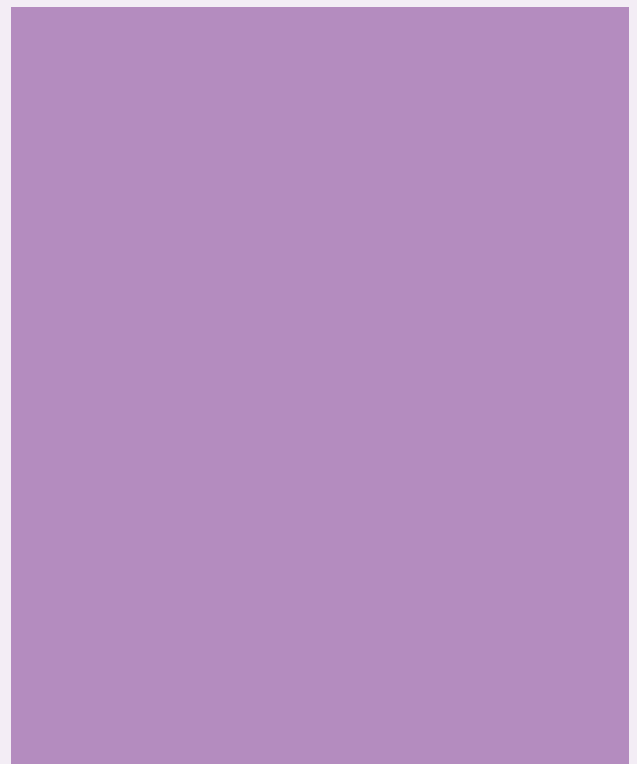


# **Social Science**

## **Teacher Guide**

### **Primary Grade 3**



**Standards Based**



Papua New Guinea  
**Department of Education**

**'FREE ISSUE**

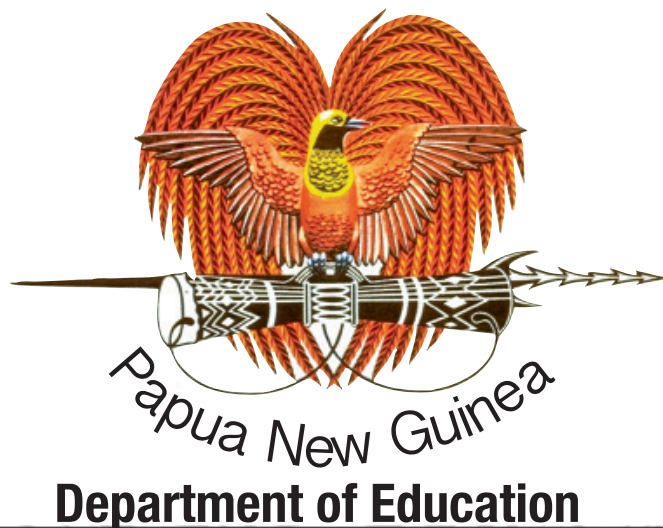
**NOT FOR SALE'**



# Social Science

## Teacher Guide

Primary  
Standards Based



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

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First Edition

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## **Acknowledgement**

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Teachers, School Inspectors, Teachers College Lecturers, community members and representatives from Non-Government Organizations (NGOs), assisted in the development of this Teacher Guide through many workshops, meetings and consultations. They are all acknowledged for their support and contributions.

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## Secretary's Message

This Social Science Teacher Guide for Grade 3 was developed as a support document for the implementation of the Social Science syllabus for grades 3, 4 and 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards in the syllabus.

This Teacher Guide has been realigned, repositioned and replaced with standard based statements to improve knowledge skills and competency in Social Science for students in this grade. The course will help 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. Learning Social Science helps students to understand and promote sustainable use of the environment and resources.

The Social Science Syllabus and this Teacher Guide build upon the skills and knowledge that children bring from their own cultural, family experiences and the learning standards of the Elementary curriculum. Collaboratively working with the members of the school communities is encouraged. Teachers need to identify and encourage community participation and partnership in promoting social science educational activities in their schools.

Teachers are encouraged to read this teacher guide carefully to become familiar with the content so that they can be confident to use the new concepts and strategies and to teach the content well. They can also adjust to suit the needs of their students.

I commend and approve this Grade 3 Social Science Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



.....  
**DR. UKE W KOMBRA, PhD**

Secretary for Education

# Introduction

The Grade 3 Social Science Teacher Guide helps you to implement the Primary Social Science Syllabus for grades 3, 4 & 5. The document draws out the subject matter of the content standards and performance standards and models learning through the guided lessons. It provides guidelines about how to plan and program teaching and learning for Social Science with sample plans and programs for the year, term and week.

## ***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, lesson and assessment plans. Therefore, you need to:

- read this teacher guide and the syllabus 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 performance standards
- 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.

