li> <li>reasons for aspects of different cultures shared worldwide (for example, means of transport and communication, travel and education)</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>write and illustrate a report on changes which have occurred in a particular tradition and reasons for this (for example, changes to the barter system, changes in language)</li> <li>participate in a whole class debate where each student identifies and shares with the class all of the reasons why a particular cultural change is either positive or negative</li> <li>predict cultural changes that might occur in the next 10 years in the local community, and explain reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>draw a timeline showing the arrival of different groups of foreigners</li> <li>suggest ways in which national culture could be strengthened</li> <li>discuss forces and conditions which lead to cultural change</li> <li>write a report about life in Papua New Guinea before and after the arrival of a particular foreigners and the introduction or exchange of cultural practices, ideas and technologies</li> <li>list some examples of sub-cultures in Papua New Guinea</li> <li>discuss reasons why sub-cultures emerge within a society</li> <li>write a short essay outlining some of the positive and negative aspects of the wantok system in daily life</li> <li>explain the possible origin of some words in Tok Pisin (for example, 'save', 'pikinini' and 'tokim')</li> </ul>	<ul style="list-style-type: none"> <li>make a list of common things used worldwide and make a poster of images/ illustrations of these things</li> <li>interview adults and their peers to compare their views on the benefits and drawbacks of copying trends from outside Papua New Guinea</li> <li>interpret world maps showing distribution of population, food production, ethnicity and religion and other aspects of culture</li> <li>list and group material and non-material elements common to cultures around the world</li> <li>predict a possible global and future change in an aspect of culture</li> <li>summarise a report from the mass media or other texts of examples of conflicts around world where there is fight over territory or unresolved cultural differences</li> </ul>



	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	6.3.3: <i>Participate in local culture.</i>	7.3.3. <i>Participate in national culture.</i>	8.3.3 <i>Participate in international culture.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>the cultural events (the nature of the events, who is responsible for organising the event, timing of event, location) in the local community</li> <li>how they can make a contribution</li> </ul>	<ul style="list-style-type: none"> <li>elements of our national culture</li> <li>the dates on which national celebrations occur and the significance of these events. Prepare a report on events in which they have participated and outline the importance of these events in the development of national culture</li> </ul>	<ul style="list-style-type: none"> <li>culture of two countries or groups of people from other parts of the world</li> <li>some common ways of promoting culture</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>observe and make cultural objects in traditional or modern ways</li> <li>participate in the organisation or performance associated with a national event</li> <li>write a report on their participation in a cultural event</li> <li>record, display and label aspects of cultural activities</li> <li>make recommendations to the organising committees for future cultural events</li> </ul>	<ul style="list-style-type: none"> <li>list and discuss the different ways they are involved in cultural events</li> <li>participate in the organisation or performance associated with a national cultural event</li> <li>prepare a report on events they have participated in and outline their importance in developing national culture</li> <li>write a letter to a newspaper suggesting improvements to a national cultural event</li> <li>apply traditional methods to make cultural artefacts that represent the diversity of cultures within Papua New Guinea</li> <li>speak a small number of words and phrases from a language other than their own vernacular</li> <li>predict what might happen to particular cultural practices in the near future</li> </ul>	<ul style="list-style-type: none"> <li>discuss particular aspects of cultures of Papua New Guinea that may continue to remain unchanged</li> <li>describe a future positive vision of life dealing with cultural harmony in their own province</li> <li>role play a range of situations where one culture makes contact with another culture</li> <li>invent a fictitious culture describing it in terms of the various elements of culture including its location or environment or land (for example, islands, highlands or coastal)</li> </ul>



