

Social Science

Syllabus

Primary
Grades 3, 4 & 5

Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

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Primary
Grade 3, 4 & 5

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Papua New Guinea
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Issued free to schools by the Department of Education

First Edition

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Secretary's Message

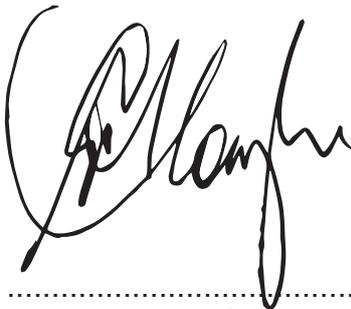
The development of the Primary Social Science Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report, (Czuba 2013). The report recommended for the phasing out of Outcomes Based Curriculum (OBC) and the introduction of Standards Based Curriculum (SBC) to raise standards in teaching and learning at all levels of schooling. The designing of courses in the curriculum have been done through reviewing, aligning, re-aligning and repositioning of the existing content in order to cater for the shift in the pedagogy.

Social Science is an important subject under Culture and Community Key Learning Area in the implementation of SBC.

The goal of Social Science curriculum is to enable students to acquire relevant knowledge, skills and understandings about people and their cultures, communities and how they are organized, and the natural environment and resources. This will enable students to appreciate and understand Papua New Guinea's values, cultures and traditions. They acquire knowledge and develop essential skills to enable them to be productive citizens of their societies and the global community.

Teachers are encouraged to use the guided lessons in the teacher guides and other relevant resources to generate creative teaching and learning activities to deliver the Social Science content to the students.

I commend and approve this Standards Based Social Science Syllabus for grades 3, 4 & 5 to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

The Primary Social Science course has been revised to address current and emerging social issues and incorporate new content. Some topics have been re-aligned to improve progression or development over the school level.

This syllabus prescribes the national expectations of what students must know and be able to do in Social Science by the end of Grade 5. These are the national benchmarks for the primary level. The benchmarks are for the school level and organized under strands. These benchmarks are then elaborated into content standards. The content standard statements are organised by grade. They are expanded into the performance standards and assessment tasks.

Content standard statements describe knowledge and skills, action or should be able to demonstrate. These statements are student-centered and written in terms that enable them to be demonstrated, assessed and measured. The content standards statements show progression from one grade to the next. The performance standard statements clarify how well the students must perform as they work towards achieving a content standard.

The content of Primary Social Science is organised under five (5) strands community and organization, trade, culture and society, environment and resources and history and origin.

Primary Social Science is timetabled for 150 minutes per week for Grade 3, 4 and 5.

Rationale

People are guided by society's cultures and rules of behaviour, beliefs and survive by using the resources around them. Papua New Guinea is diverse in people, cultures, languages, beliefs and environments. Diversity is an important concept that students learn about in Social Science.

The Social Science course enables students to learn about their own society and how it functions. They understand the importance of rules in ensuring that people live harmoniously with each other in their communities. Students develop an understanding of cultures and learn to respect and have pride in their culture. Sustainable use of the environment and resources is promoted in this subject.

The knowledge, skills and values that students acquire through their studies in Social Science will help them to become active and informed citizens and contribute meaningfully to their communities.

Cultures, communities and physical environments change and therefore students need to develop skills to deal with change.

Students learn to appreciate their history and the lessons to be learnt from our combined past.

This course prepares students for further studies in Senior Primary Social Science.

Aims

The aims of the Primary Social Science course are to:

- prepare students to be active and informed citizens who can contribute in a positive way to their community
- assist students to develop positive attitudes of pride, respect, acceptance, responsibility, honesty, caring, sharing and stewardship
- assist students develop skills that promote good relationships in their lives
- assist students develop skills of problem solving, critical thinking, initiative and curiosity
- assist students to develop an appreciation of the importance of their cultures and cultures of others
- assist students to develop an understanding of the importance of cultural and environmental sustainability
- assist students develop an understanding of the importance of technology in improving community life
- assist students develop skills of gathering and analysing information and acting on the new information
- assist students develop an understanding of the importance of goods and services in their everyday life.

National Benchmarks

Benchmarks are national standards that all children must achieve at the end of a level of their schooling. In basic education, benchmarking takes place at the end of grade 5 and grade 8. For the secondary level, benchmarking takes place at the end of grade 10 and grade 12.

The content standards are the benchmarks for the grade level.

Benchmarks for Primary Social Science

By the end of Grade 5, Primary Social Science students are expected to know and be able to:

Strand 1: Community and Organization

- demonstrate an understanding of how individuals and groups serve their communities
- demonstrate knowledge of proper behaviour in the family, school and community
- acquire knowledge about decision-making in groups and different situations

Strand 2: Trade

- identify consumers and producers in the local community
- identify small business activities in the local community
- describe communication methods used in trade

Strand 3: Culture and Society

- develop an understanding of relationships in different societies
- demonstrate knowledge about different societies
- demonstrate understanding of their own and other cultures

Strand 4: Environment and Resources

- describe the physical environment of the province and nation
- Identify ways to use resources wisely
- demonstrate mapping skills

Strand 5: History and Origins

- identify significant historical events that happened in PNG

Curriculum Principles

Curriculum principles identify, describe and focus attention on the important concerns that must be addressed when developing curriculum. They are based on significant cultural, social and educational values and beliefs.

The principles of standards based curriculum

The Standards Based Curriculum (SBC) principles provide a clear focus on the learning attainments at the exit points such as after a grade or school level. SBC principles:

- provide clear, understandable, consistent and progression of learning
- are aligned with the national curriculum standards
- build on the strengths and lessons from Outcomes-Based Curriculum

Papua New Guinea national curriculum standards are based on the following principles:

1. Integral Human Development
2. Our way of life
3. Teaching and learning
4. Guiding Principles for Social Science

1. Integral Human Development

The Philosophy of Education for Papua New Guinea as described in the *Matane Report* acknowledges the National Goals and Directive principles from the national constitution. This philosophy is consistent with Vision 2050 and Education for Sustainable Development.