## ***Links across the levels***

The content of the Grade 3 Social Science builds on from Elementary two ensuring learning is progressive from one grade to another. It is very important to ensure that learning is contextual so that the knowledge, understanding, skills acquired are meaningful and practical for students.

## **Nature of Primary Social Science**

Primary Social Science is an active course that enables students to learn through active participation in their learning activities, whether, in the classroom or in the community. Students are involved in gathering information from the lessons, community members and by participating in cultural and community activities, whenever this is possible. Primary Social Science enables 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 cultural and physical sustainability
- develop an awareness of national identity and national building
- understand the process of gathering, analyzing and presenting information
- effectively manage and use the environment to achieve a sustainable way of life now and in future.

## **Planning**

The teacher guide sections highlight teaching and learning strategies, content overview, planning and programming ideas, unit, sample guided lessons, assessment and reporting advice, useful resources, glossary and appendices.

**The seven sub-sections in this teacher guide are:**

1. **Yearly Overview**  
When planning an instructional program we begin with the yearly plan. The yearly plan is organized by terms for a school year. The key information that form the content of the plan are the strands, units, topics and content standards.
2. **Termly Overview**  
A term overview is a plan that provides an outline of the units, content standards and performance standards for each term.
3. **Weekly Plan**  
A weekly plan shows the lesson topics to be taught in all the subjects in a week. It identifies the unit, content standards, performance standards and lesson number.

## **Daily Plan**

A daily teaching plan identifies the time when each lesson is to be taught.

4. **Yearly Assessment Plan**  
Specific assessment tasks are set out for the year.
5. **Methods of assessing, recording and reporting**  
This sub-section provides useful information on different strategies for assessing learning, recording the assessment information and reporting student learning and achievement to various stakeholders.
6. **Samples of assessable tasks, assessment criteria, timetables and guided lessons and KSAVs templates**

These sample models are requirements for you to follow.



## Key Features

The key features identify the unique and significant aspects of Social Science which are important in planning, developing and implementing the social science curriculum. These key features emphasise recommended knowledge, skills and processes and provide ideas for teaching Social Science meaningfully and effectively.

### What is Primary Social Science?

Primary Social Science is an active course. Through its activities, students develop skills, acquire knowledge and develop values and attitudes that will enable them to become active and informed citizens both now and in future.

Students study their communities and how they are organized, their cultures and societies and of those from the neighbouring provinces and the nation. Students also study trading as it is an everyday activity. People trade to meet the demands of their daily needs. Students are aware of the importance of the environment they live in and understand it is the source of their resources. Students study and participate in activities that highlight the significant events about the origin of their families, lifestyles and cultures of the past. They learn about past significant events that happened in the local community, district, province and the nation.

# Teaching and Learning

This section describes the social science process and useful teaching and learning strategies you can use in this subject.

The following characteristics of teaching and learning activities are particularly appropriate for primary social science for grades 3, 4 & 5.

*Students should be given opportunities to:*

- respond to challenges
- develop and adapt to new learning strategies and consider global ideologies
- solve problems in creative and unique ways with the assistance of their teachers
- be involved in activities such as making a product, with help from an expert
- contribute their own experiences
- draw on their own observations and take actions on the basis of the knowledge they have learned
- develop open ended tasks or questions where their creative thinking skills are challenged
- design activities which allow them to take various paths to achieve the same outcomes
- experience a range of culturally diverse works, products and processes
- challenge assumptions

## Primary social science process

In Primary Social Science, a three-step process is recommended. The three steps are *gathering information*, *analysing information* and *presenting or acting on the analysed or new information*. You are encouraged to model this process in their lessons. It is important to challenge students by providing them with opportunities to present or act on the information discovered in their analysis and evaluation.

Examples of activities suitable for each step of the social science process are listed in the table below.

Table 1: Social Science Process

Gathering information	Analyzing, evaluating information and making judgments	Presenting information or taking action on the new information
<ul style="list-style-type: none"> <li>• interview resource people from the community</li> <li>• excursions to places of interests which are relevant to content and performance standards</li> <li>• conduct survey on a particular issue</li> <li>• read newspapers, books and other media sources for particular information</li> <li>• brainstorm to gather information</li> </ul>	<ul style="list-style-type: none"> <li>• compare the information from interview and note areas of general agreement and areas of conflicting information</li> <li>• summarize the information using maps, graphs, diagrams and text</li> <li>• present the information in a table and identify conclusions that can be made and any other interesting information</li> <li>• summarize the information</li> </ul>	<ul style="list-style-type: none"> <li>• Present the information to an audience. The information may include students or teachers points of view on a topic</li> <li>• present the information in the form of posters</li> <li>• act on the analysis of survey findings by raising awareness of the issue</li> <li>• present the information using the graphs, tables, pictures, oral or written reports</li> </ul>

You are encouraged to use the following teaching and learning strategies.