## Strand: Integrating Projects

	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	<b>6.4.1:</b> <i>Improve the life of the community by gathering and evaluating information about it and taking appropriate action.</i>	<b>7.4.1:</b> <i>Use the Social Science process to describe the province and ways to improve the life of the province.</i>	<b>8.4.1:</b> <i>Use the Social Science process to describe another nation and propose ways for Papua New Guinea to contribute more to the region.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>the Social Science Process</li> <li>aspects of the environment and resources, organisation and culture of the local community (attained through work on other Strands)</li> </ul>	<ul style="list-style-type: none"> <li>the Social Science Process</li> <li>aspects of the environment and resources, organisation and culture of Papua New Guinea (attained through work on other Strands)</li> <li>the Social Science Process</li> <li>aspects of the environment and resources, organisation and culture of Papua New Guinea (attained through work on other Strands)</li> </ul>	<ul style="list-style-type: none"> <li>the Social Science Process</li> <li>aspects of the environment and resources, organisation and culture of Papua New Guinea (attained through work on other Strands)</li> <li>the Social Science Process</li> <li>aspects of the environment and resources, organisation and culture of Papua New Guinea (attained through work on other Strands)</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>identify a community need from a range of sources (for example, local newspaper, interviews, current topical discussion within the community) and frame a question (for example 'How could we reduce pollution in our community?')</li> <li>decide on questions such as 'What are the most frequent forms of pollution? What may be causing the pollution? Who is most affected? Where else does pollution occur and what solutions are found?'</li> <li>select ways of gathering information to answer each question such as observing, interviewing, graphing changes over a week or longer period, recording in hand-drawn maps or photographs, read information in books and newspapers related to their topic in appropriate ways)</li> <li>delegate tasks to various group members and decide on a group plan (including a timetable and deadlines for various tasks) to complete the investigation</li> <li>analyse and evaluate the information collected for trends and patterns</li> <li>analyse and evaluate the information from different points of view</li> <li>take appropriate action within the community</li> </ul>	<ul style="list-style-type: none"> <li>identify a national need from a range of sources (for example, local newspaper, interviews, current topical discussion within the province or nation) and frame a question</li> <li>decide on some questions such as 'What are some current consumer issues like labeling of food, use of bank cards, budgeting? What are ways of educating consumers? Who will benefit?'</li> <li>select ways of gathering information for each of their questions such as collecting labels, interviewing, pie graphs of budgets, collection of posters, advertisements and newspaper articles</li> <li>decide on a group plan including a timetable and deadlines for various delegated tasks to complete the investigation</li> <li>analyse and evaluate the information or materials collected for trends or patterns</li> <li>evaluate the information from different points of view</li> <li>if feasible, take some action such as write to a politician, develop a brochure for consumers</li> <li>write a report about how information was collected, examples of information, action taken, if any</li> </ul>	<ul style="list-style-type: none"> <li>identify an international need from a range of sources (for example, newspaper, current topic of television news) and frame a question such as 'How can we improve security and peace?'</li> <li>decide on other questions such as 'What are the names of some countries at war? What are the causes of the conflict? What are the effects of war? What can be done to bring greater security and peace in this conflict? What are security and peace issues in our own country?'</li> <li>select ways of gathering information to answer each of their questions such as reading accounts in newspapers, other media sources, using libraries to find out about cultural and historical aspects of the countries involved</li> <li>decide on a group plan including a timetable and deadlines for various delegated tasks to complete the investigation</li> <li>analyse and evaluate the information collected for trends or patterns</li> <li>analyse and evaluate the information from different points of view</li> <li>make some conclusions</li> <li>if feasible, take some action</li> </ul>





	Grade 6	Grade 7	Grade 8
<b>Learning Outcome</b>	<b>6.4.2:</b> <i>Identify and describe how local communities contribute to the life of the province.</i>	<b>7.4.2:</b> <i>Use the Social Science process to describe the nation and to propose ways for Papua New Guinea to be more involved in the region.</i>	<b>8.4.2:</b> <i>Use the Social Science process to describe an international society and to propose ways for Papua New Guinea to be more involved in international affairs.</i>
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>the Social Science Process</li> <li>the contributions to provincial development that are made by the local communities studied.</li> </ul>	<ul style="list-style-type: none"> <li>the Social Science Process</li> <li>aspects of the environment and resources, organisation and culture of Papua New Guinea (attained through work on other Strands)</li> </ul>	<ul style="list-style-type: none"> <li>the Social Science Process</li> <li>aspects of the environment and resources, organisation and culture of Papua New Guinea (attained through work on other Strands)</li> <li>some ways in which Papua New Guinea is involved in international affairs (Asia-Pacific Economic Community, Aid projects, non-government organisations, church activities)</li> </ul>
<b>Recommended skills and suggested activities</b>	<ul style="list-style-type: none"> <li>list and describe ways in which the province is assisted by the work of various local communities</li> </ul>	<ul style="list-style-type: none"> <li>identify an area of interest about the nation which they would like to investigate further such as aspects of culture, environmental issues, history, geography, politics, trade, current issues and frame a question</li> <li>decide on some other questions such as ‘What is our national identity? How can it be promoted? What are some things that bring PNG people together?’</li> <li>select various ways of gathering information to answer each of their questions</li> <li>delegate tasks to various group members and decide on a group plan to complete the investigation</li> <li>analyse and evaluate the information or materials collected for trends or patterns</li> <li>analyse and evaluate the information from different points of view (for example, there may be different points of view about what our national identity should be, and how it should be promoted)</li> <li>make some conclusions</li> <li>if feasible, take some action</li> <li>write a report about the steps taken throughout the Integrating Project</li> <li>report to the class using a combination of media</li> </ul>	<ul style="list-style-type: none"> <li>identify an area of interest which is international and which they would like to investigate further (for example, imports and exports, globalisation, tourism, politics, education, lifestyle, religion) and frame a question (for example ‘What are the main religions of the world?’)</li> <li>decide on some other questions such as ‘What is a religion? What are some religions of the world with large memberships? Where are large populations of Christians, Muslims, Hindus, Buddhists, etc located and why?’)</li> <li>select various ways of gathering information to answer each of their questions</li> <li>delegate tasks to various group members and decide on a group plan</li> <li>analyse and evaluate the information collected (such as compare and contrast religious practices, rituals and symbols; map information</li> <li>make some conclusions about why religious communities are located in particular places, but not to judge the merits of one religion over another)</li> <li>if feasible, take some action</li> </ul>