Papua New Guinea is a rapidly changing society and faces many challenges. To face these challenges effectively, an individual must strive to become an integrated person and to work with others to create a better community.

The process of integral human development calls for a national curriculum which helps individuals to:

- identify their basic human needs
- analyze situations in terms of these needs
- see these needs in the context of spiritual and social values of the community, and
- take responsible action in co-operation with others.

The success of a national curriculum requires the integrated involvement of all the agents of education such as the home, church, school and community. Within the national curriculum, teachers must integrate knowledge, skills, values and attitudes to allow students to achieve the desired expectations of integral human development.

2. Our Way of Life

Cultural relevance focuses on the richness and diversity of Papua New Guinea cultures and languages. These cultures and languages are examined within their own unique contexts, and within historical, contemporary and future realities. Our traditional life is based on a holistic perspective that integrates the past, present and the future. Papua New Guineans are the original inhabitants of Papua New Guinea and live in sophisticated, organized, and self-sufficient societies. Our customs and traditions constitute a cultural mosaic, rich and diverse, including different cultural groups. Our customs and traditions are unique and are featured in the national curriculum. The national curriculum should enable students to:

- demonstrate, understand and practice the values, beliefs, customs and traditions of Papua New Guinea
- demonstrate, understand and apply the unique Papua New Guinean communication systems
- demonstrate an understanding of and recognize the relationship between Papua New Guinea and global communities
- recognise, accept and practice Papua New Guinea arts as forms of cultural expression
- demonstrate an understanding of the diversity and functions of the social, economic and political systems of Papua New Guineans in traditional and contemporary societies
- demonstrate an understanding of the evolution of human rights and freedoms as they relate to the people of Papua New Guinea.

3. Teaching and Learning

The standard based curriculum proposes a different teaching and learning approach . This approach emphasises the connections between subject areas and skills to be acquired. Students are expected to develop the ability to reason, solve problems, apply knowledge and communicate effectively. This approach also encourages students to learn from active, independent enquiry into real life situations such as current social issues.

The teaching and learning approach demands that teachers understand and apply the *standards of teaching and learning* in schools and classrooms. These *standards* are high-order thinking, deep knowledge, and connections to the world.

4. Guiding Principles for Social Science

The Primary Social Science subject principles identify, describe and focus attention on the important concerns that must be addressed when developing and implementing the Social Science syllabus. They are based on significant cultural, social and educational values, beliefs and norms. The curriculum principles also assist in identifying knowledge, skills and processes and values from the content standards.

The subject principles for Primary Social Science enable students to:

- develop awareness of the world they live in and to see how things work and how to do things
- develop social science skills in an active learning environment and relevant context
- develop skills which will be useful to themselves and others after they leave school
- recognise essential social relationships that they can use to interact with family, community, and economic groups and people from other societies
- contribute to the development of the community and to understand this is a contribution to the national development
- study the significance of things in their environment and encourage and promote the wise use of resources.
- develop skills to find out a variety of information for their needs, for example, past happenings or events.
- know and have pride in their own culture and respect the cultures of others
- know that cultures change
- know their needs and wants and how they can meet these and
- understand the concepts of trading and exchange.

Teaching and learning strategies for primary social science

The following characteristics of teaching and learning activities are appropriate for Grades 3-5 Social Science.

1. Students should be given opportunities to:

- respond to challenges
- solve problems in creative ways with the assistance of their teachers
- be involved in activities such as making a product, with help from an expert
- share their own experiences
- draw on their own observations and take action on the basis of the knowledge they have gained
- challenge their creative thinking skills with open ended tasks or questions
- achieve the content standards in multiple or different ways
- challenge assumptions

2. The Social Science processes

Gathering information

- Interview resource people from the community
- Take part in excursions to places of interest relevant to a unit or lesson topic
- Conduct a survey on a particular issue, question, topic
- Brainstorm to gather information

Analysing, evaluating information and making judgments

- Compare the information from interviews and note areas of general agreement and areas of conflicting information
- Summarise the information using maps, graphs, diagrams and text
- Present information in a table and identify conclusions that can be made
- Summarise the information

Presenting information and taking action on new information

- Present information to an audience. The information may include teacher or student points of view on the topic.
- Present information in the form of posters
- Act on the analysis or survey findings by raising awareness on the issue
- Present information using graphs, tables, pictures, oral and written reports

Content Overview

Strand Descriptions

Strand 1: Community and Organisation

In this strand, students learn about communities and how they are organised. They identify the groups that make up a community. They find out the roles and responsibilities of individuals and groups in a community. They understand that leaders have an important role in decision-making. They learn that rules are important for groups and communities to function. They understand that individuals and groups interact with each other and are guided by rules of behaviour.

Strand 2: Trade

The strand, Trade, helps students to understand how people meet their needs and wants. They identify these basic needs and wants. Students learn that trading involves exchange, buying and selling of goods and services. They learn that trading of goods and services satisfy needs and wants. They also learn that transport and communication are important in trade.

Students learn the basic stages of producing basic goods using basic technology. They demonstrate some understanding of income generating skills by participating in income generating activities at school and home.

Strand 3: Culture and Society

The strand, *Culture and Society*, incorporates people's beliefs, customs, traditions, values, religions, languages and stories. Culture is the life people have together. A culture changes when new products or beliefs are introduced.

Papua New Guinea has unique cultures and it is essential that this cultural heritage and understanding is passed on to future generations. This strand helps students to develop an understanding and awareness of their culture. They are encouraged to develop respect and pride in their culture, as well as acceptance of the diversity and culture of others.

Students are encouraged to participate in traditional and cultural activities in this subject.