**Brainstorming**

This is a popular activity with a class or group for generating new ideas quickly or to stimulate creative thinking. All ideas are accepted and listed without any comment. Discussion about appropriateness or desirability occurs later. Generally in brainstorming students think up ideas and write them down. Use a list, table or chart to record the ideas generated.

**Debates**

Debating is a strategy which involves students presenting different points of view on an issue and arguing the case. Two forms of debating appropriate for this level are described below

- i. *Class debates* - All class members are involved. Each student states a point of view and provides a supporting argument.
- ii. *Debating in two groups* - An issue or topic is identified. The class forms two groups according to their chosen point of view. Each side presents one persuasive statement. Then students are given the opportunity to change sides.

**Design**

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

**Diary**

Students maintain a record of the progress of a project. They observe and write down its progress at various stages and reflect on changes.

**Graphic Organizers**

These are the ways of representing information graphically to make the information easier to access visually, e.g. tables, graphs and flow charts.

**KWL Charts**

This is a useful strategy for organizing thoughts at the beginning of a unit and reflecting on what has been learned at its conclusion. KWL stands for;

- What we know about a topic already?
- What we want to know about the topic?
- What we have learnt from the topic?

**Homework**

Homework is an important strategy for students to become independent learners. Plan a variety of tasks for homework. Allow a reasonable amount of time (30-40 minutes) depending on the task and the age of the learners. Consider the other subjects which might require homework.

# Planning and Programming

Planning and programming is organizing the content from the syllabus into a teachable plan. The Social Science programming for Grade 3 consists of:

- the content overview outlining the strands, units and topics
- A detailed termly and yearly lesson overviews
- Sample weekly and daily plans

**The seven sub-sections in this teacher guide are:**

## 1. Yearly Overview

When planning an instructional program we begin with the yearly plan. The yearly plan is organized by terms for a school year. The key information that form the content of the plan are the strands, units, topics and content standards.

## 2. Termly Overview

A term overview outlines the strands, units, topics, content standards and performance standards. This plan identifies the weeks and terms.

## 3. Weekly Plan

A weekly plan shows the lesson topics to be taught in all the subjects in a week. It identifies the unit, content standards, performance standards and lesson number.

## 4. Daily Plan

In a daily teaching plan, the weekly plan is further detailed with when in the day a particular is to be taught.

## 5. Yearly Assessment Plan

Specific assessment tasks are set out for the year

## 6. Methods of assessing, recording and reporting

This sub-section provides useful information on different strategies for assessing learning, recording the assessment information and reporting student learning and achievement to various stakeholders.

## 7. Samples of assessable tasks, assessment criteria, timetables and templates

These samples model the requirements for you to follow.

## Content Overview

This section presents an overview of the content as set out in the Junior Primary Social Science Syllabus. The subject content is organized in five (5) strands:

- Community and Organization
- Trade
- Culture and Society
- Environment and Resources
- History and Origin

Units are derived from these strands. Topics are identified for each unit. The lesson topics for each topic are listed in the lesson overview.

Table 2: Content overview

Strand	Unit	Topic
<b>Community and Organization</b>	People and groups	Changes in the community – people and Community
	Relationships	Relationships between individuals and groups
	Rules, Roles and Responsibilities	Rules in different places
<b>Trade</b>	Needs and wants	Needs and wants of people from different places
	Production	Producing goods and services
	Trade and Exchange	Exchanging goods and services
<b>Culture and Society</b>	Customs and Societies	Local customs and traditions
	Believes and Values	Beliefs and values in the local culture
<b>Environment and Resources</b>	The environment	The local environment
	Resources	Resources in the community
	Working with maps	Reading and using maps – The key and direction
<b>History and Origins</b>	Events and stories of the past	Origins of family

## Yearly Overview

The yearly overview is a plan designed to organise the learning content for grade three students in primary schools. It is a plan developed from the content overview of learning given in the Social Science Syllabus. The syllabus translated into a delivery plan for use in the classrooms for a school year. The plan also promotes sequencing of the learning content from the strands, units and topics.

Term 1	Week	Strand	Unit	Content Standards
<b>Community &amp; Organization</b>				
	2	Community and Organization	People and Groups	3.1.1
	3	Community and Organization	People and Groups	3.1.1
	4	Community and Organization	People and Groups	3.1.1
	5	Community and Organization	Relationships	3.1.2
	6	Community and Organization	Relationships	3.1.2
	7	Community and Organization	Relationships	3.1.2
	8	Community and Organization	Rules, Roles and Responsibilities	3.1.3
	9	Community and Organization	Rules, Roles and Responsibilities	3.1.3
Term 2	Week	Strand	Unit	Content Standards
	10	Community and Organization	Rules, Roles and Responsibilities	3.1.3
<b>Trade</b>				
	11	Trade	Needs and wants	3.2.1
	12	Trade	Needs and wants	3.2.1
	13	Trade	Needs and wants	3.2.1
	14	Trade	Production	3.2.2
	15	Trade	Production	3.2.2
	16	Trade	Production	3.2.2
	17	Trade	Trade and Communication	3.2.3
	18	Trade	Trade and Communication	3.2.3
Term 3	Week	Strand	Unit	Content Standards
	19	Trade	Trade and Communication	3.2.3
<b>Culture &amp; Society</b>				

