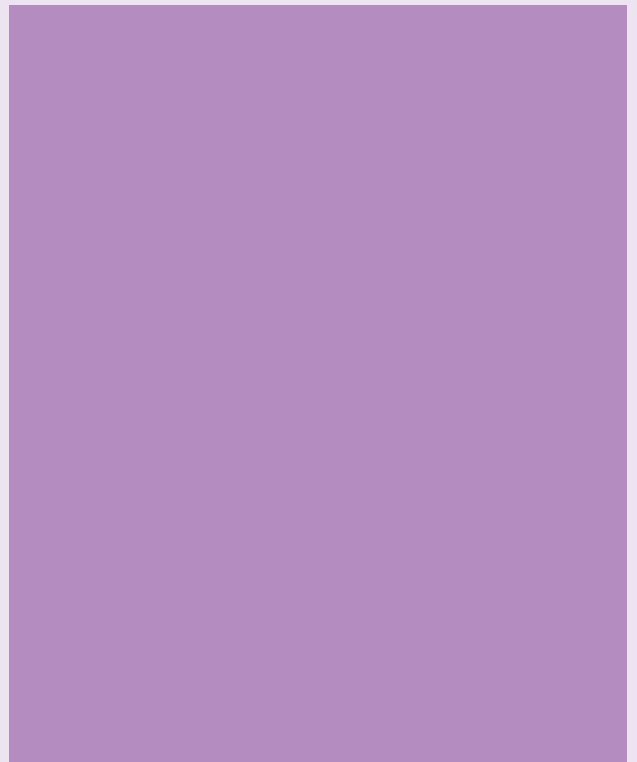


Social Science

Teacher Guide

**Primary
Grade 7**



Standards Based



**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Social Science

Teacher Guide

Primary Grade 7

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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First Edition

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Acronyms

AIDS –	Acquired Immune Deficiency Syndrome
BEBoS –	Basic Education Board of Studies
CCVE –	Citizenship and Christian Values Education
CP –	Curriculum Panel
HIV –	Human Immune Virus
HPE –	Health and Physical Education
IRC –	Internal Revenue Commission
KSAV –	Knowledge, Skills, Attitude, Values
KWL –	Know, What You Want to Know, Learnt
LLG –	Local Level Government
MAL –	Making a Living
NCD –	National Capital District
NDB –	National Development Bank
NEC –	National Events Council
NGO –	Non Government Organization
PNG –	Papua New Guinea
RH –	Ribunan Hinjau
SAC –	Subject Advisory Council
SAPS –	Subject Assessment Period Sheet
SARS –	Summative Assessment Report Sheet
SCG –	Subject Curriculum Group
SMEC –	Small and Medium Enterprise Corporation

Secretary's Message

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

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

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

I commend and approve this Grade 7 Social Science Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

Purpose

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

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

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

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

- yearly and term overview which consists of all strands, units, topics and lesson titles
- sample weekly program or timetable
- suggested daily plans which consists of guided lessons and KSAVs
- assessment tasks and rubrics
- support resources for use when planning and programming.

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

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

How to Use the Teacher Guide

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

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

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

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

Key Features

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

What is Social Science?

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

The focus of Grade 7 Social Science

In Grade 7 the focus or context is on the province and the nation's knowledge. Thus it is the country's environment and resources, organization, culture, history and economics that students learn about. Students must be given the opportunity to collect information from local sources. This focus takes the form of excursions, guest speakers and drawing upon other local resources. Generally, learning is hands-on and activity based. They should be involved in the planning and participation in provincial and national cultural activities. Students can also be encouraged to join local groups or charity or volunteer organizations.

Social Science process lessons

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

Links across the levels

The content of the Grade 7 Social Science builds on from grade one, ensuring learning is progressive from one grade to another. It is very important to ensure that learning is contextual so that the knowledge, understanding and skills acquired are meaningful and practical for students.

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

Teaching and Learning Strategies

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

Teaching Strategies

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

Learning Strategies

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

In Grade 7 students are developing as independent learners. Many students sense that by the time they reach Grades 8, 10 or 12 it will mean the end of their formal schooling in Papua New Guinea. It is important that they have opportunities to develop skills, knowledge and attitudes that will assist them as life-long learners in various communities.

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

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

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

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

Social Science Processes and Activities

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

Social Science Processes	Activities
Gathering Information	<ul style="list-style-type: none"> • Interview resource people– (research) • Go for excursion • Small group discussion • Conduct surveys into your community (research) • Invite guest speakers to speak to you • Writing letters to organizations, groups and individuals for information • Library search for information – (research) • Interpret maps, graphs, (line, bar, pie, climate) • Interpret tables, timelines, diagrams and flow chart • Obtain information from photographs and cartoons • Summarize main points from variety of texts • Read a variety of written sources • Gather information from newspapers and other articles • Brainstorm
Analysing Information	<ul style="list-style-type: none"> • Create tables of information • Transform information into graphs, diagrams and flow charts • Compare the accuracy of information from different sources • Analyze evidence • Interpret and construct timelines • Using mapping conventions such as: key/legend, scale, cardinal points, grid reference
Evaluating Information	<ul style="list-style-type: none"> • Compare different points of view and check for supporting evidence • Propose alternatives to the way things are • Role Play • Create, interpret and use maps

Social Science Processes	Activities
Making Judgments	<ul style="list-style-type: none"> • Note patterns and predict possible trends • Interpret and/or draw cross-sections • Debate opposing viewpoints • Make predictions • Draw conclusions from data
Taking Actions	<ul style="list-style-type: none"> • Develop posters • Build models • Present information to other classes • Dramatizations such as (building cultural appreciations and tolerance) • Reports (writing or oral) • Assignments • Maintain a dairy of change • Interpret alternatives and predictions • Awareness campaigns • Demonstrations within the community • Actively change an aspect of community life such as (sustainable environmental practice, changes to community building practice)

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

Research

Research topics must be identified from the lesson topics in each of the five Social Science strands and units. Teachers you have all the opportunities to select own topics for students depending on the situation and nature of your teaching. Plan and prepare research topics in advance. Introduce the research topic in the beginning of a term. Give students ample time to compile the research as you guide them through the Social Science process lessons. A sample research questionnaire is provided on Appendix 'A' and a sample research assessment rubric is on page 114 to 115 of this Teacher Guide.

An example on how to select a research topic is taken from Grade 7 Environment and Resources and outlined as a tool for you to follow.

Term	Strand	Unit	Research topic	Research question
1	Environment and Resources	Unit (2) Effects of Environmental Change	Lesson (15) Migration in Papua New Guinea and Neighboring Countries	"Why do most people of Jimi District in Jiwaka Province migrate to the Waghi Valley and other neighbouring provinces in Papua New Guinea?"

How to Develop Research Questions

Teacher identifies a problem in Strand (1), Unit (2) and sets out a main research question based on Grade 7, lesson 15 (Migration in Papua New Guinea and neighbouring countries).

Problem identified was about an increase in number of people from other places, sub-districts and provinces identified as settlers in the community.

Strand 1: Environment and Resources

Unit 2: Effects of Environmental Change

Topic: Human Settlement Pattern

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

Main Research Question

“Why do most people of Jimi District in Jiwaka Province migrate to the Waghi Valley and other neighbouring provinces in Papua New Guinea?”

Supplementary Research Questions

1. Is the environment conducive for human survival?
2. Are basic government services enough for people to access?

Part A: Is the environment conducive for human survival?

(Above is supplementary question # 1)

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

Part B: Are basic government services enough for people to access?

(Above is supplementary question # 2)

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

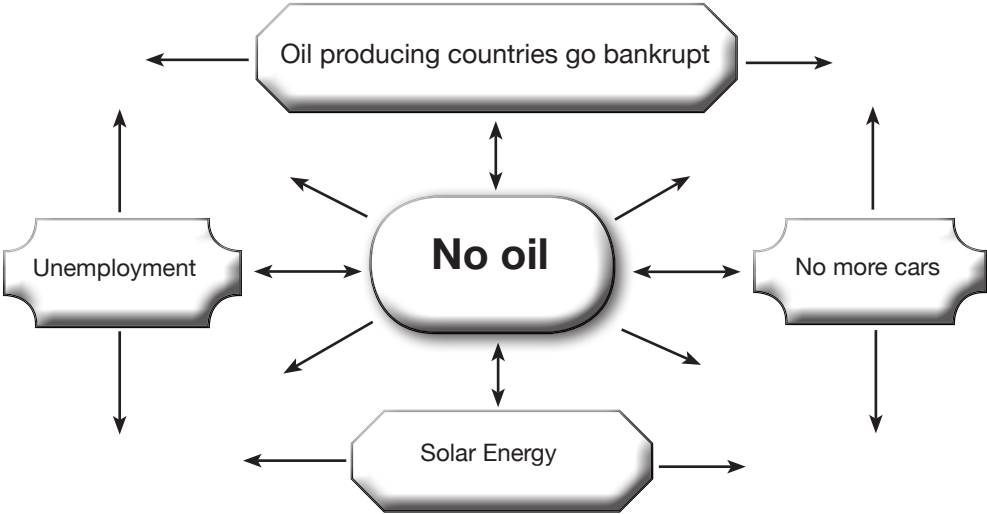
Teacher's Note

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

Other Teaching and Learning Strategies

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

No:	Learning Strategies	Descriptions of Learning Strategies
1	Brainstorming	This is a popular activity with a class or group for generating new ideas quickly to stimulate creative thinking. All ideas are accepted and listed without any comment. Discussion about appropriateness or desirability occurs later. Generally in brainstorming students think up ideas and write them down.
2	Debates	<p>Debating is a strategy which involves students presenting different points of view on an issue and arguing the case. Four types of debating are described below:</p> <ul style="list-style-type: none"> • Type (1) All class members are involved. Each student states a point of view and provides a supporting argument on the selected issue. This is sometimes called a “Round Robin” debate. • Type (2) An issue or topic is identified. The class forms two groups according to their chosen point of view. Each student must belong to a group. Each side presents one persuading statement. Then students are given the opportunity to change sides. • Type (3) An issue or topic is identified. Each student adopts a point of view and thinks up supporting arguments. Students at random present their arguments in a persuasive manner and counteract arguments in response to opposition. • Type (4) You are probably most familiar with this type of debate. There are two teams: positive and negative, each with three speakers who take turns to debate a topic. One speaker from each team presents one or more arguments and rebuts the opposition team’s arguments. Usually a winner is declared and is the team with most points. This is the type of debate students are most familiar with.
3	Design	Students develop visual images to explain their ideas awareness of a particular issue
4	Diary	Students maintain a record of the progress of a project. They may note its progress at various stages and reflect on any changes
5	Graphic Organizers	These are the ways of representing information graphically to make the information easier to access visually. Tables are probably the most common example, others include graphs and flowcharts
6	KWL Charts	<p>This is a useful strategy for organizing thoughts at the beginning of a unit and reflecting on what has been learned at its conclusion. KWL stands for</p> <p>What we know about a topic already</p> <p>What we want to know about the topic</p> <p>What we have learnt from the topic</p>

No:	Learning Strategies	Descriptions of Learning Strategies
7	Homework	Homework is an important strategy for students to become independent learners. Plan or program homework so that there are variety of tasks. Allow a reasonable amount of time for example; 30 to 40 minutes depending on the task and the age of the learners
8	Primary and Secondary Sources	Primary sources include people who may be interviewed or asked to visit the class or an original text that may be read, listened to, or viewed. Secondary sources are atlases, textbooks and newspaper reports etc.
9	Concept Map	<p>A concept map is a way of recording information and is often used in brainstorming ideas. A concept map assists students to 'map' out their ideas visually. A concept map is used to draw connections between ideas and concepts related to a topic. Students can do this as individuals, small groups or class.</p> 

Planning and Programming

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

Characteristics of a Good Program

Here are some characteristics to consider for a good program:

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

Content Overview

This section provides an overview of the content scope of learning for Grade 7 students given in the Social Science Syllabus. The broad learning concepts are:

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

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

Strands	Units	Topics
Environment and Resources	1. Physical and Human Environment	Physical Environment Human Environment Working with Maps
	2. Effects of Environmental Change	Human Settlement Pattern Climate Change (1) Climate Change (2)
	3. Human Impacts on Environment	Industries in Papua New Guinea Impacts of Extracting Resources Impacts of Urbanization in Papua New Guinea and Neighboring Countries
	4. Environmental Sustainability	Environment Protection Policies Environment Conserved Areas
	5. Natural Hazards	Safety Guidelines Risk Management
Civic and Organizations	1. Groups and Organizations	The Government of Papua New Guinea (1) The Government of Papua New Guinea (2) Elections
	2. Relationships and Communications Between Groups	Government Services Sustaining Government Services
	3. Changes and Development	Social Development Political Development
Culture	1. Different Cultures	Culture and Lifestyle Cultural Identity
	2. Changes in Cultures	Factors Influencing National Culture Sub-culture
	3. Cultural Participation	National Events Cultural Promotions
History and Change	1. History	Earlier Explorers Impacts of Early Explorers on the Local People
	2. Change	Problem Solving in the Past Court System Groups and Individual that Solve Problems
Trade	1. Economic Activities	Production to Economic Activities Aid to Economic Activities Economic Projects
	2. Producers and Consumers	Producers Government Aid to Local Producers

Yearly and Term Overview

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

Yearly Overview

Term 1-4:

Term	Weeks	Strands	Units	Topics	Content Standards	Benchmarks
Orientation and Registration						
1	1	Environment and Resources	Physical and Human Environment	Physical Environment	7.1.1	SOS 7.1.1.1
	2			Human Environment		SOS 7.1.1.2
	3			Working With Maps		SOS 7.1.1.3
	4		Effects of Environmental Change	Human Settlement Pattern	7.1.2	SOS 7.1.2. 1
	5			Climate Change (1)		SOS 7.1.2. 2
	6			Climate Change (2)		SOS 7.1.2. 3
	7		Human Impacts on Environment	Industries in Papua New Guinea	7.1.3	SOS 7.1.3.1
	8			Impacts of Extracting Resources		SOS 7.1.3.2
	9			Impacts of Urbanization in Papua New Guinea and Neighboring Countries		SOS 7.1.3.3
Term	Weeks	Strands	Units	Topics	Content Standards	Benchmarks
2	1	Environment and Resources	Environmental Sustainability	Environment Protection Policies	7.1.4	SOS 7.1.4.1
	2			Environment Conserved Areas		SOS 7.1.4.2
	3		Natural Hazards	Safety Guidelines	7.1.5	SOS 7.1.5.1
	4			Risks Management		SOS 7.1.5.2

Term	Weeks	Strands	Units	Topics	Content Standards	Benchmarks
2	5	Civic and Organizations	Groups and Organizations	The Government of Papua New Guinea (1)	7.2.1	SOS 7.2.1.1
	6			The Government of Papua New Guinea (2)		SOS 7.2.1.2
	7			Elections		SOS 7.2.1.3
	8		Relationships and Communication Between Groups and Organizations	Government Services	7.2.2	SOS 7.2.2.1
	9			Sustaining Government Services		SOS 7.2.2.2
Term	Weeks	Strands	Units	Topics	Content Standards	Benchmarks
3	1	Civic and Organizations	Changes and Development	Social Development	7.2.3	SOS 7.2.3.1
	2			Political Development		SOS 7.2.3.2
	3	Culture	Different Cultures	Culture and Lifestyle	7.3.1	SOS 7.3.1.1
	4			Cultural Identity		SOS 7.3.1.2
	5		Changes in Cultures	Factors Influencing National Culture	7.3.2	SOS 7.3.2.1
	6			Sub-cultures		SOS 7.3.2.2
	7		Cultural Participation	National Events	7.3.3	SOS 7.3.3.1
	8			Cultural Promotions		SOS 7.3.3.2
	9	History and Change	History	Earlier Explorers	7.4.1	SOS 7.4.1.1
Term	Weeks	Strands	Units	Topics	Content Standards	Benchmarks
4	1	History and Change	History	Impacts of Early Explorers on the Local People	7.4.1	SOS 7.4.1.2
	2		Change	Problem Solving in the Past	7.4.2	SOS 7.4.2.1
	3			Court system		SOS 7.4.2.2
	4			Groups and Individuals that Solve Problems		SOS 7.4.2.3

Term	Weeks	Strands	Units	Topics	Content Standards	Benchmarks
4	5	Trade	Economic Activities	Production to Economic Activities	7.5.1	SOS 7.5.1.1
	6			Aid to Economic Activities		SOS 7.5.1.2
	7			Economic Projects		SOS 7.5.1.3
	8		Producers and Consumers	Producers	7.5.2	SOS 7.5.2.1
	9			Government Aid to Local Producers		SOS 7.5.2.2

Term Overview

Term One:

Weeks	Strands	Units	Topics	Content Standards	Benchmarks
1	Environment and Resources	Physical and Human Environment	Physical Environment	7.1.1	SOS 7.1.1.1
2			Human Environment		SOS 7.1.1.2
3			Working With Maps		SOS 7.1.1.3
4		Effects of Environmental Change	Human Settlement Pattern	7.1.2	SOS 7.1.2. 1
5			Climate Change (1)		SOS 7.1.2. 2
6			Climate Change (2)		SOS 7.1.2. 3
7		Human Impacts on Environment	Industries in Papua New Guinea	7.1.3	SOS 7.1.3.1
8			Impacts of Extracting Resources		SOS 7.1.3.2
9			Impacts of Urbanization in Papua New Guinea and Neighboring Countries		SOS 7.1.3.3

Term Two:

Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
1	Environment and Resources	Environmental Sustainability	Environment Protection Policies	7.1.4	SOS 7.1.4.1
2			Environment Conserved Areas		SOS 7.1.4.2
3		Natural Hazards	Safety Guidelines	7.1.5	SOS 7.1.5.1
4			Risks Management		SOS 7.1.5.2
5	Civic and Organizations	Groups and Organizations	The Government of Papua New Guinea (1)	7.2.1	SOS 7.2.1.1
6			The Government of Papua New Guinea (2)		SOS 7.2.1.2
7			Elections		SOS 7.2.1.3
8		Relationships and Communication Between Groups and Organizations	Government Services	7.2.2	SOS 7.2.2.1
9			Sustaining Government Services		SOS 7.2.2.2

Term Three:

Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
1	Civic and Organizations	Changes and Development	Social Development	7.2.3	SOS 7.2.3.1
2			Political Development		SOS 7.2.3.2
3	Culture	Different Cultures	Culture and Lifestyle	7.3.1	SOS 7.3.1.1
4			Cultural Identity		SOS 7.3.1.2
5		Changes in Cultures	Factors Influencing National Culture	7.3.2	SOS 7.3.2.1
6			Sub-cultures		SOS 7.3.2.2
7		Cultural Participations	National Events	7.3.3	SOS 7.3.3.1
8			Cultural Promotions		SOS 7.3.3.2
9	History and Change	History	Earlier Explorers	7.4.1	SOS 7.4.1.1

Term Four:

Weeks	Strands	Units	Topics	Content Standards	Benchmarks
1	History and Change	History	Impacts of Early Explorers on the Local People	7.4.1	SOS 7.4.1.1
2		Change	Problem Solving in the Past	7.4.2	SOS 7.4.2.1
3			Court System		SOS 7.4.2.2
4			Groups and Individuals that Solve Problems		SOS 7.4.2.3
5	Trade	Economic Activities	Production to Economic Activities	7.5.1	SOS 7.5.1.1
6			Aid to Economic Activities		SOS 7.5.1.2
7			Economic Projects		SOS 7.5.1.3
8		Producers and Consumers	Producers	7.5.2	SOS 7.5.2.1
9			Government Aid to Local Producers		SOS 7.5.2.2

Yearly Lesson Overview

Term 1				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.1.1	SOS 7.1.1.1. Use basic research skills to investigate the formation of different landforms in Papua New Guinea and draw appropriate conclusions.	1	Formation of Mountains	1
		2	Formation of Islands	
		3	Formation of Rivers	
		4	Social Science Process	
	SOS 7.1.1.2. Define human environment and discuss its formation and examine its features.	5	Formation of Settlements	2
		6	Formation of Cities and Towns	
		7	Formation of Political Boundaries	
		8	Social Science Process	
	SOS 7.1.1.3. Use mapping skills and techniques to show human and physical environment features on a map.	9	Directions and Bearings	3
		10	Scales	
		11	Distance	
		12	Social Science Process	
7.1.2	SOS 7.1.2.1. Identify the effects of climate change on human settlements in Papua New Guinea.	13	Climate Change in Papua New Guinea and Neighboring Countries	4
		14	Population in Papua New Guinea and Neighboring Countries	
		15	Migration in Papua New Guinea and Neighboring Countries	
		16	Social Science Process	
	SOS 7.1.2.2. Evaluate the different strategies used to respond to the effects of climate change and suggest how these could be improved.	17	Responding to Effects of Climate Change	5
		18	Waves and Flood	
		19	Sea Level Rise	
		20	Social Science Process	
	SOS 7.1.2.3. Interpret before and after maps, pictures and illustrations of the effects of climate change in Papua New Guinea.	21	Cyclone	6
		22	Drought	
		23	Frost	
		24	Social Science Process	
7.1.3	SOS 7.1.3.1. Identify major resources, their exploitation and the impact on the physical environment and human settlement patterns.	25	Mineral Resources	7
		26	Marine Resources	
		27	Agricultural Resources	
		28	Social Science Process	
	SOS 7.1.3.2. Investigate the impact of resource use on local physical environment and communities.	29	Managing Impacts of Extracting Mineral Resources	8
		30	Managing Impacts of Extracting Marine Resources	8
		31	Managing Impacts of Extracting Agricultural Resources	
		32	Social Science Process	

Term 1				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.1.3	SOS 7.1.3.3. Critically reflect on the impact of resource use on urban settlements.	33	Land Development	9
		34	Habitat Loss	
		35	Pollution	
		36	Social Science Process	