Strand 4: Environment and Resources

The strand, *Environment and Resources*, helps students to learn about their environment, from local to the province. They learn about the resources found in the environment and how these meet their needs and wants. Students learn about the interaction between people and their environments. They learn to promote and encourage sustainable use of the environment and its resources.

In this strand students are provided opportunities to learn and develop map work skills through working with maps.

Strand 5: History and Origin

The strand, *History and Origin*, is about the past, the history of people and their place. Students find out and share stories/information about the origins of their ancestors and their communities. They learn about the significant historical events that have shaped their community and country, Papua New Guinea.

Overview of strands, units and topics

The Primary Social Science curriculum is organised into five (5) strands which is a convenient way of organising the content. Each strand identifies a particular aspect of the subject content and concepts. For each strand, units and topics have been identified. Topics in each unit show progression of content and learning over the level.

The table below outlines the strands, units and main topics for Primary Social Science. It shows the progressive development of concepts and content for Grades 3, 4 and 5.

Strand	Unit	Topics		
		Grade 3	Grade 4	Grade 5
1. Community and organisation	1. People and groups	Changes in the community – people and community	Work people do	Serving the community
	2. Relationships	Relationships between individuals and groups	Behaviour and relationships	Behaviour in different relationships
	3. Rules, Roles and Responsibilities	Rules in different places	Roles and responsibilities	Making decisions
2. Trade	1. Needs and Wants	Needs and wants of people from different places	Meeting needs and wants of different people	Producers and consumers
	2. Production	Producing goods and services	Goods produced from cash crops	Economic activities
	3. Trade and Communication	Exchanging goods and services	Transport in trade	Communication in trade
3. Culture and society	1. Customs and societies	Local customs and traditions	Customs and Ceremonies	Relationships in societies
	2. Beliefs and values	Beliefs and values in the local culture	Changes in culture	Societies
4. Environment and Resources	1. The environment	The local environment	Natural and man-made features of the district	The physical environment of the province
	2. Resources	Resources in the community	Renewable and non-renewable resources	Using our resources wisely
	3. Working with maps	Reading and using maps – The key and direction	Reading and using maps – The scale and direction	Reading and using maps – Draw a sketch map
5. History and Origins	1. Events and stories of the past	Stories of Origin	History of the local community	Significant historical events

Content Standards

Content standards are broad statements of what students need to know, understand and be able to do. Content standard statements are student-centered and written in terms that enable them to be demonstrated, assessed, measured and monitored.

Each content standard statement is numbered with three digits, such as 4.3.2. In this example, the first digit refers to the grade (Grade 4). The second digit refers to the strand (Strand 3). The last number is the content standards number (the second content standard in the strand, 2).

Strand 1: Community and Organization

Grade 3	Grade 4	Grade 5
3.1.1 Understand and recognise changes in groups and the local community	4.1.1 Demonstrate an understanding of the types of work people do	5.1.1 Demonstrate an understanding of how individuals and groups serve their communities
3.1.2 Demonstrate an understanding of the interactions between individuals and groups	4.1.2 Demonstrate knowledge of behaviour and relationships	5.1.2 Demonstrate knowledge of proper behaviour in the family, school and community
3.1.3 Demonstrate an understanding of the purpose of rules in the community	4.1.3 Describe the roles and responsibilities of individuals and groups in their community	5.1.3 Acquire knowledge about decision-making in groups and different situations

Strand 2: Trade

Grade 3	Grade 4	Grade 5
3.2.1 Identify basic needs and wants	4.2.1 Explain how trade meets basic needs and wants	5.2.1 Identify consumers and producers in the local community
3.2.2 Describe the basic stages for producing local goods	4.2.2 Explain how goods are produced from cash crops	5.2.2 Identify small business activities in the local community
3.2.3 Demonstrate knowledge about trading goods and services	4.2.3 Describe transport methods used in trade	5.2.3 Describe communication methods used in trade

Strand 3: Culture and Society

Grade 3	Grade 4	Grade 5
3.3.1 Demonstrate respect for local customs through participation in traditional events	4.3.1 demonstrate knowledge of different customs and ceremonies	5.3.1 develop an understanding of relationships in different societies
3.3.2 Describe some common beliefs of their culture	4.3.2 Describe how local cultures are changing	5.3.2 Demonstrate knowledge about different societies

Strand 4: Environment and Resources

Grade 3	Grade 4	Grade 5
3.4.1 Describe the environment of the local area	4.4.1 Describe the natural and man-made features of the district.	5.4.1 describe the physical environment of the province and nation
3.4.2 Identify the main resources in the community	4.4.2 Describe renewable and non-renewable resources	5.4.2 Identify ways to use resources wisely
3.4.3 Demonstrate mapping skills – use the key to read a map	4.4.3 Demonstrate mapping skills – use the scale to read a map	5.4.3 Demonstrate mapping skills – draw a sketch map and develop a key and scale

Strand 5: History and Origin

Grade 3	Grade 4	Grade 5
3.5.1 Describe the origins of individuals and groups.	4.5.1 Describe the history of the local community	5.5.1 Identify significant historical events that happened in PNG

Content Expansion

This section contains the expansion of content standards. Performance standards and assessment tasks are identified and described for each content standard. The expansion of content standards is organised by grades.

Performance Standards

Each content standard is accompanied by a set of performance standards. A performance standard is a descriptive statement of the knowledge and skills that students should demonstrate as they work towards the achievement of the content standard. The performance standards are examples only. They assist teachers to monitor student progress and to make on-balance judgements about the achievement of content standards.

Teachers can develop their own performance standards or modify the syllabus performance standards for their context. Teachers can derive ideas for teaching and learning activities from the performance standards. The performance standards are coded as a), b), c) etc.