	<b>20</b>	Culture & Society	Customs and societies	<b>3.3.1</b>
	<b>21</b>	Culture & Society	Customs and societies	<b>3.3.1</b>
	<b>22</b>	Culture & Society	Customs and societies	<b>3.3.1</b>
	<b>23</b>	Culture & Society	Beliefs and Values	<b>3.3.2</b>
	<b>24</b>	Culture & Society	Beliefs and Values	<b>3.3.2</b>
	<b>25</b>	Culture & Society	Beliefs and Values	<b>3.3.2</b>
<b>Environment &amp; Resources</b>				
	<b>26</b>	Environment & Resources	The environment	<b>3.4.1</b>
	<b>27</b>	Environment & Resources	The environment	<b>3.4.1</b>
<b>Term 4</b>	<b>Week</b>	<b>Strand</b>	<b>Unit</b>	<b>Content Standards</b>
	<b>28</b>	Environment & Resources	The environment	<b>3.4.1</b>
	<b>29</b>	Environment & Resources	Resources	<b>3.4.2</b>
	<b>30</b>	Environment & Resources	Resources	<b>3.4.2</b>
	<b>31</b>	Environment & Resources	Resources	<b>3.4.2</b>
	<b>32</b>	Environment & Resources	Working with maps	<b>3.4.3</b>
	<b>33</b>	Environment & Resources	Working with maps	<b>3.4.3</b>
	<b>34</b>	Environment & Resources	Working with maps	<b>3.4.3</b>
<b>History &amp; Origins</b>				
	<b>35</b>	History & Origins	Events and stories of the past	<b>3.5.1</b>
	<b>36</b>	History & Origins	Events and stories of the past	<b>3.5.1</b>

## Termly Overview

The termly overview is organised by:

- Week a plan of an instructional program for teaching. It provides the teacher with the specific units, content standards and performance standards suggested to be planned and delivered within a term. The term overview
- Strand
- Unit
- Topic
- Content standards
- Performance standards

Term one overview					
Week	Strand	Unit	Topic	Content Standards	Performance Standards
2	Community and Organization	People and Groups	Changes in the community – people and community	3.1.1	a
3	Community and Organization	People and Groups		3.1.1	b, c
4	Community and Organization	People and Groups		3.1.1	c, d
5	Community and Organization		Relationships between individuals and groups	3.1.2	a
6	Community and Organization	Relationships		3.1.2	c
7	Community and Organization	Relationships		3.1.2	b, c
8	Community and Organization	Rules, Roles and Responsibilities	Rules in different places	3.1.3	a, b, c
9	Community and Organization	Rules, Roles and Responsibilities		3.1.3	a



<b>Term two overview</b>					
<b>10</b>	Community and Organization	Rules, Roles and Responsibilities		<b>3.1.3</b>	<b>c</b>
<b>11</b>	Trade	Needs and Wants	Needs and wants of people from different places	<b>3.2.1</b>	<b>a</b>
<b>12</b>	Trade	Needs and Wants		<b>3.2.1</b>	<b>a</b>
<b>13</b>	Trade	Needs and Wants		<b>3.2.1</b>	<b>a, b, c, d</b>
<b>14</b>	Trade	Production	Producing goods and services	<b>3.2.2</b>	<b>b, c, d</b>
<b>15</b>	Trade	Production		<b>3.2.2</b>	<b>b, d</b>
<b>16</b>	Trade	Production		<b>3.2.2</b>	<b>d</b>
<b>17</b>	Trade	Trade and Communication	Exchanging goods and services	<b>3.2.3</b>	<b>a, b, c</b>
<b>18</b>	Trade	Trade and Communication		<b>3.2.3</b>	<b>d</b>
<b>Term three overview</b>					
<b>19</b>	Trade	Trade and Communication		<b>3.2.3</b>	<b>b</b>
<b>20</b>	Culture and Society	Customs and Societies	Local customs and traditions	<b>3.3.1</b>	<b>a, b</b>
<b>21</b>	Culture and Society	Customs and Societies		<b>3.3.1</b>	<b>a, b</b>
<b>22</b>	Culture and society	Customs and Societies		<b>3.3.1</b>	<b>a, c</b>
<b>23</b>	Culture and Society	Beliefs and Values	Beliefs and values in the local culture	<b>3.3.2</b>	<b>a</b>
<b>24</b>	Culture and Society	Beliefs and Values		<b>3.3.2</b>	<b>a</b>
<b>25</b>	Culture and Society	Beliefs and Values		<b>3.3.2</b>	<b>c</b>
<b>26</b>	Environment and Resources	The environment	The local environment	<b>3.4.1</b>	<b>a</b>
<b>27</b>	Environment and Resources	The environment		<b>3.4.1</b>	<b>a, b</b>