## Resources

Resources that you can use include people, places and materials. Examples of each are:

- People** parents, teachers, skilled people in the community or onpaid jobs, groups and organizations
- Places** sacred places, offices of organisations or government, memorial places, community, physical environment
- Materials** textbooks, reference books, magazines, newspapers, reports, pictures, photographs, maps, pamphlets, videos, television programs, radio broadcasts, artefacts

### Recommended resources

Inservice Units to Support the Implementation of Upper Primary Reform Curriculum, Department of Education, Papua New Guinea, 2003

NDOE (1999) *Papua New Guinea Primary School Atlas*. Oxford, Port Moresby

NDOE (1999) *Papua New Guinea Secondary School Atlas*. Oxford, Port Moresby

NDOE Papua New Guinea School Journals - Senior. NDOE ISBN 1561 3402

### Support resources which schools may purchase depending on their funds

Longman Wall maps (a set of 4 on Papua New Guinea physical/political, culture, birds & animals, fish)

### Fact book on PNG

Dianne McInnes ed. (1995) Dellasta *Encyclopaedia of Papua New Guinea*. Dellasta Pacific, Melbourne

Dianne McInnes (2000) *People of PNG*. Pearson Education Australia, Melbourne.

Ranck, D & Jackson R (1986) *Exploring geography through PNG* Oxford, Melbourne

Liria Y *Vote for the Future* Oxford, Melbourne

### Teachers are encouraged to collect materials such as:

Air Niugini Paradise magazines

Newspapers

Posters and pamphlets from organisations and groups

Information from the internet

### Some of the places and organisations teachers may write to for information or posters include:

National Statistics Office, Provincial Disaster offices and various provincial offices, Hospitals, libraries, business houses, embassies and high commissions, Non-Government Organisations like Green Peace, Conservation International, Nature Conservancy, World Wildlife Fund for Nature, Japanese International Cooperation Agency (JICA)

**Some addresses of organisations are listed and should be added to your own and updated when necessary:**

Australian High Commission, Locked Bag 129, WAIGANI, NCD  
JICA - Japan International Co-operation International, PO Box 6639,  
BOROKO, NCD  
Japanese Embassy, PO Box 1040, PORT MORESBY, NCD  
Indonesian Embassy, PO Box 7165, BOROKO, NCD  
Conservation International, PO Box 106, WAIGANI, NCD  
Conservation Melanesia, PO Box 735, BOROKO, NCD  
WWF - World Wide Fund for Nature, PO Box 8280, BOROKO, NCD  
Green Peace Australia Pacific, PO Box 802, ALOTAU, MBP

There may be other texts, resource people or organisations available locally which would be useful.