Assessment tasks

Assessment tasks have been developed for each content standard. The assessment tasks are mainly examples of *assessment for learning* and *assessment as learning*. The assessment tasks are numbered 1, 2, and 3 etc. Assessment tasks are written in terms that enable them to be demonstrated, assessed, measured and monitored to show students' understanding of the content standards.

Strand 1: Community and Organisation

Unit 1: People and Groups

At the end of each grade, students will know and be able to;

	Grade 3	Grade 4	Grade 5
Content Standards	3.1.1 Understand and recognise changes in groups and the local community	4.1.1 Demonstrate an understanding of the types of work people do	5.1.1 demonstrate an understanding of how individuals and groups serve their communities
Performance Standards	<ul style="list-style-type: none"> a) Identify and describe the different groups in the community b) Identify changes in the family and the local community c) Identify some causes of change d) Describe positive and negative effects of changes in families and the community 	<ul style="list-style-type: none"> a) Identify and describe the types of work people do in different places b) Describe work in subsistence and business activities c) Describe paid, unpaid and volunteer work d) Describe work provided by government, NGOs and private organisations e) Describe the work of community leaders 	<ul style="list-style-type: none"> a) Identify individuals and groups who need help b) Identify the types of services provided to communities c) Identify individuals and groups who serve their communities d) Identify ways individuals and groups improve life in the community .

Assessment Tasks	Assessment Task 1 Draw pictures of their community and label places and groups from the community.	Assessment Task 1 Identify the type of work people do from pictures	Assessment Task 1 Draw a diagram to show the services provided for a community and who provides the services.
	Assessment Task 2 Use drawings to describe how an aspect of family life has changed over time (past and present).	Assessment Task 2 List one example each of paid, unpaid and volunteer jobs.	Assessment Task 2 A short report (verbal or written) of 'An act of kindness' experience.
	Assessment Task 3 Draw pictures of before and after changes in the community.	Assessment Task 3 Match the type of work to 'individual' or 'group' or 'organization'. Use words or pictures.	Assessment Task 3 Let's write a poem or rap music lyrics (words).

Unit 2: Relationships

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.1.2 Demonstrate an understanding of the interactions between individuals and groups	4.1.2 Demonstrate an understanding of behaviours and relationships	5.1.2 Demonstrate knowledge of the effects of behaviours in the family, school and community
Performance Standards	(a) Identify and describe relationships between individuals and groups. (b) Describe behaviours in a variety of relationships (c) Identify different situations and places where individuals and groups interact	(a) Understand the terms behaviour, relationships, positive and negative behaviour and relationships (b) Describe different types of behaviour (c) Describe behaviours that promote positive and negative relationships (d) Identify activities that promote good or bad relationships	(a) Describe acceptable and unacceptable behaviours in different groups (b) describe rewards for good or acceptable behaviours (c) describe the effects of bad or unacceptable behaviours (d) Describe good and bad behaviours in different places
Assessment Tasks	Assessment Task 4 List three good things you have done to make your mother or father happy.	Assessment Task 4 Identify good and negative behaviours in pictures.	Assessment Task 4 Describe examples of school rules that promote good behaviours and relationships.
	Assessment Task 5 Choose one of the groups you belong to in the community (church, sports team,) and state why you are part of that group.	Assessment Task 5 Match type of behaviour to positive or negative relationships.	Assessment Task 5 Match examples of behaviours to the effects of behaviours.
	Assessment Task 6 Draw a family tree and explain the relationship it shows.	Assessment Task 6 Demonstrate good behaviours in a role play	Assessment Task 6 Draw flowcharts to show the effects of behaviours or relationships.

Unit 3: Rules, Roles and Responsibilities

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.1.3 Demonstrate an understanding of the purpose of rules	4.1.3 Describe the roles and responsibilities of individuals and groups in the community	5.1.3 Acquire knowledge about decision-making in groups and different situations
Performance Standards	<ul style="list-style-type: none"> (a) Describe and compare rules for family, school, church and other groups in the community (b) Explain the importance of rules and laws in the family, groups and organisations. (c) Describe the consequences of breaking rules in different places. 	<ul style="list-style-type: none"> (a) Explain the terms, roles and responsibilities (b) describe the roles and responsibilities of individuals and leaders (c) describe the roles and responsibilities of groups and organisations in the community 	<ul style="list-style-type: none"> (a) Identify decision makers of groups (b) Describe how decisions are made in the family and other groups (c) Explain different decision-making processes (d) Explain how leaders are chosen
Assessment tasks	Assessment Task 7 Draw a picture showing the consequences of breaking a rule.	Assessment Task 7 Name an example of a role and a responsibility of parents.	Assessment Task 7 Explain how class and school leaders are chosen.
	Assessment Task 8 Make up rules for the class.	Assessment Task 8 Match a list of individuals, groups and organizations with their responsibilities.	Assessment Task 8 List similarities and differences in decision making processes in the family and school.
	Assessment Task 9 Draw pictures to show a safety rule for travel in a canoe, dinghy or vehicle.	Assessment Task 9 List one role and one responsibility of an organization.	Assessment Task 9 Create a poster promoting the qualities of a good class or school captain.