<b>Term four overview</b>					
<b>28</b>	Environment and Resources	The environment		<b>3.4.1</b>	<b>a, b, c</b>
<b>29</b>	Environment and resources	Resources	Resources in the community	<b>3.4.2</b>	<b>a, b, c</b>
<b>30</b>	Environment and resources	Resources		<b>3.4.2</b>	<b>b</b>
<b>31</b>	Environment and resources	Resources		<b>3.4.2</b>	<b>b, c</b>
<b>32</b>	Environment and resources	Working with maps	Reading and using maps- The key and directions	<b>4.4.3</b>	<b>a, c</b>
<b>33</b>	Environment and resources	Working with maps		<b>3.4.3</b>	<b>c</b>
<b>34</b>	Environment and resources	Working with maps		<b>3.4.3</b>	<b>b</b>
<b>35</b>	History and Origins	Events and stories of the past	Stories of origin	<b>3.5.1</b>	<b>a, c</b>
<b>36</b>	History and Origins	Events and stories of the past		<b>3.5.1</b>	<b>b, c</b>

### Yearly Lesson Overview

The yearly lesson overview sets out suggested lesson lessons. Some lessons have been developed fully. You can develop your own lessons from KSAV tables. Lesson topics have been suggested.

Term One												
Strands	Units	Content Standards	Performance Standards	Topics	Lsn Nos.	Lesson Topics	Week					
	People and groups	3.1.1	a) Identify and describe the different groups in the community b) Identify changes in family and the local community c) Identify some causes of change d) Describe positive and negative effects of changes in families and the community	Changes in the community -People and the community	1	What is a community?	2					
					2	People in the local community						
					3	Different groups in the community						
					4	Interaction of people in the community						
					5	Revision						
					6	What is change?	3					
					7	Changes in families						
					8	Changes in other groups						
					9	Changes in other groups						
					10	Revision						
										11	Changes in the community	4
										12	Identify developments in the community	
										13	Who brings development to the community?	
										14	Is it a good change?	
										15	Revision	
	Rules, Roles and Responsibilities	3.1.3	(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 organizations. (c) Describe the consequences of breaking rules in different places.	Rules in different places	31	What are rules?	8					
					32	People who make rules.						
					33	Why do we have rules?						
					34	To follow or not to follow rules						
					35	Revision						
					36	Rules at school	9					
					37	Rules for church						
					38	Rules in and for sports						
					39	Safety Rules						
					40	Revision						

Term Two							
Strands	Units	Content Standards	Performance Standards	Topics	Lsn Nos.	Lesson Topics	Weeks
<b>Community and Organization</b>	Rules, Roles and Responsibilities	3.1.3		Rules in different places	41	Safety rules for school	1
					42	Safety rules in the home	
					43	Safety on vehicles	
					44	Safety at sea	
					45	Revision	
<b>Trade</b>	Needs and Wants	3.2.1	<p>(a) Identify and describe basic needs and wants</p> <p>(b) Explain the importance of basic needs</p> <p>(c) Identify and describe the needs and wants of groups in the community</p>	Needs and Wants of people from different places	46	I need this but I want that.	2
					47	Basic needs	
					48	Common wants	
					49	My needs and wants	
					50	Revision	
					51	Family needs and wants	3
					52	Community needs and wants	
					53	Needs and wants of churches	
					54	Needs and wants of other groups	
					55	Revision	4
					56	Needs and wants of orphans	
					57	Needs and wants of my school and class	
					58	Needs and wants of women and girls in the rural areas	
59	Needs and wants of NGOs						
60	Revision						

	Production	3.2.2	<p>(a) Describe the steps in making a garden.</p> <p>(b) Identify a common, local product or food crop product and describe how it is produced</p> <p>(c) Describe how to take care of food crops.</p> <p>(d) Describe the process for making goods or food crop products.</p>	<p>61 Making a garden</p> <p>62 Types of food crops</p> <p>63 Caring for food crops</p> <p>64 My dream garden</p> <p>65 Revision</p> <p>66 Growing flowers</p> <p>67 Attractive plate of food</p> <p>68 Refreshing Fruit Juice</p> <p>69 Yummy sandwich</p> <p>70 Revision</p> <p>71 Making pot plants</p> <p>72 Making coconut brooms</p> <p>73 Bangle or necklace</p> <p>74 My trukai bag</p> <p>75 Revision</p>	<p>5</p> <p>6</p> <p>7</p>
	Trade and Communications	3.2.3	<p>(a) Define 'exchange', 'trade' and 'barter'</p> <p>(b) Identify common goods and services that are traded or exchanged.</p> <p>(c) Describe how services are exchanged in the community.</p> <p>(d) Describe the types of money used in trade</p> <p>(e) Identify some goods and services that were traded in the past</p>	<p>76 What is traditional trade?</p> <p>77 What is trading?</p> <p>78 What is modern trade?</p> <p>79 Places for trading</p> <p>80 Revision</p> <p>81 What is money?</p> <p>82 Traditional money</p> <p>83 Modern money</p> <p>84 Other ways of using money</p> <p>85 Revision</p> <p>86 Mothers' market at school</p> <p>87 Secondhand clothing sales</p> <p>88 Cultural artifacts</p> <p>89 General household items</p> <p>90 Revision</p>	<p>8</p> <p>9</p> <p>10</p>