# Glossary

<b>Appraise</b>	to assess or evaluate.
<b>Archaeologist</b>	a scientist who studies places where people lived long ago.
<b>Assessment criteria</b>	statements that are used to judge the quality of student performance.
<b>Assessment methods</b>	ways of gathering information about students' achievements of the learning outcomes.
<b>Assessment tasks</b>	activities that students do to demonstrate their achievement of the learning outcomes.
<b>Choropleth maps</b>	use of shading and colour to show comparisons between areas or quantity or density of features such as population, rainfall and temperature. For example, on pages 30-31 and 46-47 of the Papua New Guinea Primary School Atlas.
<b>Colony</b>	a country or area governed and controlled by another, more powerful country.
<b>Colonisation</b>	a process whereby an imperial state (ruling and powerful country) acquires new territories for occupation in order to exploit the resources and people of that territory.
<b>Communism</b>	a type of government in which all property and the means of producing everything is owned and controlled by the government. Each person is paid and works according to his or her needs and abilities.
<b>Conservation</b>	looking after, protecting and managing the natural environment.
<b>Constitution</b>	the written rules which set out how a country should be governed.
<b>Consumer</b>	user of a good or service.
<b>Contemporary</b>	modern, current (belonging to the same period).
<b>Culture</b>	the way of life of a group of people. Elements of a culture include traditions, customs, language, beliefs, arts, architecture, music, food, leisure, goods created used and traded.
<b>Decolonisation</b>	the voluntary or forced process of withdrawal of control over a colonial territory by an imperial state so that the territory can be independent politically as a sovereign country.
<b>Democracy</b>	a country governed by representatives elected by the people.
<b>Development</b>	change which may lead to improvements in the standard of living but which may also cause detrimental change, for example, to the natural environment.
<b>Dictator</b>	form of government in which the ruler (dictator) has absolute powers.
<b>Exploitation</b>	development of a natural resource into an usable form/s.
<b>Fauna</b>	native animals which are originally from the area that they are now found in.
<b>Flora</b>	a collection of native plants living in a particular area.
<b>Fold</b>	bend in layers of sedimentary rocks caused by movements in the Earth's crust.

<b>Globalisation</b>	a process occurring in many parts of the world leading to very common adoption of the same lifestyle, for example, in clothing, manufacturing, consumer habits, and a loss of some unique aspects of cultures.
<b>Government</b>	elected group of people who organise a nation's affairs.
<b>Hazardous natural events</b>	dangerous natural events such as cyclones, earthquakes, volcanic eruptions, drought.
<b>Human environment</b>	how people, individually or as members of a group or community, behave, where they live, work and play, and how they use the land.
<b>Human settlement patterns</b>	where people tend to live, for example, in villages, cities.
<b>Imperialism</b>	acquiring new territories and/or extending a country's influence by political and military force, trade or diplomacy.
<b>Indigenous</b>	original people, people belonging to a particular place from the beginning.
<b>Infrastructure</b>	roads, ports, electricity, water that are built or supplied to an area to allow greater economic activity and improvement in living standards.
<b>Internet</b>	an electronic way of obtaining information using a computer.
<b>Invasion</b>	a forced entry into a country by another country.
<b>Landform</b>	a specific physical feature of the earth's surface e.g. valley, mountain or hill.
<b>Matrilineal</b>	where the clan you belong to and what you inherit are decided by your mother's clan line or tribe.
<b>Migrate</b>	to move from one's home or country to settle in another place or country.
<b>Non-renewable</b>	resources that cannot be replaced naturally once they have been used up
<b>Patrilineal resources</b>	where the clan you belong to and what you inherit are decided by your father's clan line or tribe.
<b>Physical environment</b>	also known as the natural environment. The living and non-living parts of the environment such as vegetation, mountains, swamps, rivers and seas.
<b>Pollution</b>	the poisoning or spoiling of the environment by oil plastic.
<b>Population density</b>	a calculation of the number of people per square meter living in an area.
<b>Population distribution</b>	description of where people are located, for example, in rural and urban areas.
<b>Renewable resources</b>	a resource that can continue to be made available from nature for use.
<b>Resources</b>	anything which people consider valuable and useful.
<b>Society</b>	a group of people who share the same culture.
<b>Sustainable</b>	to improve and maintain the quality of natural resources such as fish, rees..
<b>Tectonic plates</b>	the earth's crust is broken into 8 large and several smaller blocks or plates that move about on the liquid mantle.
<b>Tectonic processes</b>	movements of tectonic plates caused by forces from within the earth and which create physical features such as mountains, volcanoes and earthquakes.
<b>Tsunami</b>	a series of traveling ocean waves caused by earthquakes occurring below or near the ocean floor.

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## Appendix Time allocations for upper primary subjects

In Upper Primary the subjects to be taught and their time allocations per week are:

Arts	180 minutes
Language	180 minutes
Making a Living	360 minutes
Personal Development	240 minutes
Social Science	180 minutes
Science	180 minutes
Mathematics	180 minutes

All subjects are core subjects and must be allocated the required number of minutes per week. Each subject is equally important for Integral Human Development. Making a Living and Personal Development have more time allocated because of their practical orientation.

All subjects can be externally assessed (*National Assessment and Reporting Policy* (2003)).