Term 2				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.1.4	SOS 7.1.4.1. Discuss the roles and responsibilities of the Department of Environment and Conservations in protecting and caring for the environment.	37	Importance of Conserving the Environment	1
		38	Functions of the Department of Environment and Conservation	
		39	Environment and Conservation Policies	
		40	Social Science Process	
	SOS 7.1.4.2. Identify and justify environmental conserved areas in Papua New Guinea.	41	Flora (Plants) Conserved Areas	2
		42	Fauna (Animal) Conserved Areas	
		43	Marine (Sea) Conserved Areas	
	SOS 7.1.4.3. Evaluate different ways of protecting and caring for the environment.	44	Social Science Process	
7.1.5	SOS 7.1.5.1. Discuss safety guidelines of managing natural disasters and evaluate their effectiveness.	45	Safety Guidelines for Earthquake	3
		46	Safety Guidelines for Tsunami	
		47	Safety Guidelines for Storms and Cyclones	
		48	Social Science Process	
	SOS 7.1.5.2. Investigate and draw conclusions about the causes and the effects of various natural disasters.	49	What is Disaster Management?	4
		50	Disaster Management Strategies	
		51	Disaster Management Authorities	
	SOS 7.1.5.3 Examine a case of a natural disaster in terms of its causes and effects on the environment and people and how it was managed.	52	Social Science Process	
7.2.1	SOS 7.2.1.1. Discuss the traditional governance structures in terms of their purposes and the achievement of intended outcomes.	53	What is Traditional Governance?	5
		54	Types of Traditional Governance	
		55	Case study – Chieftaincy System	
		56	Social Science Process	

Term 2				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.2.1	SOS 7.2.1.2. Analyse the modern governance structures and draw conclusions regarding their effectiveness in meeting citizen needs.	57	What is Modern Governance?	6
		58	Government Structure in Papua New Guinea	
		59	Roles and Responsibilities of the Government	
		60	Social Science Process	
	SOS 7.2.1.3. Appraise how leaders are chosen and governments are formed in Papuan New Guinea.	61	Election in Papua New Guinea	7
		62	Formation of Government in Papua New Guinea	
		63	Structure of Leadership in Papua New Guinea Government.	
		64	Social Science Process	
7.2.2	SOS 7.2.2.1. Identify basic government services and reflect on the delivery of these services at the local, provincial and national levels through collaboration and partnerships.	65	Services from Local Level Government	8
		66	Services from Provincial Government	
		67	Services from National Government	
		68	Social Science Process	
	SOS 7.2.2.2. Suggest ways of improving and sustaining government services.	69	What is Sustaining of Government Services?	9
		70	How to Sustain Government Services	
		71	Benefits of Sustaining Government Services	
		72	Social Science Process	

Term 3				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.2.3	SOS 7.2.3.1. Examine the contributions of social, political and religious groups to national and sub-national development	73	Sports and Recreation	1
		74	Health and HIV/AIDS Advocacy	
		75	Youth Programs – Gender Equality	
		76	Social Science Process	
	SOS 7.2.3.2. Reflect on the role of churches in the delivery of basic services.	77	Political Instability	2
		78	Corrupt Practices	
		79	Land Compensation – National Highways	
		80	Social Science Process	
7.3.1	SOS 7.3.1.1. Identify and analyse the different ways culture shapes the way a particular group of people think and behave.	81	Rituals (Ceremonies)	3
		82	Music	

Term 3				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.3.1		83	Language	3
		84	Social Science Process	
	SOS 7.3.1.2. Critique how culture influence people's value systems, attitudes and behaviours.	85	Value Systems	4
		86	Cultural Influences on Attitude	
		87	Cultural Influences on Behaviour	
		88	Social Science Process	
7.3.2	SOS 7.3.2.1. Identify and examine external factors which influence Papua New Guinean cultures.	89	Education in Other Countries- (Scholarships)	5
		90	Employment in Other Countries	
		91	Temporary Travels – Tourism, Sports, Business ,Cultural Participation	
		92	Social Science Process	
	SOS 7.3.2.2. Analyse the impact of external influences on Papua New Guinea's cultures.	93	Change in Customs	6
		94	Change in Dressing	
		95	Immigration	
		96	Social Science Process	
7.3.3	SOS 7.3.3.1. Evaluate the reasons for participating and celebrating national cultural events	97	National Events Council of Papua New Guinea	7
		98	National Events Celebrated in Papua New Guinea	
		99	Hiri Moale Festival	
		100	Social Science Process	
	SOS 7.3.3.2. Identify and discuss different ways of promoting and sustaining national cultural events.	101	Museums	8
		102	Education Through the Curriculum	
		103	Passing of Culture From Parents to Children	
		104	Social Science Process	
7.4.1	SOS 7.4.1.1. Discuss the arrival of early explorers and appraise their influences on local people.	105	Early Explorers	9
		106	Missionaries	
		107	Miners and Traders	
		108	Social Science Process	

Term 4				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.4.1	SOS 7.4.1.2. Compare and contrast people's lives before and after the contact with the colonisers.	109	Impacts of Missionaries on the Local People	1
		110	Impact of Miners and Traders	
		111	Case study – James Chalmers	
		112	Social Science Process	
7.4.2	SOS 7.4.2.1. Discuss how problems were solved in the past and examine the effectiveness and the limitations of the processes and methods used.	113	Importance of Solving Problems	2
		114	Traditional Compensation	
		115	Case study – Moka (WHP)	
		116	Social Science Process	
	SOS 7.4.2.2. Explain how problems are solved using the court system.	117	Solving Problems Using the Process of the Court System	3
		118	Level of Courts	
		119	Land Disputes	
		120	Social Science Process	
	SOS 7.4.2.3. Identify and describe the roles of groups and individuals that help to solve problems in the past and at present.	121	Magistrate	4
		122	Police Force	
		123	Child Welfare	
		124	Social Science Process	
7.5.1.	SOS 7.5.1.1. Identify and profile economic activities that contribute to national development.	125	Primary Industries	5
		126	Secondary Industries	
		127	Tertiary Industries	
		128	Social Science Process	
	SOS 7.5.1.2. Use mapping skills and techniques to show the location of various economic activities.	129	Services Providers in Communication	6
		130	Banks	
		131	Transport Companies	
		132	Social Science Process	
	SOS 7.5.1.3. Identify and evaluate the role of private businesses in national development.	133	Agricultural Development Projects	7
		134	Marine Development Projects	
		135	Livestock Development Projects	
		136	Social Science Process	
7.5.2	SOS 7.5.2.1. Identify and evaluate the different ways local producers contribute to local and national economics.	137	Local Producers	8
		138	Types of Local Producers	
		139	Contributions of Local Producers	
	SOS 7.5.2.2. Categorize local produces based on what they produce, their operations, and the size of their business. SOS 7.5.2.3. Investigate and develop profile one local producer.	140	Social Science Process	

Term 4				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
7.5.2	SOS 7.5.2.4 Discuss government's aid to the local suppliers to improve their business.	141	Infrastructure	9
		142	Government Services	
		143	Case study – SMEC Loans through National Development Bank (NDB)	
		144	Social Science Process	

Weekly Plan

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

SUBJECT: Social Science GRADE: 7 TERM: (1) WEEK: (1) DATE: 2/03/2019 to 5/03/2019

STRAND: Environment and Resources

UNIT: Physical and Human Environment

TOPIC: Physical Environment

LESSON NUMBER: 1-4

CONTENT STANDARD: (7.1.1)

- Students will be able to investigate how physical and human features of the environment are formed.

BENCHMARK: SOS 7.1.1.1

- Use basic research skills to investigate the formation of different landforms in Papua New Guinea and draw appropriate conclusions.

Key Concepts

LESSON # and LESSON TITLE	OBJECTIVE Students will be able to:	KNOWLEDGE	SKILLS	ATTITUDE/ VALUES	ASSESSMENT
1. Formation of Mountains	Use the Guided Lesson to teach				
2. Formation of Islands	Explore the processes and formation of Islands	How Islands are formed	Study the differences and similarities of islands and atolls	Value Islands as attractive places for tourist hub	Examine the formation of different types of landforms
3. Formation of Rivers	Explore the processes and formation of rivers	How rivers are formed	Study the differences and similarities of different water body	Protect rivers from dumping waste	
4. Social Science Process	Teachers will find no time to introduce Social Science projects, research and other activities they plan to give during the teaching and learning period. Therefore, this lesson is created for teachers to introduce and guide the students the selected processes, activities, criteria and tasks that they expect the students to follow and accomplish.				

References:	Social Science Syllabus and Teachers Guide
Teaching Materials:	

Class Teacher's Comment	Supervisor's Comment

Prescribed Time Allocations

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

This table shows the Total Time Allocation for Grade 7.

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

Sample Time Analyses for Grade 7

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

Sample Weekly Timetable for Grade 7

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

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

Content Background Information

In Grade 7, students continue to build their foundational understanding in the Social Science strands of, Environment and Resources, Civic and Organisations, Culture, History and Trade. They learn about environment, its influences and impacts of resource use. They begin to understand how resources and physical features influence the distribution of people in their country and neighbouring regions, and use maps and other geographic tools to explain the characteristics of places. They study indigenous people and the influence of a variety of cultures on their society, gaining an understanding of the Papua New Guineans' common heritage and diverse roots. They learn about positive approaches of resource sustainability and safety during hazardous periods. They use calendars and timelines to track the passage of time and chronicle events. They value forms of economic activities undertaken that contribute to the nations building in terms of goods and services.

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

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

Guided Lessons and KSAVs

Guided Lessons

The guided lessons for Grade 7 are sample lessons only developed from the benchmarks derived from the content standards statements prescribed in the syllabus. They are merely lesson guides to guide and direct the teacher to teach the content of the lesson in a sequential manner, providing appropriate students learning activities to demonstrate concepts, skills, attitudes and values appropriate for the grade level. Therefore, teachers are encouraged to use these as the basis either to teach as they are or develop their own according to the information provided in the objectives, KSAVs, teacher and student activities and assessment tasks.

Knowledge, Skills, Attitude and Values (KSAV)

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

Lesson Titles

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

Teacher's Notes

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

Assessment Tasks

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

Sample Guided Lessons

Strand 1: Environment and Resources

Term: 1 **Week:** 1 **Guided Lesson**

Lesson: 1

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Physical Environment

Lesson Title: Formation of Mountains

Content Standard: 7.1.1. Students will be able to investigate how physical and human features of the environment are formed.

Benchmark: SOS 7.1.1.1. Use basic research skills to investigate the formation of different landforms in Papua New Guinea and draw appropriate conclusions.

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

- explore the processes and formation of mountains
- identify the structure and formation of different types of mountains
- locate the categories of mountains found in Papua New Guinea and the Pacific

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • how mountains are formed • processes that lead to formation of mountains • notice features of different types of mountains 	<ul style="list-style-type: none"> • study the differences and similarities of different mountains • on the map locate the mountains in PNG and neighbouring countries • identify their names and state which categories they fall under 	<ul style="list-style-type: none"> • appreciate mountains as beautiful natural environment • discourage destructions to mountains in terms of development and mining.

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

Teaching Materials: Maps, pictures, glues, art line markers, cartridge papers, slide projectors, laptop or desktop computer

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Take the students outside and let them list what they can see. 2. Take the students back to the classroom and invite them to report what they saw and listed. 3. Have an open discussion and later introduce the new lesson on "Formation of Mountain". 	<ol style="list-style-type: none"> 1. Take with them their notebook for listing things. 2. Participate in open presentation in class.

Body	4. Allow students to discuss the topic and express what they know about Mountains. 5. Analyse students' local knowledge and lead them to the lesson topic. 6. Show on maps location of mountains in Papua New Guinea and neighbouring countries. 7. Project students slides or show pictures on laptop or computer on the processes and formation of different mountain. 8. Explain the processes and formation of how these mountains came into being. 9. Explain the process of different types of mountain formation and their features. 10. Give out students handouts and diagrams prepared.	3. Discuss openly with peers. 4. volunteer to present their local knowledge about mountain and their experiences. 5. Watch slides and pictures of different mountains. 6. Listen attentively to the explanation of the processes and formation of different mountains. 7. Keep handouts safely away for reading.
Conclusion	11. Have the names of big mountains in Papua New Guinea and neighbouring countries on the chalkboard. 12. Ask students to locate these mountains on the map. 13. State which province or country these mountains are located.	8. Locate the mountains on the map according to their names.

Evaluation: Organize students into groups and give tasks

Ask them to research and collect information on the different mountains. Guide them to analyse the collection and spread them on the charts with labels. Collect the charts and make fair comments. Display student's group work in class.

Teacher's Notes:

Collect pictures of the different mountains from secondary sources. Provide adequate teaching materials such as, projector, laptop or desktop computer to show pictures of each mountain formations and processes. Provide maps and school atlases for students to use during this lesson.

Types of Mountain
1. Fold mountain - are mountains that form mainly by the effects of folding on layers within the upper part of the Earth's crust.
2. Fault-block mountain - often fault block mountains have a steep front side and a sloping back side.
3. Dome mountain - are formed where a region of flat-lying sedimentary rocks is bent or bowed upward making a structural roof.
4. Volcanic mountain – are formed when molten rock (magma) deep within the earth erupts and piles upon the surface
5. Plateau mountain – are not formed by internal activity, instead these mountains are formed by erosion.

Highest mountains in Papua New Guinea	Highest mountains in the Pacific and neighbouring countries
1. Mt Wilhelm – Chimbu	1. Mt Wilhelm – Papua New Guinea
2. Mt Giluwe – Western Highlands	2. Mt Puncak Jaya - Indonesia
3. Mt Kubor – Jiwaka	3. Mt Kosciuszko - Australia
4. Mt Hagen – Western Highlands	4. Mt Cook (Aoraki) – New Zealand
5. Mt Bangeta – Morobe	5. Mt Tomanivi (Victoria) - Fiji
6. Mt Suckling – Oro	6. Mt Popomanaseu – Solomon Island
7. Mt Victoria- Central	7. Mt Kao – Tonga
8. Mt Edward Albert – Central	8. Mt Te Manga – Cook Island

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 2, 3 and 4**Time:** 40 minutes**Unit 1:** Physical and Human Environment**Topic:** Physical Environment

Content Standard: 7.1.1. Students will be able to investigate how physical and human features of the environment are formed.

Benchmark: SOS 7.1.1.1. Use basic research skills to investigate the formation of different landforms in Papua New Guinea and draw appropriate conclusions.

Lesson Numbers	Lesson 2	Lesson 3	Lesson 4
Lesson Titles	Formation of Islands	Formation of rivers	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explore the processes and formation of islands • use maps to identify the islands 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explore the processes and formation of rivers • use maps to identify the rivers 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • how islands are formed • processes that leads to formation of islands • distinguish the features between the islands and atolls 	<ul style="list-style-type: none"> • how rivers are formed • processes that leads to formation of rivers • distinguish the features between the rivers, creeks, swamps and lakes 	
Skills	<ul style="list-style-type: none"> • study the differences and similarities of island and atolls • on the map locate islands and atolls in Papua New Guinea and neighbouring countries • identify names of islands and atolls in Papua New Guinea 	<ul style="list-style-type: none"> • study the differences and similarities of different water body • on the map locate the biggest rivers in Papua New Guinea and neighbouring countries • identify the names of big rivers, swamps, lakes and seas in Papua New Guinea 	
Attitudes/ Values	<ul style="list-style-type: none"> • Value islands as attractive places for tourist hub • Protect islands from rising sea level by planting mangrove trees around them 	<ul style="list-style-type: none"> • Protect rivers from dumping waste • Appreciate rivers as an important source for human survival 	
Assessment Task #: 1	Examine the formation of different types of landforms.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 2

Lessons: 5, 6, 7 and 8

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Human Environment

Content Standard: 7.1.1. Students will be able to investigate how physical and human features of the environment are formed.

Benchmark: SOS 7.1.1.2. Define human environment and discuss its formation and examine its features.

Lesson Numbers	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Titles	Formation of Settlements	Formation of Cities and Towns	Formation of Political Boundaries	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • discuss the formation of settlement patterns • identify the three types of settlement patterns • examine the reasons for increase in settlement pattern 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • discuss the formation of cities and towns • identify the cities and towns in Papua New Guinea • examine the activities that are conducted in the cities and towns 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • discuss the formation of political boundaries and electorate • state reasons for creating political boundaries and electorates • identify the electorates in Papua New Guinea 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • how settlements are formed • processes that leads to formation of settlement • types of settlement patterns 	<ul style="list-style-type: none"> • how cities and towns are formed • features that guarantee the formation of cities and towns • types of activities conducted in cities and towns • infrastructures make cities and towns standout 	<ul style="list-style-type: none"> • how political boundaries and electorates are formed • features that guarantee the creation of political boundaries and electorates • political boundaries and electorates in Papua New Guinea 	
Skills	<ul style="list-style-type: none"> • state reasons for the formation of settlements • state the differences of the three types of settlement <ul style="list-style-type: none"> a. nucleated b. linear c. dispersed • draw sketch map of the different types of settlement pattern defined above and indicate them 	<ul style="list-style-type: none"> • use maps to list the names of cities and towns in Papua New Guinea • indicate on the map of Papua New Guinea the major towns and cities • list the type of activities conducted in towns and cities • identify and describe the infrastructures in the cities and towns 	<ul style="list-style-type: none"> • identify natural features that is considered as boundaries • explain how political boundaries are formed or created • identify all the political boundaries and the electorates in Papua New Guinea 	
Attitudes/ Values	<ul style="list-style-type: none"> • accept the formation of settlements • provide assistance to improve settlement patterns 	<ul style="list-style-type: none"> • respect the cities and towns • appreciate the services accessed in the cities and towns • protect the infrastructures 	<ul style="list-style-type: none"> • accept the formation of political boundaries created 	
Assessment Task #: 2	Examine the formation of different types of human environment.			

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 3**Lessons:** 9, 10, 11 and 12**Time:** 40 minutes**Unit 1:** Physical and Human Environment**Topic:** Working with Maps**Content Standard: 7.1.1.** Students will be able to investigate how physical and human features of the environment are formed.**Benchmark: SOS 7.1.1.3.** Use mapping skills and techniques to show human and physical environment features on a map.

Lesson Numbers	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Titles	Directions and Bearings	Scales	Distance	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> find the direction of one place from another by using the points of a compass. use bearings to give accurate directions 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> understand that scales are made in such a way that they look like a real thing understand that real object has been scaled down to smaller size realize that scale of a map can be shown by a numbered line known as line scale 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> calculate and convert distance on a map to distance on the ground apply the concepts of scale, distance and bearings to solve a problem of creating an accurate map 	By the end of the lesson, students will be able to;
knowledge	<ul style="list-style-type: none"> compass rose is a circle and directions can be given as angle which is called a bearing a circle has 360 degrees directions are stated as three-figure bearings clockwise from the north (000) bearings can be measured on a map using either compass or a protractor 	<ul style="list-style-type: none"> linear scale which is shown by a line divided into sections that represent a distance, height or depth a numerical scale which is written as a fraction or ratio is called a representative fraction identify three different linear scales where 1cm on the map represents 1km in reality 	<ul style="list-style-type: none"> measuring distance along curves can be done using a chain, string, dividers or a piece of paper on a straight line use ruler, dividers or a piece of paper to measure the distance 	

Skills	<ul style="list-style-type: none"> • use direction to describe areas of a country or province • from the classroom in what direction is <ol style="list-style-type: none"> a. the main office b. your home c. library etc. • next to the province names, write the bearing from the centre of the country 	<ul style="list-style-type: none"> • draw the linear scales. the lines for all of them should be 10 centimetres long <ol style="list-style-type: none"> a. 1cm to 100cm b. 1cm to 10 000 cm c. 1: 50 000 • write ratio scales as sentences <ol style="list-style-type: none"> a. 1: 50 000 b. 1: 100 000 c. 1: 1 000 000 • rewrite the linear scales as ratio scales 	<ul style="list-style-type: none"> • divide the curve into straight line sections • measure each sections with dividers and mark each measurement on a straight paper edge • measure the final line with a ruler • convert the liner scale to the actual distance 	
Attitudes/ Values	<ul style="list-style-type: none"> • wise to listen to news and weather reports regularly regarding the wind direction • important to use compass and bearings when travelling in case of danger 	<ul style="list-style-type: none"> • appropriately use linear and numeric scales to calculate large and small scale maps 	<ul style="list-style-type: none"> • carefully convert distance on the map to the distance on the ground using scale of the map 	
Assessment Task #: 3	Examine the geographical skills, tools and techniques in undertaking geographical enquiry.			

Strand 1: Environment and Resources**Term: 1 Week: 4 Guided Lesson****Lesson: 13****Time: 40 minutes****Unit 2: Effects of Environmental Change****Topic: Human Settlement Pattern****Lesson Title: Climate Change in Papua New Guinea and Neighbouring Countries****Content Standard: 7.1.2.** Students will be able to investigate and discuss the effects of climate change.**Benchmark: SOS 7.1.2.1.** Identify the effects of climate change on human settlements in Papua New Guinea.**Lesson Objective:** By the end of the lesson, students will be able to;

- describe the effects of climate change in papua new guinea and the neighbouring countries
- identify islands in papua new guinea and neighbouring island countries that are facing serious threat with submerging under the ocean and saline intrusion
- identify highland areas in papua new guinea and other neighbouring countries that are facing the threat of drought and frost that link to climate change.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> different types of effect climate change has on the environment and people's lives main threat of climate change on the island and highland areas of Papua New Guinea and its neighbouring countries 	<ul style="list-style-type: none"> examine the effects of climate change in the country and the neighbouring countries create charts, graphs, diagrams illustrating the chain reaction the climate change have on the environment which in affect the people 	<ul style="list-style-type: none"> participate in activities that can reduce the effect of climate change develop the ways to adapt and adjust to environmental change caused by climate change.