Term Three							
Strands	Units	Content	Performance Standards	Main Topics	Lsn. Nos.	Lesson Topics	
Culture and Society		3.3.1	a) Identify and describe local customs and traditions  b) Demonstrate their own customs  c) Participate in local custom activities and ceremonies	Local customs and traditions	91	Let's sing a song	1
					92	Let's dance together	
					93	Fishing	
					94	Hunting	
					95	Revision	
					96	Respect for someone who has passed away	2
					97	Practices related to the birth of a child	
					98	Initiation ceremony	
					99	Marriage ceremony	
					100	Revision	
					101	Food taboos	3
					102	Special knowledge	
					103	Sacred places	
					104	Sacred items	
					105	Revision	
Beliefs and Values	Beliefs and Values	3.3.2	(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	Beliefs and Values in the local culture	106	Natural signs	4
					107	Beliefs	
					108	Traditional medicine	
					109	Values and virtues	
					110	Revision	
					111	Our Christian beliefs and practices	5
					112	Our Christian beliefs and practices	
					113	Our Christian beliefs and practices	
					114	Our Christian beliefs and practices	
					115	Revision	
					116	Traditional Warriors	6
					117	Time of magicians and sorcerers	
					118	Worship of spirits	
					119	Comparing myths and legends.	
					120	Revision	

	The	3.4.1	<p>(a) Identify and describe the main features of the local area</p> <p>(b) Identify and describe local landmarks</p> <p>(c) Describe the seasons</p>	The local environment	121	What's around me?	7
					122	Grasslands	
					123	Man-made item - Classrooms	
					124	Playing field	
					125	Revision	
					126	Rivers and Lakes	8
					127	Swamps	
					128	Valleys	
					129	Forests	
					130	Revision	9
					131	Roads	
					132	Bridges and airports	
					133	Seasons	
					134	Special features - landmarks	
					135	Revision	

<b>History and Origin</b>	Events and stories of the past	3.5.1	<p>(a) Describe history</p> <p>(b) Describe how knowledge, skills, stories and legends and culture are passed down from one generation to the next</p> <p>(c) describe how history was recorded in the past</p> <p>(d) describe the origins of individuals and groups</p> <p>(e) read a timeline</p>	Stories of origin	166	What is history?	7
					167	Why do we learn about the past?	
					168	How do we know what happened in the past?	
					169	Traditional stories	
					170	Revision	
					171	Where do you come from?	8
					172	Where do you come from?	
					173	People in my family	
					174	My family tree	
					175	Revision	

### Weekly Plan

This is a plan or outline for a week. The sample plan below will help you to organise your teaching program for the weeks in each term.

To compile a plan for a week, you will need the following:

- Subject
- Unit
- Content Standards
- Performance Standards
- Lesson Number
- Lesson Topic

You should use the yearly overview to see the order of units to teach, and then use this sequence to plan the weekly program. The weekly program is composed of all the subject content to be taught in the week.

### Sample weekly overview

Term: ____		Week: ____		Date: ____		Year: ____	
Subject	Unit	Content Standards	Performance Standards	Lesson No:	Lesson Topic		
Social Science				1			
				2			
				3			
				4			
				5			
Mathematics				1			
				2			
				3			
				4			
				5			
				6			
				7			
English				1			
				2			
				3			
				4			
				5			
				6			
				7			



Science				1	
				2	
				3	
				4	
				5	
Health				1	
				2	
				3	
Arts				1	
				2	
				3	
				4	
Physical Edu.				1	
				2	
				3	

**Timetable**

It is important to be mindful of how much time there is to deliver the content of the subject in a week and throughout the school year.

**Subject Time allocations**

The following is a listing of the primary subjects and their time allocations, sample timetable and time analysis in Standards Based Curriculum respectively.