Strand 2: Trade**Unit 1: Needs and wants**

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.2.1 identify basic needs and wants	4.2.1 Explain how trade meets basic needs and wants	5.2.1 Identify consumers and producers in the local community
Performance Standards	(a) Identify and describe basic needs and wants (b) Explain the importance of basic needs (c) Identify and describe the needs and wants of groups in the community	(a) Describe common terms used in trading – trade, exchange, barter, market (b) Identify the purpose of exchange or trade (c) Identify places where trading takes place (d) Describe changes in barter (e) Identify different forms of currency used in trade	(a) Explain the terms ‘producer’ and ‘consumer’ (b) Describe the work of producer in trade (c) Describe the role of consumer in the community (d) Identify goods and services for consumption and exchange
Assessment Tasks	Assessment Task 10 Draw a picture of one basic need and one example of a want.	Assessment Task 10 Match concept or term to the pictures provided – market, barter, goods.	Assessment Task 10 Identify consumers and producers from a list of pictures of people at work.
	Assessment Task 11 Identify needs and wants from a list of pictures.	Assessment Task 11 Name the trading places in the community and list one type of goods that is traded at each place of trading.	Assessment Task 11 Create a poster highlighting consumer rights.
	Assessment Task 12 Matching task: Match the group or individual with their need or want. [Use pictures and words].	Assessment Task 12 Write a short story about a traditional trading activity (Guiding questions must be provided).	Assessment Task 12 Create an advertisement for a product.

Unit 2: Production

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.2.2 Describe the basic stages for producing local goods	4.2.2 Demonstrate knowledge about cash crops	5.2.2 Identify small business activities in the local community
Performance Standards	<ul style="list-style-type: none"> (a) Describe the steps in making a garden. (b) Identify a common, local product or food crop product and describe how it is produced (c) Describe how to take care of food crops. (d) Describe the process for making goods or food crop products. 	<ul style="list-style-type: none"> (a) Describe a cash crop (b) Identify the common cash crops in the area or PNG (c) Describe how a cash crop is grown, harvested and processed (d) Identify products made from cash crops 	<ul style="list-style-type: none"> (a) Describe common terms - seller, buyer, producer, consumer, market (b) Identify and describe the main agricultural activities in the local area (c) Identify and describe common informal or informal business activities in the local area (d) Identify similarities and differences between formal and informal business activities
Assessment Tasks	<p>Assessment Task 13 Put in correct order the steps in making a garden.</p>	<p>Assessment Task 13 Study a map of PNG showing where cash crops are grown. Complete the table of cash crops and place each is grown.</p>	<p>Assessment Task 13 Match the common terms in trading to their descriptions or examples.</p>
	<p>Assessment Task 14 Prepare and present a simple fruit salad.</p>	<p>Assessment Task 14 Identify cash crops from pictures of crops and manufactured or processed goods.</p>	<p>Assessment Task 14 Draw examples of formal and informal business activities</p>
	<p>Assessment Task 15 Choose and present one of the products for assessment. [broom, bag or bracelet]</p>	<p>Assessment Task 15 Project: A cash crop in PNG.</p>	<p>Assessment Task 15 Report on the 'Project – Fundraising.</p>

Unit 3: Trade and Communication

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.2.3 Demonstrate knowledge about trading goods and services	4.2.3 Describe transport methods used in trade	5.2.3 Identify communication methods used in trade
Performance Standards	<ul style="list-style-type: none"> (a) Define 'exchange', 'trade' and 'barter' (b) Identify common goods and services that are traded or exchanged. (c) Describe how services are exchanged in the community. (d) Describe the types of money used in trade (e) Identify some goods and services that were traded in the past 	<ul style="list-style-type: none"> (a) Identify types of transport used in traditional and modern trade (b) Identify types of transport appropriate for trading in different places (c) Identify types of transport appropriate for different types of goods and services. 	<ul style="list-style-type: none"> (a) Define communication (b) Describe different methods of communication (c) Compare traditional and modern forms of communication used in trade (d) Identify the advantages and disadvantages of different communication methods used in trade
Assessment Tasks	Assessment Task 16 Draw pictures of traditional and modern trade showing the people involved, what and where they traded or exchanged.	Assessment Task 16 Name one advantage and one disadvantage of one type of transport used for trading in the past.	Assessment Task 16 Roles play communication methods.
	Assessment Task 17 Draw examples of traditional and modern money.	Assessment Task 17 Name the most appropriate method of transport for each product listed.	Assessment Task 17 Create and demonstrate an advertisement for radio.
	Assessment Task 18 Identify three common items traded or exchanged in the local community.	Assessment Task 18 Write a story, in a 4-frame comic strip, about trading on a traditional trade voyage.	Assessment Task 18 Create an advertisement to sell a product (other media, not radio).

Strand 3: Culture and Society

Unit 1: Customs and Societies

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.3.1 demonstrate respect for local customs through participation in traditional events	4.3.1 demonstrate knowledge of different customs and ceremonies	5.3.1 develop an understanding of-relationships in different societies
Performance Standards	<ul style="list-style-type: none"> a) Identify and describe local customs and traditions b) Demonstrate their own customs c) Participate in local custom activities and ceremonies 	<ul style="list-style-type: none"> (a) Identify and describe different ceremonies and customs from their own and other cultures (b) Describe customs and ceremonies related to events of significance (c) Identify and describe examples of taboos and rituals. 	<ul style="list-style-type: none"> (a) Identify different societies in the community or province (b) Identify the main features of a matrilineal society (c) Identify the main features of a patrilineal society (d) Describe how societies are structured or organised
Assessment Tasks	Assessment Task 19 In groups, perform a traditional song and dance.	Assessment Task 19 Oral presentation - Share a short story about a local custom or ceremony.	Assessment Task 19 Identify features of a matrilineal society from a list.
	Assessment Task 20 In a short oral presentation (two sentences), talk about a local custom.	Assessment task 20 Demonstrate an example of an initiation in a role play.	Assessment Task 20 List one similarity and one difference between matrilineal and patrilineal societies.
	Assessment Task 21 Draw pictures of food taboos.	Assessment Task 21 Draw a flow chart to show the steps in a ritual.	Assessment Task 21 Essay – My cultural identity.