References: Social Science Syllabus and related materials

Teaching Materials: Butcher paper, markers,

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Pose a question to the students about a disaster that link to climate change and ask the students to identify the cause. 2. Use guided and lead on questions to motivate the students to share their thoughts. 3. Link it to the lesson by paraphrasing students answer to introducing the topic. 	<ol style="list-style-type: none"> 1. Listen attentively and respond to the teachers questions. 2. Listen attentively and try to answer the guided and lead on questions. 3. Listen attentively.
Body	<ol style="list-style-type: none"> 4. Get students into groups to discuss the effects of climate change on the community. <ol style="list-style-type: none"> a. (Students can share their experience about the effects of climate change if they have experienced drought, frost saline intrusion, submerging island etc.). 5. Move around the classroom and supervise (assist, encourage, motivate) the students. 6. Ask the students to present their work. Allow those with testimonies to share their experiences. 7. Expend and clarify each points the students present. 	<ol style="list-style-type: none"> 4. Get into groups and discuss by sharing ideas about the effects (Students can share their testimonies about its effect if they have experienced it). 5. Continue with the discussion with the teacher's supervision. 6. Present their discussions with testimonies. 7. Listen attentively.
Conclusion	<ol style="list-style-type: none"> 8. Summarizes student's presentation into short notes and allow them to copy it. 9. The notes should highlight the main points only. 	<ol style="list-style-type: none"> 8. Copy the summarised notes. 9. Take notes.

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

Teacher's Notes:

- Climate refers to the temperature, precipitation, cloud cover and the movement of air in an area over a long period of time. Every season in a year experiences steady pattern of temperature, precipitation, cloud cover and movement of air all year around in each season.
- However recently, temperatures changed and continue to increase over the past decades have greatly affected the world climate. Because temperature affects the heating and cooling of the earth which in turn affect the movement of the air that affects precipitation has disturbed the normal climate pattern. The disturbance of the normal climatic pattern due to increase in the temperature is called climate change
- When the climate pattern changes, it affects vegetation and human activities. Furthermore it gives rise to long periods of drought, frost, melting ice in the Polar Regions causing the sea level to rise etc...
- All this happens as what we call a chain reaction for example, when sea level rise, it causes saline intrusion into low lying coastal areas which in turn affect food garden causing food shortage in the community affecting people's lives. Most of island areas of Papua New Guinea like Manus and Nissan Island are facing this problem. Similar situations apply to other low lying Pacific Island countries.
- In the highlands drought and frost are common

Activities

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

1. List some of the effects of climate change
2. What are some of your experiences in dealing with the effects of climate change
3. Construct charts to illustrate the changed reaction the climate change has on the people

Example: Increase in temperature → ice melt → sea level rise → submerging island → saline intrusion into low lying coastal areas → affects food garden causing food shortage in the community → people going hungry

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 14, 15 and 16

Time: 40 minutes

Unit 2: Effects of Environmental Change

Topic: Human Settlement Pattern

Content Standard: 7.1.2. Students will be able to investigate and discuss the effects of climate change.

Benchmark: SOS 7.1.2.1. Identify the effects of climate change on human settlements in Papua New Guinea.

Lesson Numbers	Lesson 14	Lesson 15	Lesson 16
Lesson Titles	Population in Papua New Guinea and Neighbouring Countries	Migration in Papua New Guinea and Neighbouring Countries	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> describe the effects of climate change on the population of Papua New Guinea and the neighbouring countries identify adaptive strategies Papua New Guinea and its neighbours are developing in order to cope with climate change 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain how climate change can cause migration in Papua New Guinea and its neighbouring countries discuss how migration can cause change in the environment which indirectly is the cause of climate change 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> the types of effect climate change has on the population different types of strategies developed to mitigate and adapt to the effects of climate change 	<ul style="list-style-type: none"> climate change as the cause of migration in Papua New Guinea and the neighbouring countries e.g. Nissan islanders transmigrate to Bougainville and Kiribati Islanders to Solomon Island impact and Effects of Migration/ Transmigration on the new settlement area 	
Skills	<ul style="list-style-type: none"> develop simple strategies in dealing with the population change in an area as a result of global warming illustrate the strategies developed to mitigate climate change into tables graphs and pictures 	<ul style="list-style-type: none"> locate major areas that practice transmigration on the map due the climate change leading to submerging islands construct paragraphs outlining the impact transmigration will have on the new settlement area 	
Attitudes/Values	<ul style="list-style-type: none"> modify the behaviour to cater for the change in population due to climate change participate in climate change adaptive strategies 	<ul style="list-style-type: none"> accept transmigration as a solution to submerging island cause by climate change encourage activities that will limit negative impact on the new settlement and its surrounding environment 	
Assessment Task #: 4	Discuss the effects of climate change on human settlement pattern.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 5

Lessons: 17,18,19 and 20

Time: 40 minutes

Unit 2: Effects of Environmental Change

Topic: Climate Change (1)

Content Standard: 7.1.2. Students will be able to investigate and discuss the effects of climate change.

Benchmark: SOS 7.1.2.2. Evaluate the different strategies used to respond to the effects of climate change and suggest how these could be improved.

Lesson Numbers	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Titles	Responding to Effects of Climate Change	Waves and Flood	Sea Level Rise	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> understand the concept 'responding to climate change' identify effects of climate change differentiate between mitigation and adaptation 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> differentiate between waves and flood explain how waves and flood are caused by climate change list the effects of waves and flood identify ways to limit dangers caused by waves and flood 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> confidently define sea level rise. explain how climate change cause sea level rise list effects of sea level rise identify ways to mitigate its effects 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> know the concept 'responding to climate change' different effects of climate change ways of responding to the effects of climate change i.e. mitigation and adaptive strategies 	<ul style="list-style-type: none"> know the meaning of the term wave and flood, their similarities and their differences relationship of waves and flood to climate change different effects of waves and flood ways that can limit the negative effects of waves and flood 	<ul style="list-style-type: none"> know the concept of sea level rise in the context of global warming link sea level rise to its cause which is global warming effects sea level rise will have on the people strategies that can be used to mitigate or adapt to the effects of sea level increase 	
Skills	<ul style="list-style-type: none"> develop the ability to differentiate between the effects of climate change from other events (non-effect of climate change). invent ways that can mitigate and adapt to the effects of climate change 	<ul style="list-style-type: none"> construct sentence and paragraphs to demonstrate their understanding knowledge learned develop the ability predict events before flood occur 	<ul style="list-style-type: none"> locate areas that are feeling the effects of sea level rise on the map create diagrams showing the chain reaction of other effects that might arise as a result of sea level rise 	
Attitudes/ Values	<ul style="list-style-type: none"> always applying proactive measures to avoid negative effect of climate change 	<ul style="list-style-type: none"> proactively apply the skills learnt to mitigate flood and wave destruction share the mitigations skills and ideas with others to minimize disaster caused by flood 	<ul style="list-style-type: none"> promote ways that will help to save the low laying island from submerging under the ocean 	
Assessment Tasks #: 5	Justify how to respond to different effects of climate change.			

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 6**Lessons:** 21, 22, 23 and 24**Time:** 40 minutes**Unit 2:** Effects of Environmental Change**Topic:** Climate Change (2)**Content Standard:** 7.1.2. Students will be able to investigate and discuss the effects of climate change.**Benchmark:** SOS 7.1.2.3. Interpret before and after maps, pictures, and illustrations of the effects of climate change in Papua New Guinea.

Lesson Numbers	Lesson 21	Lesson 22	Lesson 23	Lesson 24
Lesson Titles	Cyclone	Drought	Frost	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • define cyclone • explain how cyclones are related to climate change • describe different effects of cyclone • identify strategies to limit the damages cause by the cyclones 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • define drought • establish the link between drought, temperature increase and climate change • discuss the effects of drought in different areas • list different ways to minimize the effects of drought 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • differentiate between frost and drought • explain how frost occur • describe the effects on frost in the country and the neighbouring countries • develop strategies to mitigate the problem 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • understand the meaning of cyclone • causes of cyclone and its link to climate change • effects of cyclone on people and the environment • ideas people can use to avoid cyclone damage 	<ul style="list-style-type: none"> • know the difference of drought and the normal sunny weather • link between rise in temperature causing climate change leading to drought • sign and features of drought • strategies to adapt to drought situation 	<ul style="list-style-type: none"> • understand the difference between frost and drought • how climate change causes frost • different signs and effects of frost • ways to adapt and avoid frost destruction 	
Skills	<ul style="list-style-type: none"> • compare different pictures before and after the storm in papua new guinea and the neighbouring countries to pick out the effects of storms • construct sentences and paragraphs outlining the changes cyclones cause 	<ul style="list-style-type: none"> • compare pictures, water tables and of areas before and after the drought and establish dangers causes by the drought • using the imagination to produce pictures (drawings) of areas before and after the drought 	<ul style="list-style-type: none"> • use maps to locate areas that commonly experience frost • construct pictures, graphs, sentence and paragraphs to show the effects frost have on people and the environment 	

Attitudes/Values	<ul style="list-style-type: none"> • appreciate and develop mitigate strategies to avoid damages caused by the cyclone • apply proactive strategies to put up with drought as a result of climate change • apply proactive strategies to put up with frost as a result of climate change 	
Assessment Tasks #: 6	Construct maps, pictures and illustrations to show effects of climate change.	

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

Lesson: 25

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic: Industries in Papua New Guinea

Lesson Title: Mineral Resources

Content Standard: 7.1.3. Students will be able to examine the impact of resource use on physical environment and human settlement patterns.

Benchmark: SOS 7.1.3.1. Identify major resources, their exploitation, and the impact on the physical environment and human settlement patterns.

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

- discuss and name the mineral resources that are found and mined in Papua New Guinea.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • know that minerals are resources found in environment. • resources are useful things. • minerals bring wealth to the country. • loss of environment and its habitat. • minerals are non-renewable. • different types of minerals are mined in the country. • establishment of mines influences movement of people. 	<ul style="list-style-type: none"> • name the types of mineral activities in the country. • identify on the map the mineral activities. • state the advantages and disadvantages of mining. • describe the impacts of human settlement patterns. 	<ul style="list-style-type: none"> • value the importance of minerals. • solve environmental issues. • respect for change and adaptation. • appreciate benefits.

References: Social Science Syllabus, Google

Teaching Materials: Wall maps, pictures of mining activities.

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask revision questions on some natural disasters that affected PNG. 2. Introduce the lesson topic- Mineral Resources. 3. State some examples of minerals.	1. Listen and answer the questions. 2. Listen and say the lesson topic. 3. State some examples of minerals.

Body	4. Ask the students to look at the PNG map. 5. Point to a place on the map where mineral is found and mined. 6. Explain the types of minerals mined in PNG. 7. Ask students to name the places where some major minerals are extracted. 8. Ask students to state some major environmental damages caused by mining. 9. Ask students to state some benefits of mining to local people.	4. Stand in front of PNG wall map. 5. Name the place on the map. 6. Name the types of minerals. 7. State where Ok Tedi and Pogera gold mines are located. 8. List some benefits of mining in pairs.
Conclusion	10. Ask the summary questions- 11. What are minerals and resources? 12. What mineral is mined in OK Tedi? 13. What mineral is mined in Pogera? 14. Name the province where these are mined.	9. Answer the summary questions. 10. Explain the terms. 11. Name the minerals mined. 12. Name the provinces correctly.

Evaluation: Teacher checks and awards students' performances with comments.

Teacher's Notes:

- Mining in Papua New Guinea is an important source of revenue to support the country's economy.
- These are some of the mining activities found in PNG: Pogera, Frieda River, Hidden Valley, Kainantu, Lihir, Misima, Mt. Kare, Ok Tedi Mine, Panguna Mine, Ramu Nickel Mine etc..
- Minerals activities are found in different parts of PNG e.g...Pogera –Enga Province, Hidden Valley –Morobe Province.
- Mining activities leave behind environmental damages such as water pollution or soil erosion which can lead to loss of habitat.
- Copper is mined at Ok Tedi in Western Province.
- Gold is mined at Pogera in Enga Province.
- There are several other small mining operations in PNG.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 26, 27 and 28

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic: Industries in Papua New Guinea

Content Standard: 7.1.3. Students will be able to examine the impact of resource use on physical environment and human settlement patterns.

Benchmark: SOS 7.1.3.1. Identify major resources, their exploitation and the impact on the physical environment and human settlement patterns.

Lesson Numbers	Lesson 26	Lesson 27	Lesson 28
Lesson Titles	Marine Resources	Agricultural Resources	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • discuss and name the marine resources that are found in Papua New Guinea 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • discuss and list the agricultural resources that are helpful to people 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • know that marine resources are materials and attributes found in the ocean that are considered to have value • understand that resources can be valuable or monetary • classify marine resources to fish and seafood supplies, oil and gas, minerals, sand and gravel and coral reefs • define the resources that have great monetary value • express the way we manage and use these resources is therefore of great importance 	<ul style="list-style-type: none"> • understand resources that support agriculture • land is a major resource • machines and skilled man power are also important. • humans settled because of agriculture • people settle when they use land and resources to produce food crops • loss of vegetation and soil erosion are sometimes caused by using machines 	
Skills	<ul style="list-style-type: none"> • explain marine and resources • name the marine resources • list the possible damages to marine activities such as fishing and underground mining • evaluate the effects of marine activities 	<ul style="list-style-type: none"> • explain agriculture and resources • name some agricultural resources • explain the purpose of machines in large scale agriculture • list possible damages of agricultural activities • propose safer agricultural methods and practices 	
Attitudes/ Values	<ul style="list-style-type: none"> • participate in marine awareness • balance marine catches • respect marine rules and applications 	<ul style="list-style-type: none"> • value agriculture as main source of family living • consider environmental user friendly methods of cultivation • solve environmental issues 	
Assessment Task #: 7	Identify and tabulate major resources of Papua New Guinea and her neighbouring countries.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 8

Lessons: 29, 30, 31 and 32

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic: Impacts of Extracting Resources

Content Standard: 7.1.3. Students will be able to examine the impact of resource use on physical environment and human settlement patterns.

Benchmark: SOS 7.1.3.2. Investigate the impacts of resource use on local physical environment and communities.

Lesson Numbers	Lesson 29	Lesson 30	Lesson 31	Lesson 32
Lesson Titles	Managing Impacts of Extracting Mineral Resources	Managing Impacts of Extracting Marine Resources	Managing Impacts of Extracting Agricultural Resources	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> explain possible ways to control impacts of extracting mineral resources 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> explain and suggest possible ways to manage impacts of extracting marine resources 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> discuss and propose better ways to manage impacts of extracting agricultural resources 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> take measures that minimize the negative impacts of the different processes related to the extraction of mineral resources know the impacts of illegal dumping of wastes. understand the impacts of mining activities know the mining rules and regulations to keep environment safe and green 	<ul style="list-style-type: none"> know that marine resources are extracted daily understand the impacts and acts locally to preserve damages to coral and reefs would have greater effect on people living along the coasts planting of mangroves, root trees or grasses along coastline to prevent soil erosion 	<ul style="list-style-type: none"> know and explain agricultural resources describe an agricultural activity in the area identify impacts caused by extracting agricultural resources recognize ways to safer practices 	
Skills	<ul style="list-style-type: none"> identify the impacts of extracting minerals. describe the activities in extraction of minerals draw posters to reduce environmental impacts summarize the impacts of mineral extraction 	<ul style="list-style-type: none"> define marine resources classify animals plants and minerals if marine environment develop ways to protect marine life evaluate impacts of extracting marine resources 	<ul style="list-style-type: none"> explain the agricultural activities formulate safer approaches to minimize environmental destructions reinforce awareness through drawing posters 	
Attitudes/ Values	<ul style="list-style-type: none"> show interest in environment assist to promote safe practices demonstrate and take ownership 	<ul style="list-style-type: none"> justify changes for development establish understanding and involvement 	<ul style="list-style-type: none"> relate nature of impacts to minerals and marine design ways to protect and control damages through agriculture 	
Assessment Task #: 8	Identify the impacts of major resources upon the environment and suggest ways to manage these impacts.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 9

Lessons: 33, 34, 35 and 36

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic: Impacts of Urbanization in Papua New Guinea and Neighbouring Countries

Content Standard: 7.1.3. Students will be able to examine the impact of resource use on physical environment and human settlement patterns.

Benchmark: SOS 7.1.3.3. Critically reflect on the impact of resource use on urban settlements.

Lesson Numbers	Lesson 33	Lesson 34	Lesson 35	Lesson 36
Lesson Titles	Land Development	Habitat loss	Pollution	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• explain land and development	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• suggest ways to protect loss of habitat	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• describe the types of pollution caused by urbanisation	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none">• recognize the importance of land• understand physical land surface and boundaries• explain development• relate land to human establishment• outline social land mapping	<ul style="list-style-type: none">• explain the causes of habitat loss• understand the relationship with plants and animals.• predict the future of plants and animals• assess the current situation to human developmental practices	<ul style="list-style-type: none">• state the dangers of pollution• explain the causes of pollution• relate past history to current on pollution• record changes to environment in their journals or diary	
Skills	<ul style="list-style-type: none">• explain the purpose of land development• list possible environmental impacts on land development• state how people react and move with land development• write report on issues relating to land development	<ul style="list-style-type: none">• explain habitat• name the plants and animals that are likely to be affected• propose ways to negotiate meetings between developers and the community• write ways to protect loss of habitat	<ul style="list-style-type: none">• state and explain what are pollution• describe the types of pollution caused by human and urbanization• design ways to prevent pollution• debate topic on pollution	
Attitudes/ Values	<ul style="list-style-type: none">• understand land issues and development• value land rights• respect and show land rights and ownership	<ul style="list-style-type: none">• have respect for plants and animals• practice safe hunting, gardening and fishing methods• have concerns for the environment	<ul style="list-style-type: none">• accept challenges to solve issues of pollution• determined to address problems• value the importance of interrelations with plants and animals	
Assessment Task #: 9	Examine urbanization development impacts on natural resources.			

Strand 1: Environment and Resources**Term: 2 Week: 10 Guided Lesson****Lesson: 37****Time: 40 minutes****Unit 4:** Environmental Sustainability**Topic:** Environment Protection Policies**Lesson Title:** Importance of Conserving the Environment**Content Standard: 7.1.4.** Students will be able to examine ways of protecting and caring for the natural environment.**Benchmark: SOS 7.1.4.1.** Discuss the roles and responsibilities of the Department of Environment and Conservation in protecting and caring for the environment.

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

- define environment and conservation
- list activities done to destroy the environment
- discuss the importance of environment and conservation
- list examples of activities done to conserve the environment
- practice environment conservation activities in the classroom and home.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • meaning of environmental conservation • activities contributing to the destruction of the environment • importance of environmental conservation • activities on conserving the environment 	<ul style="list-style-type: none"> • create posters to conduct awareness on the importance of conserving the environment in the school and in the community • practice ways of conserving the environment in activities in the school and in the community 	<ul style="list-style-type: none"> • appreciate the environment • co-ordinate in activities in conserving the environment

References: Social Science Syllabus

Teaching Materials: Charts, markers, rulers

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask students to name plants and animals and state their uses and importance. 2. Discuss the answers given by the students and introduce the lesson topic 'importance of conserving the environment'. 3. Write the words 'environment and conservation' on the blackboard and ask students to brainstorm by writing any words connected to these words or even draw pictures to show connection. 	<ol style="list-style-type: none"> 1. Students' answers; trees used for building houses, making paper, grasses for animals to feed on, bird of paradise for its feathers, fish. 2. Listen attentively to the instructions by the teacher and form groups to work on the task using charts, and markers.
Body	<ol style="list-style-type: none"> 4. Discuss students' group work and write the meaning of 'environmental conservation' on the blackboard. 5. Ask students to list ways they have contributed to environmental destruction. 6. Explain the importance of 'environmental conservation and describe easy ways to conserve the environment. 7. Explain group work activity on listing easy ways to conserve the environment. 8. Supervise and assist students working on the activity. 	<ol style="list-style-type: none"> 3. Each group presents their brainstorm activity. 4. Write the meaning of environmental conservation in their books. 5. Students' answers; burning bushes, burning plastics, overusing electrical appliances, chopping down trees unnecessarily. 6. Listen, observe and write the notes on the importance of environmental conservation. 7. In groups, they will list or draw pictures of ways to conserve the environment on charts.

Conclusion	9. Ask students to present their work to the rest of the class. 10. Discussions after each group's presentation. 11. Set homework based on the topic of the lesson.	8. Groups report to class their completed work and paste their charts on the classroom walls. 9. Listen, observe and correct their work. 10. Take note of homework.
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Evaluation: Reflect on the content of the lesson to see if all the objectives were achieved and students have understood by completing the activities correctly.

Teacher's Notes:

What is environment and conservation?

It is any activity we do to protect our planet and conserve (protect, safeguard, support) its natural resources so that every living thing can have an improved quality of life.

Activities causing destruction to the environment

There are things we do that destroy the environment we live in. It may be in bigger or smaller ways but they all contribute to the destruction of the environment. Therefore, we as individuals have a responsibility to protect our environment from harm.

My actions causing environmental destruction; burning the bush, burning plastics, over-using electricity, dumping of waste into the seas and rivers, burning tyres, chopping down trees.

Why is environmental conservation important?

It is important because all living things (plants and animals) depend on each other and when destroying one will affect the other. Therefore, protecting natural habitats, rainforests, rivers, seas, and the air will prevent disasters such as floods, droughts, landslides and frost to disturb our livelihood.