No	Subject Matter	Time Allocation
1	English	510 minutes
2	Mathematics	240 minutes
3	Science	165 minutes
4	Social Science	150 minutes
5	Arts	135 minutes
6	Health	90 minutes
7	Physical Education	120 minutes
8	Christian Religious Education(CRE)	60 minutes
9	Assembly	75 minutes
10	Block time	90 minutes
<b>Total Time</b>		<b>1650 minutes</b>

## Daily Plan (Sample Timetable)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15-8:30	Listening (English)	Oral Express (English)	Listening (English)	Block time	Listening (English)
8:30-8:45	Spelling (English)	Spelling (English)	Oral Exp. (English)		Talking (English)
8:45-9:00	Talking (English)	Talking (English)	Talking (English)	Hand writing (English)	Block time
9:00-9:30	Written Sentences (English)	Written Sentences (English)	Written Sentences (English)	Written Sentences (English)	Written Sentences (English)
9:30-10:00	Reading (English)	Reading (English)	Reading (English)	Reading (English)	Reading (English)
<b>10:00-10:30</b>	<b>Recess</b>				
10:30-11:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:00-11:30	Science	Science	Science	Science	Wr Expression
11:30-12:00	S/Science	S/ Science	S/Science	Science	S/Science
<b>12:00- 1:00</b>	<b>Lunch</b>				
1:00-1:30	Mathematics	Health	Mathematics	S/Science	Mathematics
1:30-2:00	Health	PE	Health	Arts	Arts
2:00: 2:30	Arts	Block time Arts	Christian Religious Education	PE	Sports
2:30 -3:00	PE				
<b>3:00- 4:00</b>	<b>Lesson preparations etc.</b>				

## Subject time allocation and time analysis

Subjects	Min Per Less	Recommended Time	Plus minutes (+)	Minus minutes (-)
Listening	3x 15	45		
Talking	4x 15	60	15	
Oral expression	2x 15	30		
Reading	5x30	150		
Written Sentences	5x30	150		
Hand writing	1x15	15	15	
Spelling	2x15	30	15	
Written Expression	1x30	30		
Mathematics	8x30	240		

Science	3x30+1x60	150	15	
S/Science	5x30	150		
Health	3x30	90		30
Arts	3x30 + 1x45	135		
Physical Education	2x30 + 1x60	120		
Sports	1x 60	60		
R/Education	1x 60	60		
Assembly	5x 15	75		
Block Time	4x15	60		30
<b>Total Time</b>		<b>1650 minutes</b>		

## Guided Lessons

This section contains sample guided lessons that you can try or adapt to suit your class. Table of knowledge, skills, attitudes and values are also provided to assist you in developing other lessons.

### i. **Sample Guided Lessons**

There are twelve (12) sample guided lessons in this teacher guide as a guide for you to start of your classroom teaching. These sample lessons are taken from the yearly lessons overview. These sample lessons are coming from the first lesson of each performance standard under each content standard. For example, lesson one comes from content standard 5.1.1, performance standard (a, b, c etc.)

The guided lessons for grade 5 are sample lessons developed from the performances standards derived from the content standards statements prescribed in the syllabus. They are only 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. The teacher is given an option to either follow the guided lesson or use the guided lesson to plan their own lessons accordingly.

### ii. **Knowledge, Skills, Attitudes & Values (KSAVs)**

There are one hundred and twenty seven (127) sample knowledge, skills, attitudes and values (KSAVs) in this teacher guide as a guide for you to start of your classroom teaching. These sample knowledge, skills, attitudes and values (KSAVs) are taken from the yearly lessons overview. These knowledge, skills, attitudes and values (KSAVs) are coming from the lessons that are left after each guided lesson, from each performance standards under each content standard. For example, the second lesson comes from content standard 5.1.1, performance standard (a, b, c etc.)

There are also thirty six (36) lessons that are used for revision, follow up activities, excursions and also use the time for social science processes and associate activities etc.

### iii. **Topics**

There are twelve (12) lesson topics in the teacher guide, each lesson topic has three weeks to teach the lessons. Each week has five lessons topics including the revision lesson.

### iv. **Lesson Topics**

The lesson topics are suggested lesson for you. The lesson topics are created from the performance standards given in the syllabus. They are recommended for delivery in **grade five** classes in the primary schools. There are 139 suggested lesson topics in the teacher guide for you to teach. You are given the flexibility to formulate your own lesson topics if you are not comfortable with the suggested lesson topics.

**Term: 1    Week: 2**  
**Strand 1: Community and Organization**

**Guided Lesson**

**Lesson 1:**                    **Unit 1: People and Groups**    **Time: 30 minutes**

**Topic:** Changes in the community – people and community

**Assessment Task 1:** Draw pictures of their community and label places and groups from the community.

**Lesson Topic:** What is a community?

**Content Standard: 3.1.1.** Understand and recognize changes in groups and the local community.

**Performance Standard: 3.1.1. (a)** Identify and describe the different groups in the local community.

**Lesson Objective:** By the end of the lesson, students can:

- define the word ‘community’
- identify what makes up a community.