Unit 2: Beliefs and Values

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.3.2 Describe some common beliefs of their culture	4.3.2 Describe how local cultures are changing	5.3.2 Demonstrate knowledge about different societies
Performance Standards	<ul style="list-style-type: none"> (a) Identify and describe values and beliefs of their culture (b) Identify aspects of their culture (c) Compare legends and traditional stories that teach beliefs and values 	<ul style="list-style-type: none"> (a) describe the cultures of the community (b) Identify changes to cultures (c) Identify the causes of change to cultures (d) Describe the effects of technology and modern influences on culture 	<ul style="list-style-type: none"> a) Identify tribes, clans and ethnic groups b) Identify and describe the differences between a tribe and a clan c) Describe the tribe, clan or ethnic group d) Describe the relationships within groups
Assessment Tasks	Assessment Task 22 Retell a traditional story from the local area.	Assessment Task 22 Describe changes shown in the pairs of pictures.	Assessment Task 22 Describe two features of a tribe or clan.
	Assessment Task 23 Draw pictures that highlight the beliefs of their Church.	Assessment Task 23 Identify a piece of clothing from the past and the present. State a reason for liking each piece and not liking each piece.	Assessment Task 23 Identify the leaders of clans and tribes.
	Assessment Task 24 Dramatize a traditional story in their local area.	Assessment Task 24 Name one example of leisure activity enjoyed now and another example enjoyed in the past.	Assessment Task 24 Name examples of a tribe, clan and ethnic group.

Strand 4: Environment and Resources**Unit 1: The Environment**

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.4.1 Describe the environment of the local area	4.4.1 Identify the natural and man-made features of the district.	5.4.1 Describe the physical environment of the province
Performance Standards	(a) Identify and describe the main features of the local area (b) Identify and describe local landmarks (c) Describe the seasons	(a) Describe the environment of the district (b) Describe natural and man-made features (c) identify and describe the natural and man-made features of the district (d) Identify and describe landmarks of the district	(a) Identify and describe the physical features of the province (b) Identify and locate places of significance in the province (c) identify and describe the natural and man-made features of the province
Assessment Tasks	Assessment Task 25 Label drawings of features of the local environment [grassland, buildings, rivers, roads, etc.]	Assessment Task 25 List five natural features of the district.	Assessment Task 25 Locate, on a map, the main physical features of the province.
	Assessment Task 26 Name the main natural features of the local environment.	Assessment Task 26 Draw two examples of natural features special to the district.	Assessment Task 26 List landmarks of the province.
	Assessment Task 27 Draw pictures to describe the two seasons.	Assessment Task 27 Draw and name three landmarks of the district.	Assessment Task 27 Project – My province.

Unit 2: Resources

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.4.2 Identify the resources in the community	4.4.2 Describe renewable and non-renewable resources of the district	5.4.2 Identify ways to use resources wisely
Performance Standards	<ul style="list-style-type: none"> (a) Describe what a resource is (b) Identify natural and man-made resources in their community and explain how these are used (c) Identify natural resources and how these are useful 	<ul style="list-style-type: none"> (a) Explain 'renewable' and 'non-renewable' resources (b) identify renewable resources (c) identify non-renewable resources (d) describe how people use resources 	<ul style="list-style-type: none"> (a) Identify the effects of using natural resources. (b) Describe how non-renewable resources could be used wisely (c) Explain how individuals and groups care for renewable resources (d) describe the effects of mining resources and extracting oil and gas
Assessment tasks	<p>Assessment Task 28 Students are given a picture of a natural resource. They draw how the resource is used.</p>	<p>Assessment Task 28 List three examples of renewable resources in the district.</p>	<p>Assessment Task 28 Explain the differences between man-made and natural resources.</p>
	<p>Assessment Task 29 Draw resources found in the seashore environment such as mangroves etc.</p>	<p>Assessment Task 29 Identify renewable and non-renewable resources from a list of items.</p>	<p>Assessment Task 29 Poster – promoting the wise use of water and land.</p>
	<p>Assessment Task 30 Draw an example of a man-made resource.</p>	<p>Assessment Task 30 List resources from lakes, rivers and the sea and their uses.</p>	<p>Assessment Task 30 Project – 'Reduce, Reuse and Recycle' an used product.</p>

Unit 3: Working with maps

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.4.3 Demonstrate mapping skills – use the key to read a map	4.4.3 Demonstrate mapping skills – use the scale	5.4.3 Demonstrate mapping skills – draw a sketch map and develop a key and scale
Performance Standards	(a) Identify the parts of a map (b) Explain what the key of a map is used for (c) Use the key and symbols and direction to locate places and objects on a map (d) Read a map	a) Explain the use of scale on a map b) Calculate distances on a map c) Develop a simple scale d) Locate places and objects on a map e) Read a map	a) Interpret a map of the province b) Identify and locate landmarks on a map of the province c) Locate on a map, resources and natural and man-made features of the province d) Draw a sketch map. Include a key, north direction and a scale
Assessment tasks	Assessment Task 31 Match the symbol (from a map and key) with the feature	Assessment Task 31 Use the key to name objects or places on a map	Assessment Task 31 On a map, complete exercises on key, scale and direction.
	Assessment Task 32 On a map, find places and objects using the key	Assessment Task 32 Use the scale to calculate distances on a map	Assessment Task 32 On a map: Mark in the 'North'; identify and circle the key and identify and circle a particular symbol.
	Assessment Task 33 Do activities using the key and direction.	Assessment Task 33 Use the scale to calculate distances on a map.	Assessment Task 33 Draw a sketch map. Include a key and scale and north direction

Strand 5: History and Origin

Unit 1: Events and stories of the past

At the end of each grade, students will know and be able to:

	Grade 3	Grade 4	Grade 5
Content Standards	3.5.1 Describe the origins of individuals and groups	4.5.1 Describe the history of the local community	5.5.1 Identify significant historical events that happened in PNG
Performance Standards	(a) Describe history (b) Describe how knowledge, skills, stories and legends and culture are passed down from one generation to the next (c) describe how history was recorded in the past (d) describe the origins of individuals and groups (e) read a timeline	(a) describe the history of the local community using a variety of evidence. (b) identify the original inhabitants of the place (c) identify some significant events in the history of the community (d) read a timeline	(a) Compare evidence of history, past and present (b) Describe the lifestyle of early settlers of PNG (c) Identify significant events in PNG's history (d) Read a timeline
Assessment tasks	Assessment Task 34 Describe an important or memorable event that happened in the family	Assessment Task 34 Draw an item used in the past in the community or by a tribe, clan or ethnic group	Assessment Task 34 List the different ways the history of the province and PNG is recorded. Choose one way and state one
	Assessment Task 35 Answer questions about information on a timeline	Assessment Task 35 Draw a timeline and plot the dates given and label the events	Assessment Task 35 Plot given dates on a timeline and identify what happened in the dates marked on the timeline.