Activities to conserve the environment

What can I do to conserve the environment;

- | | |
|---|---|
| <ul style="list-style-type: none"> • Switch off the lights in the classroom when there is no one inside • Close the water tap if it is open and water is running • Report leaking water taps to be fixed immediately | <ul style="list-style-type: none"> • Use paper wisely to save trees • Plant trees • Observe the world environment day • Clean the creek by the school • Close vents and doors in unused rooms to conserve heat • Plant trees to shade your home |
|---|---|

Homework Project:

In groups, prepare posters to make awareness in the school and the surrounding community on conserving the environment on the 'World Environment Day'.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 38, 39 and 40**Time:** 40 minutes**Unit 4:** Environmental Sustainability**Topic:** Environment Protection Policies**Content Standard: 7.1.4.** Students will be able to examine ways of protecting and caring for the natural environment.**Benchmark: SOS 7.1.4.1.** Discuss the roles and responsibilities of the Department of Environment and Conservation in protecting and caring for the environment.

Lesson Numbers	Lesson 38	Lesson 39	Lesson 40
Lesson Titles	Functions of the Department of Environment and Conservation	Environment and Conservation Policies	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • discuss the establishment of the Department of Environment and Conservation in Papua New Guinea • discuss the roles and responsibilities of the Department of Environment and Conservation in Papua New Guinea 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • identify policies that protect the environment 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • establishment of the Department of Environment and Conservation • it is a government agency established in 1985 • its mission is to ensure natural resources are managed to sustain environmental quality and human well-being • functions of the Department of Environment and Conservation in Papua New Guinea • management of water resources • Conservation of flora and fauna • species management • biodiversity data management • pollution control and the regulation of hazardous substances • establishment of national parks and protected areas • environment policy development • agreements • environmental impact assessment of major projects including forestry, mining and petroleum proposals • education and awareness • administration of Papua New Guinea's international environmental convention 	<ul style="list-style-type: none"> • policies on environment and conservation in Papua New Guinea • the natural resources and environmental policy; preservation of natural resources and the environment, fighting pollution, management of wetlands, chemicals and waste, promote sustainable production and consumption 	

Skills	<ul style="list-style-type: none"> support the Department of Environment and Conservation by carrying out activities to protect the natural environment 	<ul style="list-style-type: none"> research regularly and update knowledge on environment and conservation in Papua New Guinea educate others about environmental conservation 	
Attitudes/ Values	<ul style="list-style-type: none"> Appreciate the work of the Department of Environment and Conservation in Papua New Guinea 	<ul style="list-style-type: none"> Appreciate and respect the natural environment Being wise in the usage of resources willing to learn about environmental conservation in Papua New Guinea 	
Assessment Task # :10	State the functions of the Department of Environment and Conservation and its policies on environment protection.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 11

Lessons: 41, 42,43 and 44

Time: 40 minutes

Unit 4: Environmental Sustainability

Topic: Environment Conserved Areas

Content Standard: 7.1.4. Students will be able to examine ways of protecting and caring for the natural environment.

Benchmark: SOS 7.1.4.2. Identify and justify environmental conserved areas in Papua New Guinea.

Lesson Numbers	Lesson 41	Lesson 42	Lesson 43	Lesson 44
Lesson Topics	Flora (plants) Conserved Areas	Fauna (animals) Conserved Areas	Marine (sea) Conserved Areas	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify places/areas where rare species of plants are conserved locate these areas on the map of Papua New Guinea list and describe the rare species of plants found in these conserved areas 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify places/areas where rare species of animals are conserved locate these areas on the map of Papua New Guinea list and describe the rare species of animals found in these conserved areas 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify places/areas where rare species of marine resources are conserved locate these areas on the map of Papua New Guinea list and describe the rare species of marine resources found in these conserved areas 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> list of flora conserved areas map of Papua New Guinea showing the flora conserved areas list of rare species of flora found in those areas 	<ul style="list-style-type: none"> list of flora conserved areas map of Papua New Guinea showing the flora conserved areas list of rare species of flora found in those areas 	<ul style="list-style-type: none"> list of flora conserved areas map of Papua New Guinea showing the flora conserved areas list of rare species of flora found in those areas 	

Skills	<ul style="list-style-type: none"> locate flora conservation areas on the map of Papua New Guinea research and gather information on the different species of plants 	<ul style="list-style-type: none"> locate fauna conservation areas on the map of Papua New Guinea research and gather information on the different species of animals 	<ul style="list-style-type: none"> locate marine resources conservation areas on the map of Papua New Guinea research and gather information on the different species of plants and animals in the sea 	
Attitudes/Values	<ul style="list-style-type: none"> appreciate and take care of the different species of plants 	<ul style="list-style-type: none"> appreciate and take care of the different species of animals 	<ul style="list-style-type: none"> appreciate and take care of the marine resources 	
Assessment Task #: 11	Investigate and discover different environmental conservation areas in Papua New Guinea.			

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

Knowledge, Skills, Attitudes and Values (KSAV)

Lesson: 45

Time: 40 minutes

Unit 5: Natural Hazards

Topic: Safety Guidelines

Lesson Title: Safety Guidelines for Earthquake

Content Standard:7.1.5. Students will be able to examine the causes and the effects of different types of natural disasters and consider different ways of managing them.

Benchmark:SOS 7.1.5.1. Discuss safety guidelines of managing natural disasters and evaluate their effectiveness.

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

- define earthquakes
- describe how earthquakes are caused
- discuss safety guidelines when earthquake strike
- discuss recent earthquake experiences

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> meaning of 'earthquake' causes of earthquake safety guidelines when earthquake strikes recent experiences of earthquakes 	<ul style="list-style-type: none"> create posters to educate peers and family members about what to do when an earthquake occurs practice the safety drills in the classroom in a role play 	<ul style="list-style-type: none"> cooperate in practicing the earthquake drills in the classroom

References: Social Science Syllabus, Natural Hazards and Disasters in Papua New Guinea (Sue Lauer)

Teaching Materials: Charts, markers, rulers,

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask students about current natural hazards and disasters they have encountered, read or heard about. 2. Ask students about their reaction during the disaster strike. 3. Discussion between teacher and students on experiences of different disasters. 4. Introduce lesson topic 'safety guidelines for earthquakes' and write it on the blackboard. 	<ol style="list-style-type: none"> 1. Talk about current natural hazards and disasters they have encountered, read or heard about. 2. Describe their reactions and actions when disaster strikes. 3. Discussion between teacher and students on experiences of different disasters. 4. Listen and observe.
Body	<ol style="list-style-type: none"> 5. Ask students to discuss, write and draw the causes and effects of the biggest earthquake in Papua New Guinea in Hela Province in 2018. 6. Elaborate on work presented by the students on the causes and effects of Hela earth quake. 7. Ask 'what will you do if an earthquake occurs right now when we are in the classroom?' 8. Discussion based on students' answers and explain the safety guidelines for earthquakes prepared on a chart. 9. Supervise students writing the safety guidelines. 	<ol style="list-style-type: none"> 5. In groups, using charts and markers write and draw the causes and effects of the biggest earthquake in Hela Province in 2018. 6. Presentation of group work to the class and discussions with the teacher and other students. 7. Students' answers; run out of the classroom, go under the table, climb the tree. 8. Listen, observe and write the notes on the safety guidelines when earthquake strikes.
Conclusion	<ol style="list-style-type: none"> 10. Divide the students into two groups and practice the earthquake drills for 3 minutes each. 11. Set homework based on the topic of the lesson. 	<ol style="list-style-type: none"> 9. Participate in the earthquake drill in the classroom.

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

Teacher's Notes:**What is an earthquake?**

Earthquake is the shaking (trembling, vibrating) of the earth's crust (outer layer of the earth).

Causes of earthquakes

Caused by;

- i. the internal movement of the earth
- ii. the release of huge stresses due to underground volcanic forces
- iii. human activity such as filling of large reservoirs (small earthquakes)

Effects of earthquakes

- i. destruction to the natural environment
- ii. destruction to buildings, infrastructure, bridges,
- iii. human beings killed and injured

Safety guidelines for earthquakes**IN VIOLENT EARTHQUAKES****During the shaking**

- stay indoors
- keep calm, do not panic
- keep away from windows and heavy furniture
- take cover in a doorway or under a strong table or other support

After the shake

- turn heaters off, put fires off
- if the building is seriously damaged, turn off water, electricity, etc
- turn off water taps
- treat minor injuries
- get in touch with others and help out
- go to the nearest places for help
- keep alert; REMEMBER AFTER-SHOCKS MAY HAPPEN

IN AN EMERGENCY YOU MAY BE FORCED TO LEAVE YOUR HOME – IF THERE IS TIME, TAKE:

- extra clothing and towels
- important family documents (birth certificates, marriage certificates, insurance policies, education qualifications,)
- essential medicines, toilet items, baby needs, radio & torch and batteries
- blankets and food if possible

Homework Project:

In groups, collect pictures and articles about earthquakes and prepare posters; where, when, how much destruction caused and how many people injured and killed.

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 46, 47 and 48**Time:** 40 minutes**Unit 5:** Natural Hazards**Topic:** Safety Guidelines**Content Standard: 7.1.5.** Students will be able to examine the causes and the effects of different types of natural disasters and consider different ways of managing them.**Benchmark: SOS 7.1.5.1.** Discuss safety guidelines of managing natural disasters and evaluate their effectiveness.

Lesson Numbers	Lesson 46	Lesson 47	Lesson 48
Lesson Titles	Safety Guidelines for Tsunami	Safety Guidelines for Storms and Cyclones	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • define tsunami • describe how tsunami are caused • discuss safety guidelines when tsunami strikes • discuss recent tsunami experiences 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • define storms and cyclones • describe how storms and cyclones are caused • discuss safety guidelines when storms and cyclones strike • discuss recent storms and cyclones experiences 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • meaning of 'tsunami' • causes of tsunami • safety guidelines when tsunami strikes • recent experiences of tsunami 	<ul style="list-style-type: none"> • meaning of 'storms and cyclones' • causes of storms and cyclones • safety guidelines when storms and cyclones occur • recent experiences of storms and cyclones 	
Skills	<ul style="list-style-type: none"> • create posters to educate peers and family members about what to do when a tsunami occurs • practice the safety drills in the classroom in a role play 	<ul style="list-style-type: none"> • create posters to educate peers and family members about what to do when storms and cyclones occur • practice the safety drills in the classroom in a role play 	
Attitudes/ Values	<ul style="list-style-type: none"> • cooperate in practicing the tsunami drills in the classroom 	<ul style="list-style-type: none"> • cooperate in practicing the storms and cyclones drills in the classroom 	
Assessment Task #: 12	Identify natural disasters and their safety guidelines.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 13**Lessons:** 49, 50, 51 and 52**Time:** 40 minutes**Unit 5:** Natural Hazards**Topic:** Risk Management**Content Standard: 7.1.5.** Students will be able to examine the causes and the effects of different types of natural disasters and consider different ways of managing them.**Benchmark: SOS7.1.5.2.** Investigate and draw conclusions about the causes and the effects of various natural disasters.

Lesson Numbers	Lesson 49	Lesson 50	Lesson 51	Lesson 52
Lesson Titles	What is Disaster Management?	Disaster Management Strategies	Disaster Management Authorities	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> define 'disaster management' discuss the importance of disaster management 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> describe disaster management strategies discuss common natural disasters and the management skills 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify disaster management authorities discuss their roles and responsibilities in times of disaster 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> meaning of 'disaster management' importance of disaster management 	<ul style="list-style-type: none"> disaster management strategies common disasters and their management strategies 	<ul style="list-style-type: none"> disaster management authorities roles and responsibilities of the disaster management authorities 	
Skills	<ul style="list-style-type: none"> research and collect more information on disaster management 	<ul style="list-style-type: none"> plan disaster management strategies conduct awareness on disaster management strategies 	<ul style="list-style-type: none"> research and gather information about the authorities responsible for disaster management conduct awareness programs about authorities responsible for disaster management 	

Attitudes/ Values	<ul style="list-style-type: none"> • willing to research and know more about disaster management 	<ul style="list-style-type: none"> • being co-operative in planning disaster management strategies • being helpful to others in times of disaster 	<ul style="list-style-type: none"> • appreciate the efforts of the disaster management authorities • co-operate with disaster management authorities 	
Assessment Task #: 13	Identify authorities that strategize and manage the disasters.			

Strand 2: Civic and Organizations**Term: 2 Week: 14 Guided Lesson****Lesson: 53****Time: 40 minutes****Unit 1: Groups and Organizations****Topic: The Government of Papua New Guinea (1)****Lesson Title: What is Traditional Governance?****Content Standard: 7.2.1.** Students will be able to examine governance structures and how they are implemented to achieve intended outcomes.**Benchmark: SOS 7.2.1.1.** Discuss the traditional governance structures in terms of their purposes and the achievement of intended outcomes.**Lesson Objective:** By the end of the lesson, students will be able to;

- define traditional government
- differentiate traditional government from other common forms of government like the modern system
- explain how the traditional government system functions

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • know what the concept of traditional government means • difference of the traditional government, modern government and other government systems • roles and functions of the traditional government 	<ul style="list-style-type: none"> • formulate sentence and paragraphs differentiating traditional government from other systems of government • develop charts and tables illustrating how the traditional government functions 	<ul style="list-style-type: none"> • appreciate the traditional style of government system • practice the positive attitude promote and practice in the traditional system of government i.e. love, respect, obedience etc

References: Social Science Syllabus and related materials**Teaching Materials:** Butcher paper, markers,

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Get a small group of students to put up a small skit about governance in a small community. 2. Ask students about how the group in the role play organize themselves and carry out their roles and responsibility. 3. Introduce the lessons topic and move to the body of the lesson. 	<ol style="list-style-type: none"> 1. A group of students perform the role play while others watch attentively. 2. Students respond to the teacher's question. 3. Listen attentively.
Body	<ol style="list-style-type: none"> 4. Get students into groups. 5. Distribute handout/questions to the students to discuss. 6. Move around the classroom and supervise students. 7. Facilitate the presentation of the student's work. 8. Pick out the type of government system the students try to point out and emphasize on it. 9. Prepare to sum up. 	<ol style="list-style-type: none"> 4. Get into groups. 5. Receive handouts/worksheets and other guided materials. 6. Students to discuss about how their community function in the traditional times. 7. Pay attention to each group as they present. 8. Listen attentively. 9. Finalize their presentation.
Conclusion	<ol style="list-style-type: none"> 10. Ask a short quiz to recap the main points and summarize the lesson. 	<ol style="list-style-type: none"> 10. Answer quiz as summary of the main points.

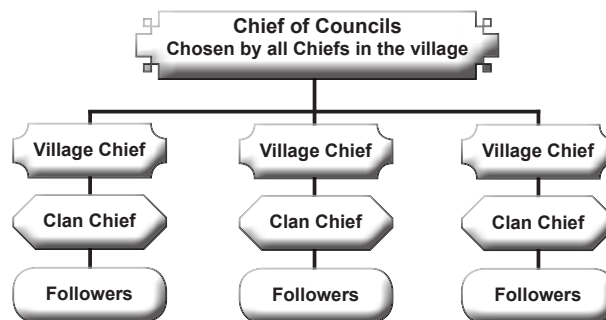
Evaluation: Students demonstrate their understanding of traditional governance during the Class Quiz by providing correct answers on behalf of their group.

Teacher's Note:

- Traditional government in this context refers to the government system practiced by the Papua New Guinea's tribal society before the European contact and colonization. Even today it is still being practiced alongside the western introduced system, however at the community or village level.
- The difference between the traditional government systems is that the traditional government system is more tribal in nature meaning that the clan leader, the chief or the village head leads and decides for the clan, the village or the community. Furthermore it has an informal structure based on the traditional social and moral values.
- The following is an example of the traditional government system practiced in the Trobriand Islands

"Trobriand Islanders have an inherited chiefly system where-by decisions that are made and passed down in the society are greatly influenced by the chiefs. However the ownership of the clan assets and properties are based on the matrilineal practises whereby the land and important assets are channeled to the ladies side i.e. chief's sister's children. The mothers are the key elements in terms of how decisions are made and how properties are distributed or inherited

The following graph illustrates how decisions are made and passed down in the Traditional Trobriand form of governance



Adapted from(Essacu 2005)

Activity

Students are to select any of the society listed above or their own societies, discuss and present in class. The following points can be used to guide their discussion

- ways leaders are chosen
- channels of communication
- roles and responsibilities
- construct pictures and graphs to illustrate your ideas

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 54, 55 and 56

Time: 40 minutes

Unit 1: Groups and Organizations

Topic: The Government of Papua New Guinea (1)

Content Standard: 7.2.1. Students will be able to examine governance structures and how they are implemented to achieve intended outcomes.

Benchmark: SOS 7.2.1.1. Discuss the traditional governance structures in terms of their purposes and the achievement of intended outcomes.

Lesson Numbers	Lesson 54	Lesson 55	Lesson 56
Lesson Titles	Types of Traditional Governance	Case study – Chieftain System	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify the different types of traditional government in Papua New Guinea compare and contrast between the similarities and difference of each type of traditional government list the advantages and disadvantage of each type of the traditional government 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> confidently define chieftain system of government identify different ways and methods how the person obtains the title of Chief in the chieftain societies discuss the advantages and disadvantages of chieftain system 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> different types of traditional government in Papua New Guinea differences and similarities between the different types of traditional governance in Papua New Guinea advantage and disadvantages of different systems of leadership and governance practiced by different governing systems in the country 	<ul style="list-style-type: none"> know the concept of Chieftain system and its meaning different ways of gaining the title of 'Chiefs' and 'Big men' in the chieftain society the advantages and disadvantages of practicing chieftain system of government in Papua New Guinea 	
Skills	<ul style="list-style-type: none"> translate the understanding of the different government systems in Papua New Guinea into sentence and paragraphs construct structural graphs to show how information is passed from the leaders to the community in different types of government systems in the country 	<ul style="list-style-type: none"> construct structural graphs showing the leadership structure of the chieftain system practiced in different areas of Papua New Guinea draw tables and correctly list the advantages and disadvantages of chieftain system of government in their correct column 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate different types of traditional government system found in different societies in the country 	<ul style="list-style-type: none"> appreciate the chieftain system of government modify their attitude and accept positive beliefs and values only. 	
Assessment Task #: 14	Explain traditional governance, their structures, roles and responsibilities.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 15

Time: 40 minutes

Lessons: 57, 58, 59 and 60

Unit 1: Groups and Organizations

Topic: The Government of Papua New Guinea (2)

Content Standard: 7.2.1. Students will be able to examine governance structures and how they are implemented to achieve intended outcomes.

Benchmark: SOS 7.2.1.2. Analyse the modern governance structures and draw conclusions regarding their effectiveness in meeting citizens' needs.

Lesson Numbers	Lesson 57	Lesson 58	Lesson 59	Lesson 60
Lesson Titles	What is Modern Governance?	Government Structure in Papua New Guinea	Roles and Responsibilities of the Government	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> differentiate modern government from the traditional government explain how we developed our modern system of government describe the type of Westminster style of government we practice in Papua New Guinea 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> describe the national government structure in Papua New Guinea explain how power is shared in the structure construct structural graphs showing the how the power is shared and decentralized in Papua New Guinea's government system 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> state the roles and responsibilities of the national government discuss how these roles and responsibilities are shared among different government organizations explain how different government department/organizations perform their roles to meet people's needs 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> know the factors that make modern government systems as more formal compared to the traditional system know how Papua New Guinea developed its Westminster system of government ways Papua New Guinea Government practices the Westminster System of governance 	<ul style="list-style-type: none"> know the government structure and decentralization of powers know different levels of hierarchy found in that structure and levels of government the decentralization of powers in those different levels of government and structure 	<ul style="list-style-type: none"> different roles and responsibilities of the national government distributions of roles and responsibilities amongst different government levels and organizations delivery of goods and services in the community by different government organizations 	

Skills	<ul style="list-style-type: none"> develop a framework illustrating a Westminster system of government develop sentence and paragraphs explaining the framework developed 	<ul style="list-style-type: none"> construct structural graphs showing the hierarchical structure of Papua New Guinea's Westminster system translate that graph in to sentence and paragraph 	<ul style="list-style-type: none"> produce charts, graphs and diagrams showing different roles and responsibilities of the national government develop diagrams establishing the connection/links between the national government and the community 	
Attitudes/ Values	<ul style="list-style-type: none"> support or critique Papua New Guinea's Westminster system of government 	<ul style="list-style-type: none"> build confidence in the government, its structure and distribution/decentralization of power at different levels. 	<ul style="list-style-type: none"> actively participate in accessing goods and services delivered by different government organizations as part of the national government structure 	
Assessment Task #: 15	Explain modern governance, their structures, roles and responsibilities.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 16

Lessons: 61, 62, 63 and 64

Time: 40 minutes

Unit 1: Groups and Organizations

Topic: Elections

Content Standard: 7.2.1. Students will be able to examine governance structures and how they are implemented to achieve intended outcomes.

Benchmark: SOS 7.2.1.2. Analyse the modern governance structures and draw conclusions regarding their effectiveness in meeting citizens' needs.

Lesson Numbers	Lesson 61	Lesson 62	Lesson 63	Lesson 64
Lesson Titles	Election in Papua New Guinea	Formation of Government in Papua New Guinea	Structure of Leadership in Papua New Guinea	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> define election explain how elections are held in Papua New Guinea explain our voting system identify the strengths and weaknesses in our voting system 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> explain how Members of the Parliament are elected explain how the Members of the parliament forms the government and the opposition team describe the general setting of the Parliament 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> confidently describe the Parliament setting explain how Prime Minister, Opposition Leader and the Executive are selected develop diagrams showing the Parliament hierarchy structure 	By the end of the lesson, students will be able to;

Knowledge	<ul style="list-style-type: none"> • know what election is • election processes and procedures • the type of voting system that the country practices • the advantage and the disadvantages of our voting system 	<ul style="list-style-type: none"> • the election and formation of Political parties • selections of Party and party leaders by the independent candidates and other party members • know the number of portfolio's available including the Prime Minister's seat 	<ul style="list-style-type: none"> • the Parliament setting i.e. Speakers, Prime Minister and other members seat in the parliament • process of selecting the Prime Minister and other members to take up. • hierarchy and distribution of power 	
Skills	<ul style="list-style-type: none"> • develop flow charts showing procedures and processes involve in conducting elections • draw tables listing strength and weakness of Papua New Guinea's elections in their correct column 	<ul style="list-style-type: none"> • conduct a mini election to demonstrate the understanding of how Members of the Parliament are elected • produce a sketch about the Parliament setting 	<ul style="list-style-type: none"> • produce a map of the Parliament showing the location of the Speaker's seat, the Prime Minister, the executive, opposing team and the back benchers • construct graph showing the decentralization of powers from the Governor General to Prime Minister and down to ministers, secretary, etc. 	
Attitudes/ Values	<ul style="list-style-type: none"> • participate actively in national, provincial or local elections held in Papua New Guinea 	<ul style="list-style-type: none"> • display positive behaviour during elections 	<ul style="list-style-type: none"> • appreciate the Parliament design and general setting of the debate chamber 	
Assessment Task #: 16	Describe the process and formation of government in Papua New Guinea and its leadership structures.			

Strand 2: Civic and Organizations**Term: 2 Week: 17 Guided Lesson****Lesson: 65****Time: 40 minutes****Unit 2:** Relationships and Communications between Groups**Topic:** Government Services**Lesson Title:** Services from Local Level Government**Content Standard: 7.2.2.** Students will be able to identify and investigate different ways provincial and national governments work together to develop local communities and provinces.**Benchmark: SOS 7.2.2.1.** Identify basic government services and reflect on the delivery of these services at the local, provincial, and national levels through collaboration and partnerships.**Lesson Objective:** By the end of the lesson, students will be able to;

- identify goods and services provided by LLGs
- discuss the community benefit from goods and services from LLGs
- explain how the state benefit from the people in return

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> goods and Services provided by LLGs ways community benefit from the goods and services provided by the LLGs ways state benefit in return for providing basic goods and services to the communities 	<ul style="list-style-type: none"> construct graphs showing the structure of funding, decentralization of power etc translate the graphs constructed in sentence and paragraphs 	<ul style="list-style-type: none"> appreciate goods and services provided by LLGs support LLG projects in any little way as possible

References: Social Science Syllabus and related materials

Teaching Materials: Butcher paper, markers,

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Tell a short story of receiving a service provided by the LLG and ask the students to identify the provider of the service. 2. Let the students know that the day's topic will be about services provided by LLG. 3. Further explain and link to the body. 	<ol style="list-style-type: none"> 1. Listen attentively and identify the service provider. 2. Listen attentively. 3. Listen attentively.
Body	<ol style="list-style-type: none"> 4. Provide students with clear instruction and get them into groups to identify and discuss services provided by LLGs 5. (Make sure to distribute questions so each group receives one or two questions each to work on). 6. Supervise student's discussion. 7. Facilitate student's presentation of the answers to the questions discussed. 8. Expand on student's presentation emphasizing the main points. 	<ol style="list-style-type: none"> 4. Get into groups and identify. services provided by LLG, how community benefit from and what they give in return to the state. 5. Continue to discuss in group. 6. Select a member of the group to present their answers. 7. Listen attentively and take note of the main points.
Conclusion	<ol style="list-style-type: none"> 9. Summarize the lesson. 10. Ask few revision questions. 	<ol style="list-style-type: none"> 8. Listen attentively. 9. Listen attentively and answer questions asked.

Evaluation: *LLG means local level government.* One of the levels of the three levels of government in Papua New Guinea comprising of elected councillors. Councillors organize forum and elect their president. The president then becomes the head of the LLG and distributes portfolios to selected members to assist him/her run the LLG and deliver needy services to the communities with minimum budget allocations from the National Government.

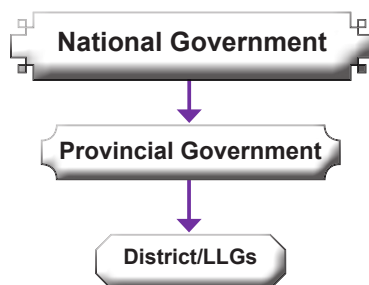
Teacher's Notes:

Government services reach people in various ways. Some of the ways government services reach people are through the respective government agencies or department like education department and health department.

But because these departments are controlled by the national government, the people in the villages far from National government often miss out on the essential services like health, education, basic water supply and sanitation and other services including income earning opportunities etc... This is where LLGs step in and provide.

LLGs receives their share of funding from the National and Provincial Government Budgets and use that fund to provide basic goods and services to the people in each of their council wards.

The following shows the decentralization of power and funds from the national government to the LLGs in a simple graph

**Activities**

The Questions related to the ones listed below should be formulated and distributed to each groups to discuss and present in class

1. Identify some of the goods and services provided by the your local level government
2. How do people benefit from the goods and services identified in question 1.
3. How does Papua New Guinea as a state benefit in return from goods and services provided by LLGs. E.g With better roads people can do business and pay tax to the government.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 66, 67 and 68

Time: 40 minutes

Unit 2: Relationships and Communications between Groups

Topic: Government Services

Content Standard: 7.2.2. Students will be able to identify and investigate different ways provincial and national governments work together to develop local communities and provinces.

Benchmark: SOS 7.2.2.1. Identify basic government services and reflect on the delivery of these services at the local, provincial and national levels through collaboration and partnerships.

Lesson Numbers	Lesson 66	Lesson 67	Lesson 68
Lesson Titles	Services from Provincial Government	Service from National Government	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> list goods and services that are supposed to be provided by the provincial government explain the importance of goods and services provided by the provincial government discuss the limitation of provincial government in providing these goods and service 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify wide range of goods and service provided by the national government explain how the government identifies the country's needs in order to provide these goods and services explain the mutual relationship and benefits the state and the society receive from each other 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> goods and services expected to be provided by the provincial government importance of the goods and service provided by the provincial government to the people and the country's economy limitations faced by provincial government in delivering goods and services 	<ul style="list-style-type: none"> wide range of goods and services provided by the national government process and procedures involved in identifying the countries need and delivering the goods and services to the nation the mutual relationships and benefit experienced by the national government and the civil society 	
Skills	<ul style="list-style-type: none"> develop ideas explain the importance of the goods and services provided by the provincial government differentiate common projects that are supposed to be provided by the provincial government from ligs and national government, 	<ul style="list-style-type: none"> identify the necessary goods and services that can be provided only by the national government (e.g. police) construct circular graphs, flowcharts etc... showing the mutual relationship between the goods and services provided by the state and the civil society 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate the provincial government and the goods and services provided take ownership of goods and services provided by the provincial government 	<ul style="list-style-type: none"> appreciate the existence of the national government and goods and services provided take ownership of goods and services provided by the provincial government 	
Assessment Task #: 17	Identify the levels of government and the types of services they provide.		

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 18**Lessons:** 69, 70, 71 and 72**Time:** 40 minutes**Unit 2:** Relationships and Communications between Groups**Topic:** Sustaining Government Services**Content Standard: 7.2.2.** Students will be able to identify and investigate different ways provincial and national governments work together to develop local communities and provinces.**Benchmark: SOS 7.2.2.2.** Suggest ways of improving and sustaining government services.

Lesson Numbers	Lesson 69	Lesson 70	Lesson 71	Lesson 72
Lesson Titles	What is Sustaining of Government Services	How to Sustain Government Services	Benefits of Sustaining Government Services	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> define the term “sustaining of government services discuss areas that government Papua New Guinea should sustain to enhance development 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify ways the government sustains its services discuss ways the civil society can assist the state in sustaining its services 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> discuss the advantages of sustaining the government services list the short and the long term benefits of sustaining government services 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> know the concept ‘sustaining of government services’ areas Papua New Guinea’s government should sustain in order to encourage development e.g. sustainable investment, cost 	<ul style="list-style-type: none"> ways government can sustain its projects and other services delivered to the civil society different ways the civil society can assist the state in sustaining the projects and other services delivered by the state 	<ul style="list-style-type: none"> advantages of taking care of and sustaining the government services the short and the long term benefits of sustaining government projects and other services 	
Skills	<ul style="list-style-type: none"> construct sentences and paragraphs demonstrating their understanding of the concept of ‘sustaining government services’ develop concept establishing links between the sustaining the government services and areas that need to be serviced. 	<ul style="list-style-type: none"> analyse and present the ideas in sentence, tables and paragraphs different ways the government can sustain the projects and services delivered to the civil society formulate ideas and ways in which civil society can assist the state in sustaining the projects and other services delivered to the society to use 	<ul style="list-style-type: none"> classify the short and the long term benefits of sustaining the projects and other services delivered to the society by the government tabulate the advantages of sustaining government services 	

Attitudes/ Values	<ul style="list-style-type: none"> show interest in sustaining government projects and services in the society accept the responsibility of taking care of the government projects and other services appreciate the projects and other services delivered to the society by the state 	
Assessment Task #: 18	Strategize ways of sustaining government services.	

Strand 2: Civic and Organizations**Term: 3****Week: 19****Guided Lesson****Lesson: 73****Time:** 40 minutes**Unit 3:** Changes and Development**Topic:** Social Development**Lesson Title:** Sports and Recreation**Content Standard: 7.2.3.** Students will be able to assess the contributions made by social, political and religious groups to national and sub-national development.**Benchmark: SOS 7.2.3.1.** Examine the contributions of social, political, and religious groups to national and sub-national development.**Lesson Objective:** By the end of the lesson, students will be able to;

- discuss how sports and recreational activities bring change and development into our society
- explain the national benefits of sports and recreational activities
- accept sports and recreational activities as agents of change and development in our society

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> know major sporting and other recreational activities in the country importance of these activities impact these activities have on the country's development 	<ul style="list-style-type: none"> identify different types of sports and recreational activities construct sentence and paragraphs explaining changes and development that was experienced as a result of sporting activities 	<ul style="list-style-type: none"> accept sports and recreation activities as part of change and development

References: Social Science Syllabus and related materials**Teaching Materials:** Butcher paper

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Introduce a major sporting or recreational activity that took place in the country previously. 2. Briefly ask students to identify some of the impact it had on the country. 3. Link it to the lesson by introducing the topic. 	<ol style="list-style-type: none"> 1. Listen Attentively. 2. Respond to the teachers' questions. 3. Listen attentively.
Body	<ol style="list-style-type: none"> 4. Get the students into groups of five or six. 5. Tell the students to identify a major sporting or a recreational activity in the country and list some of the changes and development it brings to the society and how it impacts the society. 6. Facilitate the discussion. 7. Facilitate the presentation. 8. Point out important points for the students to take note of. 	<ol style="list-style-type: none"> 4. Get into groups of about five or six. 5. Discuss the changes and development sporting and recreational activities brought to the society. 6. Identify positive impacts it has on the society. 7. Students to present the content of their discussion to the class. 8. Listen attentively.
Conclusion	<ol style="list-style-type: none"> 9. Ask students as revision questions as a way of pointing out the main point. 10. Point out main points. 	<ol style="list-style-type: none"> 9. Answer questions asked. 10. Take notes of the main points as summary.

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

Teacher's Notes:

Sporting and leisure activities may be seen as just other ordinary activities. However, sports itself and other recreation activities do have their own social, economic and political development

Some of the examples of the benefits of social and recreational activities include

- International teams moving in to play in Papua New Guinea bring money into the country
- Sports and other recreational activities help in relaxing the body, the mind and the soul after a hard day's work
- The games unites the people and the nation that has diverse cultures

Therefore we must see sports and other recreational activities in a positive perspective and support such activities that contribute towards the country's development.

Activity 1.

Identify some of the major sporting and recreational activity and explain how it contribute towards the countries development

E.g. Pacific Games – When the players travel in to play in the country, they also bring with them money which they spend in the country contributing towards the country's economic activity

1. PNG Hunters - _____
2. Cultural Shows - _____

Activity 2

Identify a sporting and other recreational event and point out its social, economic and political benefit

Event	Social	Economical	Political
E.g. SP Hunters playing overseas	Unite the country by supporting the same team	When other teams travel in to play in the country, they bring money in with them to spend in our county	The patriotic sprit
1			
2			

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 74, 75 and 76

Time: 40 minutes

Unit 3: Changes and Development

Topic: Social Development

Content Standard: 7.2.3. Students will be able to assess the contributions made by social, political, and religious groups to national and sub-national development.

Benchmark: SOS 7.2.3.1. Examine the contributions of social, political and religious groups to national and sub-national development.

Lesson Numbers	Lesson 74	Lesson 75	Lesson 76
Lesson Titles	Health and HIV/AIDS Advocacy	Youth Programs – Gender Equality	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • identify different ways different organizations advocate on Health and HIV Aids reduction • how these activities brings change and development to the society 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • identify different youth programs carried out in the country • describe how these youth programs contribute to the development of the country 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • Know the meaning of key words like Health, HIV/Aids and Advocacy • Types of agencies that advocate on Health and HIV/Aids and how it impacts the society • the change and development this activates will bring to the nation 	<ul style="list-style-type: none"> • Different types of youth programs conducted in the country • The benefits youths gain from youth programs conducted in the country • ways the country will benefit from these youth programs 	
Skills	<ul style="list-style-type: none"> • construct flow charts to illustrate the link between different organizations and the changes/de-development they bring to the society • produce report on the activities each agency that advocates on Health and HIV/Aids carried out in the society and clearly indicate the changes it will bring to the nation 	<ul style="list-style-type: none"> • develop mind maps showing different youth activities or programs in the country • develop sentence and paragraphs outlining the benefits of youth programs 	
Attitudes/ Values	<ul style="list-style-type: none"> • participate in community awareness on Health and HIV/Aids in the society • accept the changes it brings to the community 	<ul style="list-style-type: none"> • appreciate the youth programs and positive activities • willing to participate in youth development programs 	
Assessment Task #: 19	Discuss and identify initiatives of the National Government which promotes social development.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 20

Lessons: 77, 78, 79 and 80

Time: 40 minutes

Unit 3: Changes and Development

Topic: Political Development

Content Standard: 7.2.3. Students will be able to assess the contributions made by social, political and religious groups to national and sub-national development.

Benchmark: SOS 7.2.3.3. Compare and contrast the developments and changes taking place in urban and rural Papua New Guinea.

Lesson Numbers	Lesson 77	Lesson 78	Lesson 79	Lesson 80
Lesson Titles	Political Instability	Corrupt Practices	Land Compensation – National Highways	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> differentiate between political stability and political instability explain why political instability is an hindrance to growth and development of the country identify other activities that are related to political instability 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> define corruption identify some of the corrupt practices that are happening in the country explain how corruption affects growth and development of the country list some of the ways to address corruption in the country 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> discuss the importance of National Highways to the growth and development of the country's economy explain how land compensation affects the growth of the economy contribute ideas that can address the land compensation issue in the country 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> difference between political stability and instability political instability as an hindrance to the economic growth other activities that are related to political instability that hinders the growth and development of the country 	<ul style="list-style-type: none"> know what corruption means corrupt practices that are being practiced in the country effects of corruption in the country possible ways to address the issue of corruption in the country 	<ul style="list-style-type: none"> the importance of National Highways and their contribution to the country's economy the effects of land compensation on the highway users and the country's economy strategies that can be applied to address the issue of land compensation that is affecting the National Highways 	
Skills	<ul style="list-style-type: none"> develop sentence and paragraphs that differentiate political stability from instability produce mind maps of activities related to political instability that affect economic growth 	<ul style="list-style-type: none"> develop sentence and paragraphs that define corruption and its effect on the country's development constructively develop ways that can address corruption in the country 	<ul style="list-style-type: none"> locate areas that are linked by the National Highways on the map compare tables and graphs and explained the importance of National Highways (Note: in GDP) construct sentence and paragraphs listing possible solutions to compensation claims 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate the importance of political stability in the government 	<ul style="list-style-type: none"> avoid participating in dishonest and other corrupt activities 	<ul style="list-style-type: none"> appreciate the existence of the National Highways 	
Assessment Task #: 20	Collect and discuss relevant media reports on current issues affecting the nation's political developments.			

Strand 3: Culture**Term: 3****Week: 21****Guided Lesson****Knowledge, Skills, Attitudes and Values (KSAV)****Lessons:** 81, 82, 83 and 84**Time:** 40 minutes**Unit 1:** Different Cultures**Topic:** Culture and Lifestyle**Content Standard: 7.3.1.** Students will be able to examine different ways culture shapes and is shaped by people and how it influences people's value systems, attitudes and behaviours.**Benchmark: SOS 7.3.1.1.** Identify and analyse the different ways culture shapes the way a particular group of people think and behave.

Lesson Numbers	Lesson 81	Lesson 82	Lesson 83	Lesson 84
Lesson Titles	Rituals (Ceremonies)	Music	Language	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none">define rituals and give examples of ritualsdiscuss how rituals or ceremonies are performed in different cultures	By the end of the lesson, students will be able to; <ul style="list-style-type: none">explain the importance of music in different culturesdescribe how modern music influences culture	By the end of the lesson, students will be able to; <ul style="list-style-type: none">explain the importance of language in different culturesdescribe how language has changed overtime	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none">meaning of rituals/ ceremoniesexamples of rituals/ ceremonies	<ul style="list-style-type: none">importance of music in different culturesinfluence of modern music on cultures	<ul style="list-style-type: none">the importance of language in different cultureschange in language overtime	
Skills	<ul style="list-style-type: none">role play different rituals /ceremonies	<ul style="list-style-type: none">perform different styles of music	<ul style="list-style-type: none">translate english words and sentences into different languages and vice versa	
Attitudes/ Values	<ul style="list-style-type: none">appreciate rituals/ ceremonies of different societies	<ul style="list-style-type: none">appreciate and value music of different cultures	<ul style="list-style-type: none">value their local	
Assessment Task #: 21	Describe the process of initiation, courtship and compensation in different cultures.			

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 22 **Lessons:** 85, 86, 87 and 88**Time:** 40 minutes**Unit 1:** Different Cultures**Topic:** Cultural Identity**Content Standard: 7.3.1** Students will be able to examine different ways culture shapes and is shaped by people and how it influences people's value systems, attitudes and behaviours.**Benchmark: SOS 7.3.1.2.** Critique how culture influence people's value systems, attitudes and behaviours.**Benchmark: SOS 7.3.1.3.** Describe the process of adopting/adapting to other cultures and evaluate the consequences.

Lesson Numbers	Lesson 85	Lesson 86	Lesson 87	Lesson 88
Lesson Titles	Value Systems	Cultural Influences on Attitude	Cultural Influences on Behaviour	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • explain value systems • give examples of value systems 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • define and explain attitude • discuss how culture influences attitude • give examples of how culture influences attitude 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • define and explain behaviour • explain how culture influences behavior • give examples of cultural influences on behaviour 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • value systems refers to the way things are organized in different cultures eg. ceremonies - initiation, courtship & marriage, pay back 	<ul style="list-style-type: none"> • explanation of attitude • cultural influences on attitude • examples of how culture influences attitude 	<ul style="list-style-type: none"> • explanation of behaviour • cultural influences on behavior • examples of cultural influences on behaviour 	
Skills	<ul style="list-style-type: none"> • role-play different ceremonies in their local culture 	<ul style="list-style-type: none"> • role-play how culture influences attitude 	<ul style="list-style-type: none"> • role-play how culture influences behaviour 	
Attitudes/ Values	<ul style="list-style-type: none"> • value, appreciate and respect the uniqueness in value systems of different cultures 	<ul style="list-style-type: none"> • appreciate cultural influences on attitude 	<ul style="list-style-type: none"> • appreciate cultural influences on behaviour 	
Assessment Task #: 22	Compare and justify the differences in attitude and behaviour in different societies.			

Strand 3: Culture**Term: 3****Week: 23****Guided Lesson****Lesson: 89****Time: 40 minutes****Unit 2:** Changes in Cultures**Topic:** Factors Influencing National Culture**Lesson Title:** Education in Other Countries- (Scholarships)**Content Standard: 7.3.2.** Students will be able to evaluate external influences on Papua New Guinea's cultures.**Benchmark: SOS 7.3.2.1.** Identify and examine external factors which influence Papua New Guinean cultures.**Lesson Objective:** By the end of the lesson, students will be able to;

- describe influence of education in other countries through scholarships.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • understand education • know the importance of educational scholarships. • the influences of education in another country. • display of national identity in other country • participate in cultural events abroad. 	<ul style="list-style-type: none"> • state the purpose of education. • discuss and explain the purposes of educational scholarships. • explain the activities of cultural promotions in another country. • describe the cultural influence on education 	<ul style="list-style-type: none"> • demonstrate achievements. • promote culture • value national culture and identity. • accept inter cultural relationships.

References: Social Science Syllabus, Google**Teaching Materials:** Pictures of schools and colleges in another country**Teaching and Learning Activities:**

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask some revision questions based on the previous lesson. 2. Introduce the lesson to students.	1. Recall and answer the revision questions. 2. Say the lesson topic.
Body	3. Ask students to explain Education and scholarship. 4. Name a country where students of PNG study on scholarship. 5. State the cultural challenges in another country. 6. Ask the students to list and explain the challenges with language, climate and social relationships.	3. Explain education and scholarships. 4. Name countries where their relatives are studying. 5. List challenges to language, climate and social relationship abroad.
Conclusion	7. Summarize main teaching points 8. Check student's activity 9. Correct student's work.	6. Copy summary notes 7. Complete activity 8. Give the completed work to teacher.

Evaluation: Students explain how the Educational scholarships are awarded.

Teacher's Notes:

- Educational Sponsorships are offered to students with high academic achievements.
- Some study abroad on self-sponsor while others on the National Government sponsorship.
- An ideal place for learning, friendship and starting your successful career.
- Through education students can be able to share and expose the culture of our country.
- Studying in another country increases level of understanding and learning.
- Those who wish to study abroad must study hard in school and possess high marks in their academic reports.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 90, 91, and 92

Time: 40 minutes

Unit 2: Changes in Cultures

Topic: Factors Influencing National Culture

Content Standard: 7.3.2. Students will be able to evaluate external influences on Papua New Guinea's cultures.