Assessment and Reporting

Good assessment is an integral part of good instruction. The most effective teaching aligns the content standards with instruction and assessment.

In a standards based curriculum, assessment is viewed as a final product (summative) that provides pupil performance data to teachers and students.

What is Assessment?

The term *assessment* is generally used to refer to all activities teachers use to help students learn and to monitor and measure student progress. It is an ongoing process.

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of the content standards/performance standards

Purpose of Assessment

The purpose of assessment is to inform:

- Students about their progress and achievements in their learning.
- Teachers of the progress of students learning in order to adjust teaching and planning to improve students' learning.
- Parents and guardians, about their children's progress and achievements.
- Schools, province and NDOE to make decisions about how to improve the quality of teaching and learning in the education system.
- Other educational institutions and the communities about the standards of teaching and learning strategies, curriculum and resource allocation that may affect students' learning.

Overall assessment is seen as an integral part of the learning and teaching program rather than a separate process.

Types of Assessment

The three types of assessments in the standard based curriculum are:

- Assessment *as* learning,
- Assessment *for* learning and
- Assessment *of* learning.

Assessment *as* learning and assessment *for* learning are also known as formative assessment and assessment *of* learning is also known as summative assessment.

Assessment as Learning

Assessment *as* learning is the use of a task or an activity by the teacher in his or her everyday teaching to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

Assessment *for* Learning

Assessment *for* learning, also known as classroom assessment, is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to see:

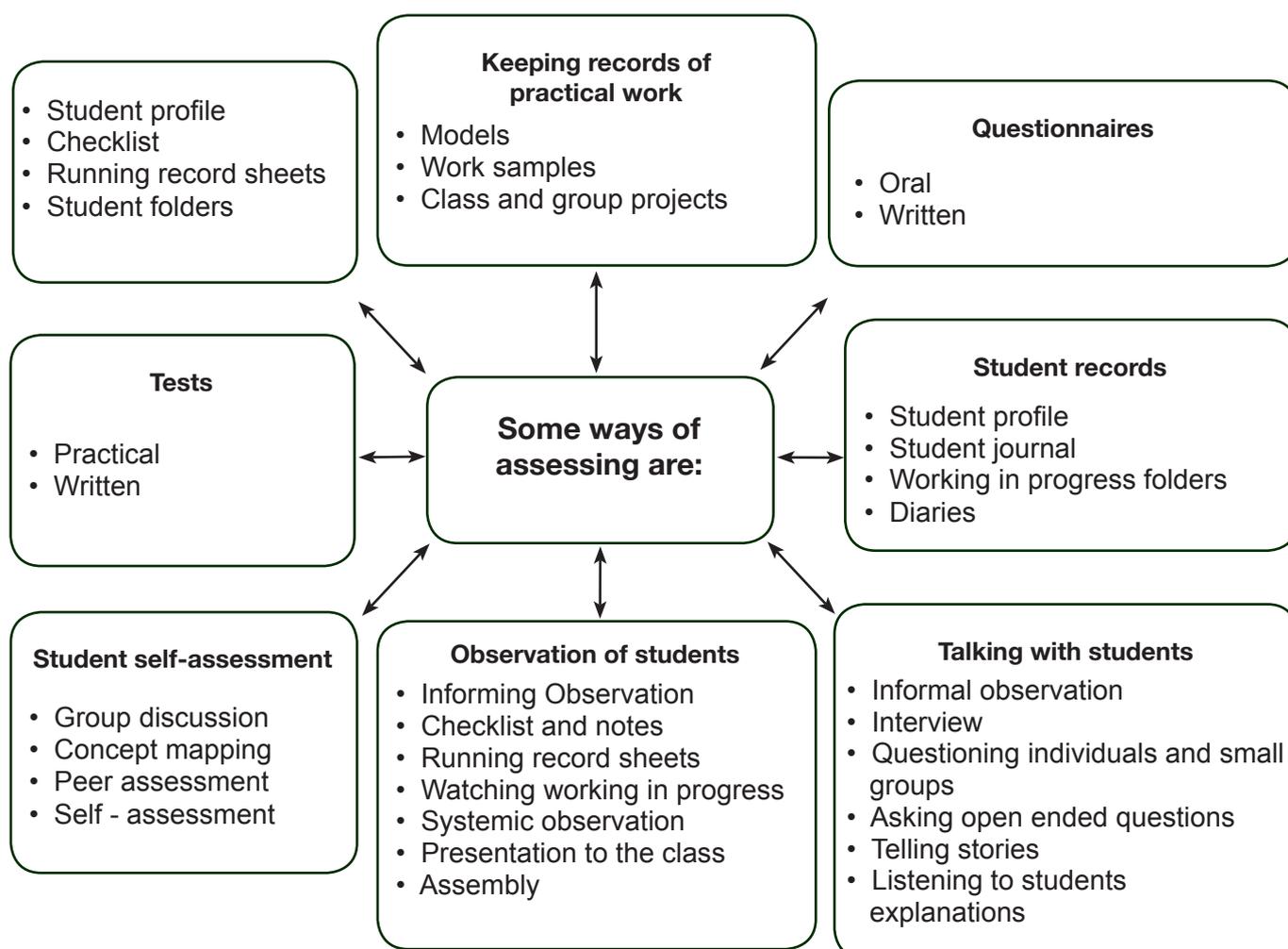
- the learning goals and criteria
- where each learner is in relation to the goals
- where they need to go next
- and ways to get there.