Benchmark: SOS 7.3.2.1. Identify and examine external factors which influence Papua New Guinean cultures.

Lesson Numbers	Lesson 90	Lesson 91	Lesson 92
Lesson Titles	Employment in Other Countries	Temporary Travels-Tourism, Sports, Business, Cultural Participation	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • state some challenges relating to cultures and lifestyles working in another country 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • explain some practices of temporary travels to another country 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • know that a person has to qualify to travel to another country to work • explain that a passport and visa including other necessary requirements are essential • understand that working culture and practices in other country will not be the same • state that employment can be seasonal ,part or full time basis 	<ul style="list-style-type: none"> • explain temporary travels to another country • state the purposes of temporary travels • explain the nature of tourism, sports, business and cultural travel • give examples of people or groups taking temporary travels, like png hunters. cultural groups etc • describe the cultural exchanges through such travels 	

Skills	<ul style="list-style-type: none"> • explain and describe the employment opportunities abroad • describe and state the cultural challenges working abroad • list some benefits of offshore employments • state some negative influences working abroad 	<ul style="list-style-type: none"> • define and explain short term job employment abroad • explain the type of person or group for each sections of short travel • explain the activity or purpose of sports and cultural travels 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate employment opportunities • accept the opportunity • cooperate with cultures of another country 	<ul style="list-style-type: none"> • be role models • cooperate with rules and guidelines • accept social and inter-relationship 	
Assessment Task #: 23	Identify external factors which influence culture in Papua New Guinea.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 24

Lessons: 93, 94, 95 and 96

Time: 40 minutes

Unit 2: Changes in Cultures

Topic: Sub-culture

Content Standard: 7.3.2. Students will be able to evaluate external influences on Papua New Guinea's cultures.

Benchmark: SOS 7.3.2.2. Analyse the impact of external influences on Papua New Guinea's cultures.

Lesson Numbers	Lesson 93	Lesson 94	Lesson 95	Lesson 96
Lesson Titles	Change in Customs	Change in Dressing	Immigration	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • identify and explain the causes of changes to customs 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • express and state the causes of changes in modern dressing 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • explain the influences on immigration of people 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • state the causes of changes to customs • understand the culture and changes • know the customs • name some external influences on customs • something that people always do or always do in a particular way by tradition • the change of habits 	<ul style="list-style-type: none"> • know the external influences that cause changes to dressing • understand the proper way to dress • describe the impacts to local dress culture • recognize modern and traditional clothes 	<ul style="list-style-type: none"> • explain immigration • state the purpose of settling in a new place or country • to become established in a new place • propose ways to control movement of people 	

Skills	<ul style="list-style-type: none"> list three customs that have changed over period of time state the cause of changes in the customs discuss and list customs that are affected due to external influences 	<ul style="list-style-type: none"> state the changes to dressing culture identify the causes of dressing culture to change write possible ways to maintain dress customs in Papua New Guinea 	<ul style="list-style-type: none"> explain immigration and give examples describe why people leave to migrate state ways to establish mutual dialogue with natives and immigrants write some changes to cultures due to immigration 	
Attitudes/Values	<ul style="list-style-type: none"> believe in customs accept the practices appreciate the customs 	<ul style="list-style-type: none"> accept changes to dressing consider customs and modern dressings important 	<ul style="list-style-type: none"> be sociable respect others' basic needs and their rights 	
Assessment Task #: 24	State some examples of external influences which impact Papua New Guinea's culture.			

Strand 3: Culture**Term: 3****Week: 25****Guided Lesson****Lesson: 97****Time: 40 minutes****Unit 3: Cultural Participation****Topic: National Events****Lesson Title: National Events Council of Papua New Guinea****Content Standard: 7.3.3.** Students will be able to rationalise and justify the reasons for participating in national cultural events.**Benchmark: SOS 7.3.3.1.** Evaluate the reasons for participating and celebrating national cultural events**Lesson Objective:** By the end of the lesson, students will be able to;

- explain the work of the National Events Council of Papua New Guinea

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> know the important events of the country. state the purposes of the events and the types of activities. understand the roles and functions of National Events Council of PNG. describe how the events are organised and carried out in the country. 	<ul style="list-style-type: none"> explain the roles and functions of National Events Council of PNG list the common National Events of the country refer to the yearly calendar and state when these events occurred describe the activities for the events 	<ul style="list-style-type: none"> value the work of NEC of PNG participate in events and celebrations appreciate events shows

References: Social Science Syllabus, Google**Teaching Materials:** Events calendar

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1.Revise previous lesson. 2.Ask some revision questions. 3.Introduce the topic to the students.	1.Listen and answer the revision questions. 2.Write the lesson topic.
Body	4.Ask students to list some common National Event in the country. 5.Ask student's to explain the work of the National Events Council of Papua New Guinea.(NEC of PNG). 6.Refer to the National Events calendar and name the important events of the country. 7.Ask student to get in groups and write one National Event and explain the activities of that event.	3.Answer questions. 4.Explain the work of NEC of Papua New Guinea. 5.Identify and name National Events. 6.Work in groups and explain the activities of their selected National events.
Conclusion	8.Ask students summary questions. 9.Collect student's work. 10. Correct and display in class.	7.Answer revision questions. 8.Hand in completed work teacher.

Evaluation: Teacher asks students to describe the work of the National Events Council of PNG

Teacher's Notes:

Morobe Show

Date: 27/10/2018

Finish Date: 28/10/2018

Location: Morobe Province, Lae

The Morobe Agriculture show is an annual event hosted by the Morobe Provincial

Mask Festival

Date: 11/07/2018

Finish Date: 14/07/2018

Location: East New Britain Province, Rabaul

A cultural extravaganza set in Kokopo, featuring iconic mask performances from East New Britain.

Kenu&Kundu Festival

Date: 02/11/2018

Finish Date: 04/11/2018

Location: Milne Bay Province, Alotau

Stunning traditional canoes and 'kundus' feature prominently in this exciting cultural festival held in Alotau, Milne Bay Province.

Hagen Show

Date: 17/08/2018

Finish Date: 19/08/2018

Location: Western Highlands Province, Mount Hagen

The 2018 Hagen Show is set for August 17th to 19th and returns to the old Kagamuga show grounds in Mount Hagen, Western Highlands Province.

Digaso Festival (Kutubu)

Date: 21/09/2018

Finish Date: 23/09/2018

Location:

The 2017 KutubuKundu and Digaso festival offers a rare treat of fascinating cultural performances from the Southern Highlands against the backdrop of the stunning Lake Kutubu.

Crocodile Festival

Date: 05/08/2018

Finish Date: 07/08/2018

Location: East Sepik Province, Wewak

This special festival celebrates one of Papua New Guinea's famous tribal heartlands and the significance of the revered crocodile. 2018 Crocodile Festival is set for August 5th to 7th.

Goroka Show

Date: 14/09/2018

Finish Date: 16/09/2018

Location: Eastern Highlands Province, Goroka

Experience PNG's biggest and most popular cultural festivals - the 2018 Goroka Show, set for September 14th to 16th.

[Read More](#)**Knowledge, Skills, Attitudes and Values (KSAV)****Lessons:** 98,99, and 100**Time:** 40 minutes**Unit 3:** Cultural Participation**Topic:** National Events

Content Standard: 7.3.3. Students will be able to rationalise and justify the reasons for participating in national cultural events.

Benchmark: SOS 7.3.3.1. Evaluate the reasons for participating and celebrating national cultural events

Lesson Numbers	Lesson 98	Lesson 99	Lesson 100
Lesson Titles	National Events Celebrated in Papua New Guinea	Hiri Moale Festival	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> name and explain the types of National events celebrated in PNG. 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> describe and state where Hiri Moale festival is practiced. 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> name the common national events state examples of national events explain when and where the events are taking place relate the events to the yearly calendar 	<ul style="list-style-type: none"> explain the event know where it is practiced state the items traded in the event explain when the event takes place annually 	

Skills	<ul style="list-style-type: none"> name the common national events of the country. explain the activities of the events of the country study the yearly events calendar and plan ahead for the coming events. explain the places of host and the promotions of the events. discuss the important national events and their establishments in the country. 	<ul style="list-style-type: none"> explain the show and state where is held. name the artefacts and foods that are traded. describe the traditional mode of transport used in the show. list the traditional displays discuss and list the sporting activities like canoe racing. state some social implications of the events. list some economic benefits of the events. 	
Attitudes/ Values	<ul style="list-style-type: none"> accept approved and registered events have pride in the cultures of the country 	<ul style="list-style-type: none"> respect the cultures and practices of others value cultural events and celebrations 	
Assessment Task #: 25	List some national cultural events that are recognized by National Events Council of Papua New Guinea.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 26

Lessons: 101,102, 103 and 104

Time: 40 minutes

Unit 3: Cultural Participation

Topic: Cultural Promotions

Content Standard: 7.3.3. Students will be able to rationalise and justify the reasons for participating in national cultural events.

Benchmark: SOS 7.3.3.2. Identify and discuss different ways of promoting and sustaining national cultural events.

Lesson Numbers	Lesson 101	Lesson 102	Lesson 103	Lesson 104
Lesson Titles	Museums	Education Through the Curriculum	Passing of Culture from Parents to Children	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> describe and explain the importance of museums 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> discuss and explain the importance of formal education 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> explain and state the processes of cultural inheritance from parents to children 	By the end of the lesson, students will be able to;

Knowledge	<ul style="list-style-type: none"> state that museum is a place where important things are preserved explain that museum is a building or institution where objects of artistic, historical or scientific importance and value are kept, studied and put on display 	<ul style="list-style-type: none"> understand the formal learning through the use of curriculum know the importance of formal education acquire general knowledge of skill, values and attitudes state the primary importance of education 	<ul style="list-style-type: none"> explain the cultural inheritance from parents to children define cultural inheritance state the purpose of passing on culture from parents to children. state the effects of break up in passing of culture 	
Skills	<ul style="list-style-type: none"> define what is museum name museums in the country write the names of things that are kept in the museum create a mini classroom museum 	<ul style="list-style-type: none"> explain the use of formal education name the type of curriculum used in formal education differentiate between formal and non-formal education 	<ul style="list-style-type: none"> write the advantages of cultural inheritance describe the importance of preserving culture from generation to generation 	
Attitudes/ Values	<ul style="list-style-type: none"> value items and objects that are preserved recognize the cultural artefacts accept the cultural interpretations and the symbols 	<ul style="list-style-type: none"> take ownership and be educated respects rules and guidelines appreciate the service of education 	<ul style="list-style-type: none"> acknowledge and value ones culture that has been passed on from generations to generations 	
Assessment Task #: 26	Write two page essay on how national cultures are sustained.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 27

Lessons: 105, 106, 107 and 108

Time: 40 minutes

Unit 1: History

Topic: Earlier Explores

Content Standard: 7.4.1. Students will be able to describe early explorations in Papua New Guinea and analyse their impact on local people.

Benchmark: SOS 7.4.1.1. Discuss the arrival of early explorers and appraise their influences on local people.

Lesson Numbers	Lesson 105	Lesson 106	Lesson 107	Lesson 108	
Lesson Titles	Early Explorers	Missionaries	Miners and Traders	Social Science process	
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• name and identify the early explorers (navigators) to the island of New Guinea (modern day Papua New Guinea)• identify and trace the routes taken by these early explorers• locate and plot where they came from	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• name and identify the early missionaries who came to the island of Papua New Guinea	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• name and identify early traders and miners who came to Papua New Guinea	By the end of the lesson, students can:	
	Knowledge	<ul style="list-style-type: none">• explain reasons for the early explorers journey to the island of new	<ul style="list-style-type: none">• explain reasons for the early missionaries who came to the island of New Guinea		<ul style="list-style-type: none">• explain reasons for the coming of traders and miners to the island of New Guinea
	Skills	<ul style="list-style-type: none">• locate, trace and plot where they came from	<ul style="list-style-type: none">• name the early missionaries and the year they came to the island of New Guinea		<ul style="list-style-type: none">• name the early miners and traders and the year they came to the island
	Attitudes/ Values	<ul style="list-style-type: none">• appreciate and value the early explorers (navigators) to Papua New Guinea• the origins of the natives of Papua New Guinea	<ul style="list-style-type: none">• value the early missionaries’ efforts to spread the word of God		<ul style="list-style-type: none">• appreciate and value the early miners and traders
Assessment Task #: 27	Investigate and find out who were the early explores, missionaries, miners and traders to come to Papua New Guinea.				

Strand 4: History and Change**Term: 4 Week: 28 Guided Lesson****Lesson: 111****Time: 40 minutes****Unit 1: History****Topic:** Impacts of Early Explorers on the Local People**Lesson Title:** Case study- James Chalmers**Content Standard: 7.4.1.** Students will be able to describe early explorations in Papua New Guinea and analyse their impact on local people.**Benchmark: SOS 7.4.1.1.** Discuss the arrival of early explorers and appraise their influences on local people.**Lesson Objective:** By the end of the lesson, students will be able to;

- explain the history of the early missionary James Chalmers
- name, trace, locate and plot the origins of James Chalmers
- name, locate and plot the areas James Chalmers worked in Papua New Guinea

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> explain the history of the early missionary James Chalmers 	<ul style="list-style-type: none"> trace, locate and plot the origins of James Chalmers locate and plot the areas James Chalmers worked in Papua New Guinea 	<ul style="list-style-type: none"> appreciate and value the work of the early missionaries like James Chalmers

References: Social Science Syllabus, The story of the Past (Social Science Pupils Book Objective based curriculum material) Social Science Outcomes Grade 6, Google

Teaching Materials: Chalk, duster, ruler, pencil, blank world and Papua New Guinea map, Atlas, globe and copies of information provided on the case studies given for all students.

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask students lead up questions to the lesson. a. Example; 'Which denomination do you belong to? Or name one famous missionary you know of'.	1. Listen to the question and respond correctly.
Body	2. Give students handout on the case study of James Chalmers. (Duplicate information in the lesson sample Case Study- 'James Chalmers' and distribute to students. 3. Use the globe and show students origin of James Chalmers. 4. Give activities on the case study handout. 5. Give some questions. 6. Ask students to use the blank map of the world with the help of the globe and Atlas to trace, locate and plot. 7. origins of James Chalmers. 8. his travel in to the Pacific and to the Goaribari island where he was killed.	2. Students receive handouts then listen to teacher's instruction 3. Answer questions on the case study. 4. Trace, locate and plot on the blank map of the world and Papua New Guinea map. 5. origins of James Chalmers 6. his travel into the Pacific and to the Goaribari island where he was killed.
Conclusion	9. Supervise the activity 10. Collect and check student's map work	7. Hand in completed maps

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

(Assessment Task 1) refer to syllabus

Teacher's Notes:

Collect and provide sufficient teaching materials.

(a) Provide information on an early missionary James Chalmers.

(b) Show a picture of James Chalmers.

Chalmers, James (1841–1901)**by Patricia A. Prendergast*****This article was published in Australian Dictionary of Biography, Volume 3, (MUP), 1969.***

James Chalmers (1841–1901), missionary, was born 4 August 1841 in the fishing village of Ardrishaig on Loch Fyne, Scotland, the only son of an Aberdonian stonemason. When he was 7 the family moved to Inveraray where he attended the local school and then worked for some years in a solicitor's office. In his youth Chalmers was greatly impressed by an account of missionary work in Fiji but later reacted against the stern Calvinistic doctrines preached by Highland Presbyterians and drifted away from the church. In 1859 he was converted in a religious revival and two years later joined the Glasgow City Mission as an evangelist. There he met George Turner, the Samoan missionary, at whose suggestion he applied to the London Missionary Society for acceptance as a missionary candidate in 1862. He was trained at Cheshunt College and Highgate Academy and was ordained on 19 October 1865, two days after his marriage to Jane Robinson, daughter of Peter Hercus of Greenock and New Zealand.



Chalmers had hoped to work in Africa but was appointed to the Pacific, arriving with his wife at Rarotonga in the Cook Islands on 20 May 1867; there they remained for ten years. Although disappointed that his position lacked the challenge of pioneer mission work, Chalmers waged a vigorous campaign against drunkenness, reorganized the training of island evangelists and produced a monthly newspaper. Tamate, the name by which he preferred to be called, was the Rarotongan version of his surname. In 1877 his desire for pioneer work was realized when he was appointed to New Guinea, where three years earlier Rev. William Lawes had established a mission with headquarters at Port Moresby. The co-operation of these two men laid the foundation of the London Missionary Society's work in the island. Their policy was to set up a chain of mission stations along the southern coast, staffed by South Sea Island evangelists under the supervision of European missionaries. While establishing these stations Chalmers explored much of New Guinea's coastline, made several inland journeys and was the first European to contact many of the different groups of people who inhabited these areas. Although he was interested in exploration and was asked several times to lead expeditions into New Guinea he refused on the grounds that he was first and foremost a missionary. In the ceremonies associated with the declaration of the British Protectorate in 1884 Chalmers acted as official interpreter in areas outside Port Moresby. Sir Peter Scratchley was anxious to secure his services for the administration but Chalmers remained with the mission.

During his missionary career he returned to Britain in 1886–87 and 1894–95, receiving acclaim both as an explorer and as a missionary and arousing widespread interest in the island by his lectures. He published several accounts of his work: *Adventures in New Guinea* (1885), *Pioneering in New Guinea* (1887) and *Pioneer Life and Work in New Guinea 1877–1894* (1895). His wife died on 20 February 1879 and in 1888 he married one of her childhood friends, a widow, Sarah Elizabeth Harrison, née Large; she died on 25 October 1900. There were no children of either marriage.

During his twenty-three years in New Guinea Chalmers resided for short periods on the east coast at Suau, Port Moresby, Motumotu and Saguane in the Fly River delta, but for long periods he had no permanent home. His last station was Daru. From there he set out with a colleague, Oliver Tompkins, to establish a mission on Goaribari Island. Their deaths at the hands of hostile islanders on 8 April 1901 resulted in the last major punitive expedition in British New Guinea. Three years later the acting administrator, Judge Christopher Robinson, set out with a party to recover the skulls of the two missionaries. Robinson's mishandling of the situation resulted in the death of a number of islanders and led to his suicide.

An eccentric, humane man of great personal charm, Chalmers numbered among his friends personalities as diverse as Robert Louis Stevenson and 'Bully' Hayes; but his talent for friendship was most evident in his relations with the New Guinea people to whom he was sincerely and unsentimentally devoted. 'He had consecrated himself to New Guinea', wrote the Methodist missionary Dr George Brown, 'and to that work he was loyal to the end'.

Select Bibliography

R. Lovett, *James Chalmers: His Autobiography and Letters* (Lond, 1902)

W. A. Young, *Christianity and Civilization in the South Pacific* (Lond, 1922)

LMS Archives (Westminster).

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 109, 110 and 112

Time: 40 minutes

Unit 1: History

Topic: Impacts of Early Explorers on the Local People

Content Standard: 7.4.1. Students will be able to describe early explorations in Papua New Guinea and analyse their impact on local people.

Benchmark: SOS 7.4.1.1. Discuss the arrival of early explorers and appraise their influences on local people.

Lesson Numbers	Lesson 109	Lesson 110	Lesson 112
Lesson Titles	Impacts of Missionaries on Local People	Impacts of Miners and Traders	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• identify the impacts of the early explorers (navigators) on the early explorers on the local people	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• identify the impacts of early miners and traders on the local people• locate and plot where the early traders and miners landed on the island of New Guinea	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none">• explain the significant impacts by the early explorers (navigators) to the island New Guinea• placed Papua New Guinea in the world record	<ul style="list-style-type: none">• explain significant impacts by miners and traders on the local people	
Skills	<ul style="list-style-type: none">• show impacts of early exploration on local people	<ul style="list-style-type: none">• show impacts of early trades and miners on the local people	
Attitudes/ Values	<ul style="list-style-type: none">• value contributions of the early explorers to the local people	<ul style="list-style-type: none">• value contributions on the miners and traders on the locals	
Assessment Task #: 28	Write a two page essay on how the early explorers impacted the lives of the local people of Papua New Guinea.		

Strand 4: History and Change**Term: 4 Week: 29 Guided Lesson****Lesson: 115****Time: 40 minutes****Unit 2: Change****Topic: Problem Solving in the Past****Lesson Title: Case study- Moka (Western Highlands)****Content Standard: 7.4.2.** Students will be able to compare and contrast the processes and methods of problem solving used in the past and in the present to address problems.**Benchmark: SOS 7.4.2.1.** Discuss how problems were solved in the past and examine the effectiveness and the limitations of the processes and methods used.**Lesson Objective:** By the end of the lesson, students will be able to;

- identify and explain traditional compensation practices of Papua New Guinea
- locate and plot on the blank map of Papua New Guinea where Moka is practiced

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Identify and explain traditional compensation practices of Papua New Guinea 	<ul style="list-style-type: none"> • Locate and plot on the blank map of Papua New Guinea where Moka is practiced 	<ul style="list-style-type: none"> • Appreciate and value traditional compensation practices of Papua New Guinea

References: Social Science Syllabus, Papua New Guinea's Origin, Social Science Outcomes Grade 6, 7 and 8, Google**Teaching Materials:** Chalk, duster, Jacaranda Atlas, Blank map of Papua New Guinea, copies of the information on Moka given below.**Teaching and Learning Activities:**

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	1. Ask lead up questions referring to the lesson. Example; Who has witnessed compensation before? Was it about a tribal fight or was it about repaying the relatives of the goodness of people who have passed away? 2. Introduce new lesson Case Study – Moka (Western Highlands).	1. Listen carefully and respond to questions. 2. Watch and listen attentively to the teacher.
Body	3. Show pictures or photographs of traditional compensation of Moka and others relating to traditional compensation in Papua New Guinea. 4. Distribute copies of information on Moka to each student to use to answer set questions. 5. Ask students to use the blank map of Papua New Guinea to plot province where Moka is practiced.	3. Listen carefully to teacher and respond accordingly. 4. Use the blank map of Papua New Guinea to plot province where Moka is practiced.
Conclusion	6. Guide and supervise the activity. 7. Collect maps on locating the province where Moka is practiced.	5. Hand in completed map work to teacher.

Evaluation: Check thoroughly and make corrections on student's work.

Make fair judgments and comments for improvement.

Teacher's Notes:

Collect and provide sufficient teaching materials.

- (a) Provide information on traditional compensation in Papua New Guinea- Moka (Western Highlands Province)
- (b) Show pictures and photos of traditional compensation in Papua New Guinea

Case Study- Moka (Western Highlands Province)

The Moka is a ceremony of exchange in the Mt Hagen area, Papua New Guinea, which has been studied by anthropologist overtime with relation to the 'gift ceremony' and 'Big Man' political system. Anthropologists are people who study how people lived in the past, their culture and traditions.

Moka are reciprocal gifts of pigs through which social status is achieved. Reciprocal means repaying someone but with extra on top of what was given. Moka refers specifically to the increment (increase) in the size of the gifts; giving more brings greater prestige to giver. However, the reciprocal gift giving may be confused with profit – seeking, as the lending and borrowing of money at interest.

This gift exchange system was studied by anthropologist Marshall Sahlins which he discovered were in fact two principles (standard). One was a means of showing the exchange principles of reciprocity and redistribution and the other as political principles of status and rank. Sahlins used this example to contrast the regional political differences between the status based on Big Man political system of Melanesia that engage in gift exchange with the socially ranked 'chiefly' political systems of Polynesia associated with the redistributive systems.



Since making this comparison, the Moka system has been the system of extensive debate on the nature of the gift and of so-called gift system economies. It has become a common topic of classroom discussion as a result of ethnographic film 'Ongka's Big Moka' which documents one Moka cycle in the early 1970

Bibliography:

Strathern, Andrew. 1971. *The Rope of Moka*. CAMBRIDGE, Cambridge University Press
 'Ongkas Big Moka'. *The Kaulka of NG* (dvd) 1976. England's Granada TV's Disappearing World Series; Director Charlie Nair

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 113, 114, and 116

Time: 40 minutes

Unit 2: Change

Topic: Problem Solving in the Past

Content Standard: 7.4.2. Students will be able to compare and contrast the processes and methods of problem solving used in the past and in the present to address problems.

Benchmark: SOS 7.4.2.1. Discuss how problems were solved in the past and examine the effectiveness and the limitations of the processes and methods used.

Lesson Numbers	Lesson 113	Lesson 114	Lesson 116
Lesson Titles	Importance of Solving Problems	Traditional Compensation	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• explain the importance and reasons for solving problems in the past• identify steps followed in the past using good problem solving practices	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• explain the importance of traditional compensation practices• identify traditional compensation systems practiced in Papua New Guinea	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none">• explain the importance and reasons for solving problems in the past• identify steps followed in the past using good problem solving practices	<ul style="list-style-type: none">• explain traditional compensation	
Skills	<ul style="list-style-type: none">• show good practices of solving problems used in the past	<ul style="list-style-type: none">• show various traditional compensation systems of their country	
Attitudes/ Values	<ul style="list-style-type: none">• value processes of solving problems in the past	<ul style="list-style-type: none">• appreciate and value traditional cultural compensation in Papua New Guinea	
Assessment Task #: 29	Interview community elders and find out how ethnic problems were solved in the past.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 30

Lessons: 117, 118, 119 and 120

Time: 40 minutes

Unit 2: Change

Topic: Court System

Content Standard: 7.4.2. Students will be able to compare and contrast the processes and methods of problem solving used in the past and in the present to address problems.

Benchmark: SOS 7.4.2.2. Explain how problems are solved using the court system.

Lesson Numbers	Lesson 117	Lesson 118	Lesson 119	Lesson 120
Lesson Title	Solving Problems Using the Process of the Court System	Level of Courts	Land Disputes	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none">define what the court system isstate and explain the importance of the processes of the court system to solve problems	By the end of the lesson, students will be able to; <ul style="list-style-type: none">identify the level of courtsidentify the purpose of each of these levels of courts	By the end of the lesson, students will be able to; <ul style="list-style-type: none">explain land disputesgive examples of land disputesidentify the level of court that deals with land disputes	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none">Define court systemExplain importance of the processes of the court system to solve problems	<ul style="list-style-type: none">Identify the level of courtsExplain the purpose of each of these levels of courts	<ul style="list-style-type: none">Explain land disputesIdentify the levels of courts that deals with land disputes	
Skills	<ul style="list-style-type: none">show the processes of solving problems in a court system	<ul style="list-style-type: none">name the levels of courts in Papua New Guinea	<ul style="list-style-type: none">show the level of court that deals with land disputeslocate areas where land dispute is common in Papua New Guinea	
Attitudes/ Values	<ul style="list-style-type: none">appreciate the processes used in the court system to solve problems	<ul style="list-style-type: none">appreciate the levels of courts that solve problems	<ul style="list-style-type: none">appreciate the level of courts that solve land dispute problems	
Assessment Task #: 30	Identify and name the court systems in Papua New Guinea and how these courts help to solve problems.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 31

Lessons 121, 122, 123 and 124

Time: 40 minutes

Unit 2: Change

Topic: Groups and Individuals that Solve Problems

Content Standard: 7.4.2. Students will be able to compare and contrast the processes and methods of problem solving used in the past and in the present to address problems.

Benchmark: SOS 7.4.2.3. Identify and describe the roles of groups and individuals that help to solve problems in the past and at present.

Lesson Numbers	Lesson 121	Lesson 122	Lesson 123	Lesson 124
Lesson Title	Magistrate	Police Force	Child Welfare	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> explain who a magistrate is and the importance of his/her work identify tasks of a magistrate 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> identify roles of the police explain importance of the police force in the community 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> explain the importance of the office of child welfare identify role of office of child welfare 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> define court system explain importance of the processes of the court system to solve problems 	<ul style="list-style-type: none"> identify the level of courts explain the purpose of each of these levels of courts 	<ul style="list-style-type: none"> explain land disputes identify the levels of courts that deals with land disputes 	
Skills	<ul style="list-style-type: none"> Show the processes of solving problems in a court system 	<ul style="list-style-type: none"> Name the levels of courts in Papua New Guinea 	<ul style="list-style-type: none"> Show the level of courts that deal with land disputes Locate areas where land dispute is common in Papua New Guinea 	
Attitudes/ Values	<ul style="list-style-type: none"> Appreciate the processes used in the court system to solve problems 	<ul style="list-style-type: none"> Appreciate the levels of courts that solve problems 	<ul style="list-style-type: none"> Appreciate the level of courts that solve land dispute problems 	
Assessment Task #: 31	Investigate and find out the groups and individuals who assist courts to solve problems and penalize law breakers.			

Strand 5: Trade**Term: 4 Week: 32 Guided Lesson****Lesson: 125****Time: 40 minutes****Unit 1: Economic Activities****Topic: Production to Economic Activities****Lesson Title: Primary Industries****Content Standard: 7.5.1.** Students will be able to profile different economic activities and discuss how they have contributed to the development of Papua New Guinea.**Benchmark: SOS 7.5.1.1.** Identify and profile economic activities that contribute to national development.**Lesson Objective:** By the end of the lesson, students will be able to;

- Explain what a primary industry is
- Discuss what are primary industries
- Identify and give various examples of activities in the primary industry within their community
- Identify the main categories of the primary industry activities

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Know the meaning of the term - primary industry • Know the meaning of 'primary industries' • Know various examples of activities in the 'primary industries' • Know the main categories of the primary industry activities 	<ul style="list-style-type: none"> • Explain the meaning of the term-primary industry or primary industries • Identify various examples of activities in the 'primary industries' • Identify the main categories of the primary industry activities 	<ul style="list-style-type: none"> • Appreciate the meaning of 'primary industry or primary industries' • Value various examples of activities in the primary industries within their community • Appreciate the main categories of the primary industry activities

References: Social Science Syllabus

Teaching Materials: pictures of various primary industries

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1.Show pictures of primary industries and ask the question-what can you see in this picture? Praise students for their responses 2.Introduce the lesson "Primary Industries" 	<ol style="list-style-type: none"> 1.Respond to the question 2.Listen to their responses of their classmates 3.Write lesson topic in their exercise books
Body	<ol style="list-style-type: none"> 3.Explain the meaning of primary industry or primary industries 4.Ask students to identify examples of activities in the primary industries in their surrounding community 5.Ask students to describe the examples of activities in the primary industries which they have identified in terms of what they are doing 6.write the meaning of primary industry or primary industries on the b/board 7.List the examples of primary industries which they have identified in their community on the b/board 8.List and discuss the main categories of primary industry activities 9.Ask students to copy down the lesson notes from the b/board 	<ol style="list-style-type: none"> 4.Listen to the explanation of the meaning of primary industry or primary industries 5.Give examples of activities in the primary industries in their surrounding community 6.Describe the examples of activities in the primary industries in terms of what they are doing 7.Discuss the main categories of primary industry activities 8.Copy down the lesson notes from the b/ board
Conclusion	<ol style="list-style-type: none"> 10. Revise the lesson notes by asking related questions to what they learnt 11. Give homework 	<ol style="list-style-type: none"> 9. Answer related questions being asked about what they learnt 10. Take down homework

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

Teacher's Notes:

- Primary industry is the first stage of the production activity where it involves the taking of natural resources out of the earth. The primary industry is also described as the extractive stage because natural resources are being taken out of the natural environment to be processed into manufactured goods.
- Primary industries can be referring to various established companies or businesses involved in the operation of taking natural resources out of the earth or sea for sale. For example, RH Logging Company.
- There are various examples of activities in the primary industry where they involve in the taking of natural resources out of the earth.
- Examples of activities in the primary industry in the communities are such as;
 - Mining- where gold, silver, diamond and copper are taken out of the earth for sale
 - Gas and oil- where gas and oil is taken out of the earth for sale
 - Tea Picking- where tea leaves are picked off the tea trees, dried and packed for sale
 - Coffee Picking- where coffee beans are picked off the trees, dried and packed for sale
 - Cocoa Picking- where cocoa nuts are picked off the trees, dried and packed for sale
 - Fruit and Vegetable Picking -where fruits and vegetables are picked off the trees, packed for sale
 - Gathering the livestock out of the farm for sale
 - Logs- taking logs out of the trees for sale
 - Fishing- taking out of fish and other water creatures from the seas, rivers and swamps for sale
 - Crocodile skin- take crocodile skins for sale
- Primary Industry activities can be grouped into the main areas as followings;
 - Mining and Petroleum area
 - Agricultural area
 - Forestry area
 - Fishing

Knowledge, Skills, Attitudes and Values (KSAV)**Lessons:** 126, 127 and 128**Time:** 40 minutes**Unit 1:** Economic Activities**Topic:** Production to Economic Activities**Content Standard: 7.5.1.** Students will be able to profile different economic activities and discuss how they have contributed to the development of Papua New Guinea.**Benchmark: SOS 7.5.1.1.** Identify and profile economic activities that contribute to national development.

Lesson Numbers	Lesson 126	Lesson 127	Lesson 128
Lesson Titles	Secondary industries	Tertiary industries	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• Explain what a secondary industry is• Discuss what secondary industries are.• Identify and give various examples of activities in the secondary industries within their community• Identify the main categories of the secondary industry activities	By the end of the lesson, students will be able to; <ul style="list-style-type: none">• Explain what a tertiary industry is• Discuss what tertiary industries are• Identify and give various examples of activities in the tertiary industries within their community• Identify the main categories of the tertiary industry activities	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none">• Know what a secondary industry is• Discuss what are secondary industries• Know various examples of activities in the secondary industries within their community• Know the main categories of the secondary industry activities	<ul style="list-style-type: none">• Know what a tertiary industry is• Discuss what tertiary industries are• Know various examples of activities in the tertiary industries within their community• Know the main categories of the tertiary industry activities	
Skills	<ul style="list-style-type: none">• Explain what a secondary industry is• Explain what secondary industries are.• Identify various examples of activities in the secondary industries within their community• Identify the main categories of the secondary industry activities	<ul style="list-style-type: none">• Explain what a tertiary industry is• Explain what tertiary industries are• Identify various examples of activities in the tertiary industries within their community• Identify the main categories of the tertiary industry activities	
Attitudes/ Values	<ul style="list-style-type: none">• Appreciate the meaning of secondary industry or secondary industries and the various examples of activities in the secondary industries• Appreciate the knowledge of having different categories in the secondary industry	<ul style="list-style-type: none">• Appreciate the meaning of tertiary industry or tertiary industries and the various examples of activities in the tertiary industries• Appreciate the knowledge of having different categories in the tertiary industry	
Assessment Task #: 32	Tabulate different economic activities undertaken in Papua New Guinea that contribute to the country’s development.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 33

Lessons: 129, 130, 131 and 132

Time: 40 minutes

Unit 1: Economic Activities

Topic: Aid to Economic Activities

Content Standard: 7.5.1. Students will be able to profile different economic activities and discuss how they have contributed to the development of Papua New Guinea.

Benchmark: SOS 7.5.1.3. Identify and evaluate the role of private businesses in national development.

Lesson Numbers	Lesson 129	Lesson 130	Lesson 131	Lesson 132
Lesson Titles	Service Providers in Communication	Banks	Transport Companies	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • Define communication • State importance of communication in relation to business development • Identify business organizations that provide communication services and discuss their support to economic development 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • Define banking • State importance of banking in relation to business development • Identify business organizations that provide banking services and discuss their support to economic development 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> • Define transportation • State importance of transportation in relation to business development • Identify business organizations that provide banking services and discuss their support to economic development 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> • Know the meaning of communication • Know the importance of communication in relation to business development • Know about business organizations that provide communication services and their support to economic development 	<ul style="list-style-type: none"> • Know the meaning of banking • Know the importance of banking in relation to business development • Know about business organizations that provide banking services and their support to economic development 	<ul style="list-style-type: none"> • Know the meaning of transportation • Know the importance of having transportation in relation to business development • Know about business organizations that provide transportation services and their support to economic development 	
Skills	<ul style="list-style-type: none"> • Explain the meaning of communication • Explain importance of communication in relation to business development • Identify business organizations that provide communication services and explain their support to economic development 	<ul style="list-style-type: none"> • Explain the meaning of banking • Explain importance of banking in relation to business development • Identify business organizations that provide banking services and explain their support to economic development 	<ul style="list-style-type: none"> • Explain the meaning of transportation • Explain importance of transportation in relation to business development • Identify business organizations that provide transportation services and explain their support to economic development 	

Attitudes/Values	<ul style="list-style-type: none"> • Appreciate the meaning and importance of communication in relation to business communication • Appreciate the knowledge of business organizations that provide communication services and their support to economic development 	<ul style="list-style-type: none"> • Appreciate the meaning and importance of banking in relation to business communication • Appreciate the knowledge of business organizations that provide banking services and their support to economic development 	<ul style="list-style-type: none"> • Appreciate the meaning and importance of transportation in relation to business communication • Appreciate the knowledge of business organizations that provide transportation services and their support to economic development 	
Assessment Task #: 33	Identify and list various business organizations that aid economic development in Papua New Guinea.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 34

Lessons: 133, 134, 135 and 136

Time: 40 minutes

Unit 1: Economic Activities

Topic: Economic Projects

Content Standard: 7.5.1. Students will be able to profile different economic activities and discuss how they have contributed to the development of Papua New Guinea.

Benchmark: SOS 7.5.1.3. Identify and evaluate the role of private businesses in national development.

Lesson Numbers	Lesson 133	Lesson 134	Lesson 135	Lesson 136
Lesson Titles	Agricultural Development Projects	Marine Development Projects	Livestock Development Projects	Social Science Process
Lesson Objectives	<p>By the end of the lesson, students will be able to;</p> <ul style="list-style-type: none"> • Explain what Agricultural Development Projects are • Discuss the importance of having Agricultural Development Projects • Identify Agricultural Development Projects and • Discuss how they contribute to national development 	<p>By the end of the lesson, students will be able to;</p> <ul style="list-style-type: none"> • Explain what Marine Development Projects are • Discuss the importance of having Marine Development Projects • Identify Marine Development Projects and • Discuss how they contribute to national development 	<p>By the end of the lesson, students will be able to;</p> <ul style="list-style-type: none"> • Explain what Livestock Development Projects are • Discuss the importance of having Livestock Development Projects • Identify Livestock Development Projects and • Discuss how they contribute to national development 	<p>By the end of the lesson, students will be able to;</p>

Knowledge	<ul style="list-style-type: none"> • Know what Agricultural Development Projects are • Know the importance of having Agricultural Development Projects • Know the different Agricultural Development Projects and • Know how the different Agricultural Development Projects contribute to national development 	<ul style="list-style-type: none"> • Know what Marine Development Projects are • Know the importance of having Marine Development Projects • Know the different Marine Development Projects and • Know how the different Marine Development Projects contribute to national development 	<ul style="list-style-type: none"> • Know what Livestock Development Projects are • Know the importance of having Livestock Development Projects • Know the different Livestock Development Projects and • Know how the different Livestock Development Projects contribute to national development 	
Skills	<ul style="list-style-type: none"> • Explain what Agricultural Development Projects are • Explain the importance of having Agricultural Development Projects • Identify Agricultural Development Projects and • Explain how Agricultural Development Projects contribute to national development 	<ul style="list-style-type: none"> • Explain what Marine Development Projects are • Explain the importance of having Marine Development Projects • Identify Marine Development Projects and • Explain how Marine Development Projects contribute to national development 	<ul style="list-style-type: none"> • Explain what Livestock Development Projects are • Explain the importance of having Livestock Development Projects • Identify Livestock Development Projects and • Explain how Livestock Development Projects contribute to national development 	
Attitudes/ Values	<ul style="list-style-type: none"> • Appreciate what Agricultural Development Projects are • Value the importance of having Agricultural Development Projects and how they contribute to national development 	<ul style="list-style-type: none"> • Appreciate what Marine Development Projects are • Value the importance of having Marine Development Projects and how they contribute to national development 	<ul style="list-style-type: none"> • Appreciate what Livestock Development Projects are • Value the importance of having Livestock Development Projects and how they contribute to national development 	
Assessment Task #: 34	Identify and list private businesses that contribute to the national development.			

Strand 5: Trade**Term: 4****Week: 35****Guided Lesson****Knowledge, Skills, Attitudes and Values (KSAV)****Lessons:** 137, 138, 139 and 140**Time:** 40 minutes**Unit 2:** Producers and Consumers**Topic:** Producers**Content Standard: 7.5.2.** Students will be able to examine the role of local producers and reflect on how they operate and contribute to local and national economies.**Benchmarks: SOS 7.5.2.1.** Identify and evaluate the different ways local producers contribute to local and national economies.**Benchmarks: SOS 7.5.2.2.** Categorize local producers based on what they produce, their operations and the size of their business.**Benchmarks: SOS 7.5.2.3.** Investigate and develop a profile of one local producer.

Lesson Numbers	Lesson 137	Lesson 138	Lesson 139	Lesson 140
Lesson Titles	Local Producers	Types of Local Producers	Contributions of Local Producers	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> Define and identify local producers in their local communities State the importance of local producers in the community 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> Classify local producers according to their products, size and their operations. 	By the end of the lesson, students will be able to; <ul style="list-style-type: none"> Identify and discuss the different ways local producers contribute to their community 	By the end of the lesson, students will be able to;
Knowledge	<ul style="list-style-type: none"> Local producers in their community Importance of local producers 	<ul style="list-style-type: none"> Products produced by local producers Size and operations of local producers 	<ul style="list-style-type: none"> Contributions by local producers to the community 	
Skills	<ul style="list-style-type: none"> Identify local producers Explain the importance of local producers 	<ul style="list-style-type: none"> Distinguish local producers according to their products, size and operations 	<ul style="list-style-type: none"> List contributions by local producers 	
Attitudes/Values	<ul style="list-style-type: none"> Respect and encourage local producers in the community 	<ul style="list-style-type: none"> Appreciate the functions of the local producers in the community 	<ul style="list-style-type: none"> Value the contributions by the local producers to the community 	
Assessment Task #: 35	Find information (types of product, size and operation) about a local producer in the community and do an oral presentation on your findings.			

Knowledge, Skills, Attitudes and Values (KSAV)**Week:** 36**Lessons:** 141, 142, 143 and 144**Time:** 40 minutes**Unit 2:** Producers and Consumers**Topic:** Government Aid to Local Producers**Content Standard: 7.5.2.** Students will be able to examine the role of local producers and reflect on how they operate and contribute to local and national economies.**Benchmark: SOS 7.5.4.4** Discuss government's aid to the local suppliers to improve their business.