Assessment *of* Learning

Assessment *of* learning is the use of a task or an activity to measure, record and report on a student’s level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams.

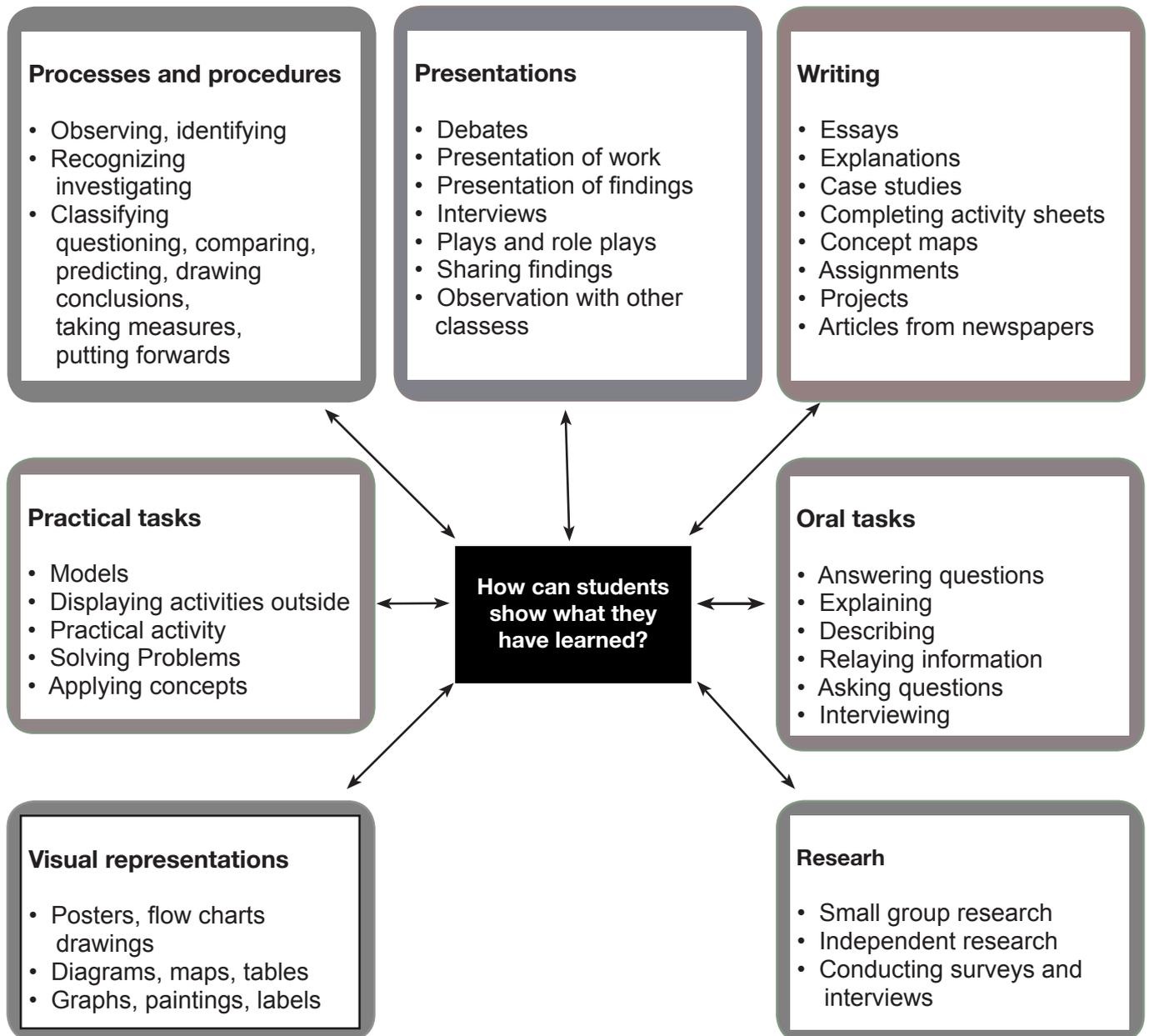
Methods of Assessment

Assessment is an integral part of students learning. A variety of assessment methods are used to gather assessment information. Some of these methods are summarized in the diagram below.



Assessment Tasks

Assessment is an integral part of students learning and can be demonstrated in many ways. Teachers should use different ways to collect assessment information. Below are some examples:



Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students learning.

Glossary

Words	Definitions
Community	People in an area with common background or with shared interest within society.
Organization	Group of people identified by a shared interest or purpose.
Trade	The activity of buying and selling or an area of business or industry
Culture	Shared beliefs and values of group: the beliefs, customs, practices, and social behavior of a particular nation or people
Society	Relationships among groups, the customs of a community and the way it is organized.
Environment	All the external factors influencing the life and activities of people, plants, and animals. Environment is classified into two groups; manmade and natural.
Resources	Something that is source of help or something that can be used. Resources are obtained in many different ways. Natural and manmade resources
History	What has happened? The past events of a period in time. The study of the past.
Origin	The thing from which something develops or the place where it comes from.
Relationship	The significant connection between two or more things or people etc.
Beliefs	Acceptance of truth of something.
Behavior	The way that someone thinks and does things etc..
Ceremony	The formal act or set acts performed as prescribed by ritual or custom
Tribe	A unit of organization consisting of a number of families, clans or other groups who share a common ancestry and culture
Manners	A way of doing, being done or happening.

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