Lesson Numbers	Lesson 141	Lesson 142	Lesson 143	Lesson 144
Lesson Titles	Infrastructure	Government Services	Case study- SMEC Loans through National Development Bank (NDB)	Social Science Process
Lesson Objectives	<p>By the end of the lesson, students will be able to;</p> <ul style="list-style-type: none"> • Define infrastructure • Explain the general importance of having infrastructure • Identify the types of infrastructure in place in the local community • Discuss how the government gives its support to the local producers through the providing of infrastructure in the community 	<p>By the end of the lesson, students will be able to;</p> <ul style="list-style-type: none"> • Explain the general meaning of what government services are • Identify specific services that the government uses as an aide to help local producers. For example, SMEC corporation, to help people in how to start up and run businesses/ Agricultural extension officers to give technical advice and support/ LLG-District, Support improvement Funds to be accessed by local persons for local projects • Discuss how these identified specific government services help local producers 	<p>By the end of the lesson, students will be able to;</p> <ul style="list-style-type: none"> • Explain what a SMEC loan is • Discuss the purpose of SMEC loan • Discuss what the government wants to achieve through its help in providing SMEC loans for local persons in business • Discuss success stories of SMEC loan for local producers in the Papua New Guinea 	<p>By the end of the lesson, students will be able to;</p>

Knowledge	<ul style="list-style-type: none"> • Know what the meaning of infrastructure is • Know the general importance of having infrastructure • Know the types of infrastructure in place in the local community • Know how the government gives its support to the local producers through the providing of infrastructure in the community 	<ul style="list-style-type: none"> • Know the general meaning of what government services are • Know the knowledge of specific government services that the government uses as an aide to help local producers. For example, SMEC corporation, to help people in how to start up and run businesses/ Agricultural extension officers to give technical advice and support • Know the knowledge of how these identified specific government services help local producers 	<ul style="list-style-type: none"> • Know what a SMEC loan is • know the purpose of SMEC loan • know what the government wants to achieve through its help in providing SMEC loans for local persons in business • know success stories of SMEC loan for local producers in Papua New Guinea 	
Skills	<ul style="list-style-type: none"> • Explain the meaning of infrastructure • Explain the general importance of having infrastructure • Identify the types of infrastructure in place in the local community • Explain how the government gives its support to the local producers through the providing of infrastructure in the community 	<ul style="list-style-type: none"> • Explain the general meaning of what government services are • Identify specific services that the government uses as an aide to help local producers. For example, SMEC corporation, to help people in how to start up and run businesses/ Agricultural extension officers to give technical advice and support • Explain how these identified specific government services help local producers 	<ul style="list-style-type: none"> • Explain what a SMEC loan is • Explain the purpose of SMEC loan • Explain what the government wants to achieve through its help in providing SMEC loans for local persons in business • Identify and explain success stories of SMEC loan for local producers in Papua New Guinea 	
Attitudes/ Values	<ul style="list-style-type: none"> • Appreciate the knowledge of government's aide to local producers through the providing of infrastructures at the local level 	<ul style="list-style-type: none"> • Appreciate the knowledge of how the government aids local producers through the providing of government services in terms of advice and technical support 	<ul style="list-style-type: none"> • Appreciate the knowledge of SMEC loans provided by the government in support of local businesses 	
Assessment Task #: 36	Identify services that are funded through government aid and explain why these support is sought from the government.			

Assessment Recording and Reporting

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

Assessment, recording and reporting should:

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

Assessment

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

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

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

Reporting

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

Interviews

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

Written reports

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

Student work samples

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

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

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

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

Student involvement

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

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

Yearly Assessment Overview

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

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

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

Strand	Unit	CS	Benchmarks	Assessment Tasks
Environment and Resources	Physical and Human Environment	7.1.1	SOS 7.1.1.1. Use basic research skills to investigate the formation of different landforms in Papua New Guinea and draw appropriate conclusions.	1. Examine the formation of different types of landforms.
			SOS 7.1.1.2. Define human environment and discuss its formation and examine its features.	2. Examine the formation of different types of human environment.
			SOS 7.1.1.3. Use mapping skills and techniques to show human and physical environment features on a map.	3. Examine the geographical skills, tools and techniques in undertaking geographical enquiry.
	Environmental Effects on Human	7.1.2.	SOS 7.1.2.1. Identify the effects of climate change on human settlements in Papua New Guinea.	4. Discuss the effects of climate change on human settlement.
			SOS 7.1.2.2. Evaluate the different strategies used to respond to the effects of climate change and suggest how these could be improved.	5. Justify how to respond to different effects of climate change.
			SOS 7.1.2.3. Interpret before and after maps, pictures, and illustrations of the effects of climate change in Papua New Guinea.	6. Construct maps, pictures and illustrations to show effects of climate change.
	Human Impacts on Environment	7.1.3.	SOS 7.1.3.1. Identify major resources, their exploitation, and the impact on the physical environment and human settlement patterns.	7. Identify and tabulate major resources of Papua New Guinea and her neighboring countries.
			SOS 7.1.3.2. Investigate the impact of resource use on local physical environment and communities.	8. Identify the impacts of major resources upon the environment and suggest ways to manage these impacts.
			SOS 7.1.3.3. Critically reflect on the impact of resource use on urban settlements.	9. Examine urbanization development impacts on natural resources.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Environment and Resources	Environmental Sustainability	7.1.4.	SOS 7.1.4.1. Discuss the roles and responsibilities of the Department of Environment and Conservation in protecting and caring for the environment.	10. State the functions of the Department of Environment and Conservation and its policies on environment protection.
			SOS 7.1.4.2. Identify and justify environmental conserved areas in Papua New Guinea.	11. Investigate and discover different environmental conservation areas in Papua New Guinea.
			SOS 7.1.4.3 Evaluate different ways of protecting and caring for the environment.	
	Natural Hazards	7.1.5.	SOS 7.1.5.1. Discuss safety guidelines of managing natural disasters and evaluate their effectiveness.	12. Identify authorities that strategize and managing the disasters.
			SOS 7.1.5.2. Investigate and draw conclusions about the causes and the effects of various natural disasters.	13. Identify authorities that strategize and managing the disasters.
			SOS 7.1.5.3 Examine a case of a natural disaster in terms of its causes and effects on the environment and people, and how it was managed.	
Civic and Organizations	Groups and Organizations	7.2.1.	SOS 7.2.1.1. Discuss the traditional governance structures in terms of their purposes and the achievement of intended outcomes.	14. Explain traditional governance, their structures, roles and responsibilities.
			SOS 7.2.1.2. Analyse the modern governance structures and draw conclusions regarding their effectiveness in meeting citizen needs.	15. Explain modern governance, their structures, roles and responsibilities.
			SOS 7.2.1.3. Appraise how leaders are chosen and governments are formed in Papuan New Guinea.	16. Describe the process and formation of government in Papua New Guinea and its leadership structures.
	Relationships and Communication between Groups and Organizations	7.2.2.	SOS 7.2.2.1. Identify basic government services and reflect on the delivery of these services at the local, provincial and national levels through collaboration and partnerships.	17. Identify the levels of government and the types of services they provide.
			SOS 7.2.2.2. Suggest ways of improving and sustaining government services.	18. Strategize ways of sustaining government services.
	Changes and Development	7.2.3.	SOS 7.2.3.1. Examine the contributions of social, political and religious groups to national and sub-national development	19. Discuss and identify initiatives of the National Government which promotes social development.
			SOS 7.2.3.2. Reflect on the role of churches in the delivery of basic services.	20. Collect and discuss relevant media reports on current issues affecting the nation's political developments
			SOS 7.2.3.3. Compare and contrast the developments and changes taking place in urban and rural Papua New Guinea.	

Strand	Unit	CS	Benchmarks	Assessment Tasks
Culture	Cultures	7.3.1.	SOS 7.3.1.1. Identify and analyse the different ways culture shapes the way a particular group of people think and behave	21. Describe the process of initiation, courtship and compensation in different cultures.
			SOS 7.3.1.2. Critique how culture influence people's value systems, attitudes and behaviours.	22. Compare and justify the differences in attitude and behaviour in different societies.
			SOS 7.3.1.3. Describe the process of adopting/adapting to other cultures and evaluate the consequences.	
	Changes in Cultures	7.3.2.	SOS 7.3.2.1. Identify and examine external factors which influence Papua New Guinean cultures.	23. Identify external factors which influence culture in Papua New Guinea.
			SOS 7.3.2.2. Analyse the impact of external influences on Papua New Guinea's cultures.	24. State some examples of external influences which impact, Papua New Guinea's culture.
	Cultural Participation	7.3.3.	SOS 7.3.3.1. Evaluate the reasons for participating and celebrating national cultural events	25. List some national cultural events that are recognized by National Events Council of Papua New Guinea.
			SOS 7.3.3.2. Identify and discuss different ways of promoting and sustaining national cultural events.	26. Write two page essay on how national cultures are sustained.
History and Change	History	7.4.1.	SOS 7.4.1.1. Discuss the arrival of early explorers and appraise their influences on local people.	27. Investigate and find out who were the early explorers, missionaries, miners and traders to come to Papua New Guinea.
			SOS 7.4.1.2. Compare and contrast people's lives before and after the contact with the colonisers.	28. Write a two page essay on how the early explorers impacted the lives of the local people of Papua New Guinea.
	Change	7.4.2.	SOS 7.4.2.1. Discuss how problems were solved in the past and examine the effectiveness and the limitations of the processes and methods used.	29. Interview community elders and find out how ethnic problems were solved in the past .
			SOS 7.4.2.2. Explain how problems are solved using the court system.	30. Identify and name the court systems in Papua New Guinea and how these courts help to solve problems.
			SOS 7.4.2.3. Identify and describe the roles of groups and individuals that help to solve problems in the past and at present.	31. Investigate and find out the groups and individuals who assist courts to solve problems and penalize law breakers.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Trade	Economic Activities	7.5.1.	SOS 7.5.1.1. Identify and profile economic activities that contribute to national development.	32. Tabulate different economic activities undertaken in Papua New Guinea that contribute to the country's development.
			SOS 7.5.1.2. Use mapping skills and techniques to show the location of various economic activities.	33. Identify and list various business organizations that aid economic development in Papua New Guinea.
			SOS 7.5.1.3. Identify and evaluate the role of private businesses in national development.	34. Identify and list private businesses that contribute to the national development.
	Producers and Consumers	7.5.2.	SOS 7.5.2.1. Identify and evaluate the different ways local producers contribute to local and national economics.	35. Find information (types of product, size and operation) about a local producer in the community and do an oral presentation on your findings.
			SOS 7.5.2.2. Categorize local producers based on what they produce, their operations and the size of their business.	36. Identify services that are funded through government aid and explain why these support is sought from the government.
			SOS 7.5.2.3. Investigate and develop profile one local producer.	
			SOS 7.5.2.4. Discuss government's aid to the local suppliers to improve their business.	

Social Science Processes and Activities

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

Social Science Processes	Activities
Gathering Information	<ul style="list-style-type: none"> • Active participation in community activities • Interview resource people– (research) • Go for excursion • Small group discussion • Conduct surveys into your community (research) • Invite guest speakers to speak to you • Writing letters to organizations, groups and individuals for information • Library search for information – (research) • Interpret maps, graphs, (line, bar, pie, climate) • Interpret tables, timelines, diagrams and flow charts • Obtain information from photographs and cartoons • Summarize main points from variety of texts • Read a variety of written sources • Gather information from newspapers and other articles • Brainstorm
Analyzing Information	<ul style="list-style-type: none"> • Create tables of information • Transform information into graphs, diagrams and flow charts • Compare the accuracy of information from different sources • Analyze evidence • Interpret and construct timelines • Using mapping conventions such as: key/legend, scale, cardinal points, grid reference
Evaluating Information	<ul style="list-style-type: none"> • Compare different points of view and check for supporting evidence • Propose alternatives to the way things are • Role Play • Create, interpret and use maps
Making Judgments	<ul style="list-style-type: none"> • Note patterns and predict possible trends • Interpret and/or draw cross-sections • Debate opposing viewpoints • Make predictions • Draw conclusions from data

Taking Actions

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

Methods of Assessment, Recording and Reporting

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

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

Types of Assessment Methods

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

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

Some of the samples of assessments are shown on pages 106 to 111. You will notice few ways of criterion referenced assessment rubrics modified and inserted under Grade 7 assessment samples. Teachers can see and apply the same strategy to assess students learning when undertaking other Social Science processes activities from the table above.

Assessment Samples

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

Sample: (1)

Name: _____

Grade: ____/20 = ____ %

Strand 2: Civic and Organisations

Unit 3: Changes and Development

Topic: Political Development

Content Standard: 7.2.3. Students will be able to assess the contributions made by social, political, and religious groups to national and sub-national development.

Benchmark: SOS 7.2.3.3. Compare and contrast the developments and changes taking place in urban and rural Papua New Guinea.

Assessment Task 20: Collect and discuss relevant media reports on current political issues affecting the nation's political developments

Assessment Method: Assignment - Oral Presentation (Individual)

Social Science Process: Taking Action

Activity: Conduct oral presentation on current political issues affecting Papua New Guinea's development

Oral Presentation Rubrics

Category	4	3	2	1	Points
Presentation of knowledge and ideas	Skilfully report on a topic or recounts an experience in an organised manner with numerous appropriate facts and relevant, descriptive details	Reports on a topic or recounts an experience in an organised manner with appropriate facts and relevant, descriptive details	Attempts to report on a topic but facts and details may be limited	Description of topic is minimal with few details	
Research on present knowledge	Recalls information from experiences or gathers multiple pieces of information from various sources to strengthen presentations Use of notes to reference evidence is highly effective	Recalls information from experiences or gathers information from various sources Uses notes to reference evidence	Recalls some information from experiences or gathers some information from various sources Relies heavily on notes which are out of context	Does not use information from sources and does not use notes to support presentations	

Presentation strategies	Holds attention with all members of the audience by maintaining direct eye contact with all members. Variation in the tone of voice to maintain audience interest and to emphasis key points	Maintains eye contact with most members of the audience Speech is audible, clear and at an understandable pace	Some eye contact with some members of the audience. Speech may be inaudible, monotonous, unclear during some parts of the presentation	Minimal or no eye contact causes audience to disengage Speech mostly inaudible and unclear throughout the presentation	
Use of graphics	Visual displays are elaborate, appropriate and significantly enhances the oral presentation	Add visual displays when appropriate to emphasise or enhance certain facts or details	Includes some form of visual displays but may be limited or unrelated to topic	Lacks visual displays	
Language conventions (Speaking)	Demonstrate skilful command of standard English, grammar and usage when speaking that exceeds grade level expectations	Demonstrate command of standard English, grammar and usage when speaking	Minimal display of standard English, grammar and usage when speaking	Lacks command of standard English, grammar and usage when speaking	
Total Points					/20
Teacher's Comments					

Class List:

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

Sample: (2)

Name: _____

Grade: ____/20 = ____%

Strand 5: Trade

Unit 1: Economic Activities

Topic: Production to Economic Activities

Content Standard: 7.5.1. Students will be able to profile different economic activities and discuss how they have contributed to the development of Papua New Guinea.

Benchmark: SOS 7.5.1.1. Identify and profile economic activities that contribute to national development.

Assessment Task 32: Tabulate different economic activities undertaken in Papua New Guinea that contribute to the country's development.

Assessment Method: Assignment - Essay (Persuasive writing)

Social Science Processes: Taking Action

Activity: Write an essay on different economic activities undertaken in Papua New Guinea that contribute to the country's development.

Essay Rubrics

Category	4 Exceeding standard	3 Meeting Standard	2 Approaching standard	1 Not meeting standard	Points
Introduction Students should be able to define the content and outline the main essence of the essay	Well-developed introductory paragraph contains detailed background, a clear explanation or definition of the topic	Introductory paragraph contains some background information about the topic	Introduction states the topic but does not adequately explain the background	The explanation is unclear and not related to the topic	
Main Points Your essay establishes its central idea clearly and effectively in the opening paragraph	Main points are well developed with supporting details	Main points are present but may lack details and development in one or two of the points	All the main points lack development	Less than three main points with poor development of ideas	
Conclusion The ending part of the essay	Conclusion summarises the main points of the topic clearly and logically	Conclusion summarises some main points logically and clearly	Conclusion has little connection to the topic	Written conclusion has no connection to the content	

Structure The organisation of the essay	Ideas are clearly and logically organised which shows progression. Has clear structure which enhances the central idea	Overall, the essay is logically developed Progression of ideas makes sense and	Progression of ideas in the essay is awkward	Arrangement of essay is unclear and illogical. The writing lacks clear sense of direction	
Mechanics (Sentence structure, spelling, punctuation and grammar)	Sentence structure, spelling, punctuation and grammar are correct	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in ,spelling, punctuation and grammar are correct	Work contains weak structured sentences and grammatical errors. There are three or four errors in spelling, punctuation and grammar are correct	Work contains multiple incorrect sentence structures There are four or more errors in spelling, punctuation and grammar are correct	
Total Points					/20
Teacher's Comments					

Class List:

Names	Categories					Total/25
	Introduction	Main Points	Conclusions	Structure	Mechanics	
Lalu Abeg	4	3	4	3	3	17
Jenny Alo	2	4	2	3	1	12
Kay Enoch	3	2	1	1	1	8
Jerry Kave	3	4	3	1	1	12

Sample: (3)

Name: _____

Grade: ____/20 = ____%

Strand 1: Environment and Resources**Unit: 2.** Effects of Environmental Change**Topic:** Human Settlement Pattern**Content Standard: 7.1.2.** Students will be able to investigate and discuss the effects of climate change.**Benchmark: SOS 7.1.2.1.** Identify the effects of climate change on human settlements in Papua New Guinea.**Assessment Task 4:** Discuss the effects of climate change on human settlement pattern.**Social Science Process:** Gathering Information**Activity:** Conduct interview, compile data and tabulate the information on data and report

Research Rubrics

Assessment (rubric)	Achievement Level				
	(Social Science Process and Skills – (Interview))				
	4	3	2	1	Points
Topic and Introduction	State the research topic and a summary of introduction on the importance of the research	State the research topic and illogical introduction of the importance of the research	Did not state the research topic but introduce the importance of the research	State the research topic only	
Distribution of Information	The results of the findings are presented briefly on tallies or graphs and in logical order	The results of the findings are presented on tallies or graphs however not in logical order	The results of the findings are partly presented on tallies or graphs	The results of the findings are presented in writing form	
Explaining of Findings	Explain briefly each information represented on the tallies or graphs	Most information represented on the tallies or graphs were explained	Some information represented on the tallies or graphs were explained	No explanation done on the tallies or graphs represented	
Clarity, links and sequence	Findings based only on the topic given. Data distribution linked to research question. The findings are presented in logical order	Findings based only on the topic given. Data distribution linked to research question. The findings are not presented in logical order	Findings partly based on the topic given. Data distribution linked to research question was irrelevant.	Findings based outside of the topic given. Data distribution not linked to research question. Presentation done but not in sequence	
Reference and Appendices	Interviewees all listed correctly in alphabetical order with attachments of documents such as questionnaires all produced	Interviewees all listed correctly in alphabetical order. Attachments of documents such as questionnaires produced were partly untidy	Interviewees listed but not in alphabetical order. Attachments of documents such as questionnaires were partly produced	No list of interviewees. Few torn and untidy attachments were produced	
Total Points					/20
Teachers comments					

Class List:

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

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

Glossary

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

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

Resources

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

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

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Appendices

Appendix A

Social Science Process

Interview Questionnaire

Please write the names of the interviewee and indicate male or female in the box provided

Name: Male ☐ Female ☐

This information will guide you to check equal participations of male and female interviewed.

Part (A). Is the environment conducive for human survival?

Please put a tick in the box where appropriate.

1. What is your understanding about the nature of the environment?

Mountainous ☐ Valley ☐ Densely Forested ☐

2. Is the soil temperature conducive to yield basic food crops within human expectation?

Warm ☐ Moderate ☐ Cold ☐

3. How far is the main town for shopping, marketing and banking activities?

Walking Distance ☐ Far ☐ Very Far ☐

Part (B): Are basic government services enough for people to access?

Put tick in the space where appropriate.

Availability of Government Services	Enough	Few	None
4. Schools and Health Centers			
5. Roads and Airfields			
6. Police and Justice			

IMPORTANT:

Use this interview format to structure similar one for your students. Photocopy enough questionnaire sheets for students to use in their interview. Say you have 30 students and expected each student to interview 8 people ($8 \times 30 = 240$), photocopy 240 sheets for students. Each student must have 8 questionnaire sheets to interview respondents. Ensure all interview forms are attached with their reports. Deduct marks from non-attachments of questionnaire forms.

Appendix B

Sample Notification Letter

Parents and Guardian Research Notification

January 14, 2018

Dear Students and Parents,

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

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

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

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

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

Nathan Kaman
Class teacher

Appendix C

Sample Guided Lesson Format

Term: _____ Week: _____

Strand #: _____

Lesson #: Unit #: Time: 40 minutes

Topic:

Lesson Title:

Content Standard:

Benchmark:

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

Knowledge	Skills	Attitudes/Values

References:

Teaching Materials:

Teaching and Learning Activities:

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

Evaluation:

Appendix "D"

Sample (KSAV) Format

Knowledge, Skills, Attitudes and Values (KSAV)

Week: _____ Lesson: _____

Unit: _____ Time: 40 minutes

Topic: _____

Content Standard: _____

Benchmark: _____

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

Appendix E

Weekly Lesson Plan Format

Jiwaka Primary School

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

Strand: _____ Unit: _____

Topic: _____ Lesson Number: _____

Content Standard: ()

Performance Standard:

Key Concepts

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

References:	
Teaching Materials:	

Class Teacher's Comment	Supervisor's Comment

Appendix “F”

Bloom’s Revised Taxonomy

Creating (High order thinking)	Generating new ideas, products or ways of viewing things by: <ul style="list-style-type: none"> • Designing • Constructing • Planning • Producing • Inventing • Devising • Making
Evaluating (High order thinking)	Justifying a decision or course of action by: <ul style="list-style-type: none"> • Checking • Hypothesizing • Critiquing • Experimenting • Judging
Analysing (High order thinking)	Breaking information into parts to explore understanding and relationships by: <ul style="list-style-type: none"> • Comparing • Organizing • Deconstructing • Interrogating • Finding
Applying	Using information in another familiar situation by: <ul style="list-style-type: none"> • Implementing • Carrying out • Using • Executing
Understanding	Explaining ideas or concepts by: <ul style="list-style-type: none"> • Interpreting • Summarizing • Paraphrasing • Classifying • Explaining
Remembering	Recalling information by: <ul style="list-style-type: none"> • Recognizing • Listing • Describing • Retrieving • Naming • Finding

Appendix G

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

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

Appendix H

The 21st Century Skills, Knowledge, Values and Attitudes

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

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

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

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

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

Appendix I

What is STEAM?

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

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

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

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

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

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

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

'FREE ISSUE - NOT FOR SALE'