Knowledge	Skills	Attitudes/values
Definition of community. What makes up a community? Description of their community.	Define the word community  Interpret the makeup of a community  Describe what a community is	Respect community  Appreciate being a member of a community  Respect others

**References:** Primary Social Science Syllabus

**Teaching Materials:** Illustrations of traditional and modern communities;  
 Table of what makes up a community

**Teaching and Learning Activities:**

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction</b>	a. Introduce the lesson by asking students: Where do you live?  What do you like about the place?	a. Answer questions
<b>Body</b>	b. Draw on the board, a table with 3 columns (see below) for students to fill in. c. Say that ‘a community is a place where people live and communities are different’. Write this on the board.	b. Fill in the table, listing items under these headings: - People in the community - Services in the community - Places in the community
<b>Conclusion</b>	d. Share some examples of answers from students work	c. Present their work – sharing orally d. Add new information to their tables.

**Evaluation:** .....

**Teacher’s Notes:**

A community is a group of people living together in one place and who work together to satisfy their needs and wants.

People have always lived in groups and wherever people live together, they form communities.

A community is a place where people meet and interact.

Some communities are very small while others are large.

Communities can have different types of environment, resources and organizations.

Members of a community have important roles to play.

### Knowledge, Skills, Attitudes & Values (KSAV)

**Lessons 2, 3, 4 & 5**      **Unit 1: People and Groups**      **Time: 30 minutes**

**Topic:** Changes in the community – people and community

**Content Standard:** 3.1.1. Understand and recognize changes in groups and the local community.

**Assessment Task 1:** Draw pictures of their community and label places and groups from the community

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
2	People in the local community	Identify individuals in their community	<b>3.1.1(a)</b> Identify and describe the different groups in the community	Men women, boys and girls people in the community  Community is made up of people	Find out people in the	Respect other people  Value their contributions
3	Different groups in the community.	Name groups in the community	<b>3.1.1(a)</b> Identify and describe the different groups in the community	Families, church groups, sports groups, schools, magicians, youth groups, peacemaking groups, etc	Identify different groups  Describe these groups	Appreciate other peoples potentials  Respect others
4	Interaction of people in the community	Explain how individuals organize themselves in the community	<b>3.1.1(a)</b> Identify and describe the different groups in the community	Family and extended family Groups in the community	Ask questions to find out	Appreciate being member of a community  Respect others
5	<b>Revision</b>					

Term: 1 Week: 3

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 6, 7, 8, 9 & 10**

**Unit 1:** People and Groups

**Time:** 30 minutes

**Topic:** Changes in the community – people and community

**Content Standard:** 3.1.1. Understand and recognize changes in groups and the local community.

**Assessment Task 2:** Use drawings to describe how an aspect of family life has changed over time (past and present).

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
6	What is change?	Define the word change and give examples of change in groups and community	<b>3.1.1 (b)</b> Identify changes in groups and the local community  <b>(c)</b> Identify some causes of change	Meaning of the word 'change'  Examples of changes in the family and other groups  Changes in the community	Use the dictionary to define  Describe some changes	Respect changes  Appreciate the changes
7	Changes in the family	Describe how the family has changed	<b>3.1.1 (b)</b> Identify changes in groups and the local community  <b>(c)</b> Identify some causes of change	Changes in the family – single parents, legal adoptions, adoption outside family, multicultural/ ethnic families, etc.  Changes in the roles of family members.	Describe how families have changed  Find out and report	Respect family members  Appreciate what families do
8-9	Changes in other groups	Identify and describe changes in the other groups in the community	<b>3.1.1 (b)</b> Identify changes in groups and the local community  <b>(c)</b> Identify some causes of change	Identify groups in the community – churches, businesses, schools, etc.  Changes in other groups in the community – eg new churches, new businesses, new schools (private, church, etc)	Identify Present information	Appreciate changes  Respect changes in the community
10	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 11, 12, 13, 14 & 15****Unit 1:** People and Groups**Time:** 30 minutes**Topic:** Changes in the community – people and community**Content Standard:** 3.1.1. Understand and recognize changes in groups and the local community.**Assessment Task 3:** Draw pictures of before and after changes in the community.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
11	Changes in the community	Identify and describe changes in the community	<b>3.1.1 (c)</b> Identify some causes of change  <b>(d)</b> Describe positive and negative effects of changes in groups and the community	Changes in the community - Changes in leadership - Status of men and women in the community.  Changes in cultural activities such as marriage, initiation, feasts, etc.	Find out some causes of changes and present information	Appreciate changes  Respect and value the significance of changes
12	Identify developments in the local community.	Identify developments taking place in the local community.	<b>3.1.1 (c)</b> Identify some causes of change <b>(d)</b> Describe positive and negative effects of changes in groups and the community	Developments bring changes  Developments change our surroundings  Developments bring benefits.	Identify new developments	Respect and appreciate developments in the community
13	Who brings development to the community?	Identify and list individuals and groups that bring development to the community	<b>3.1.1 (c)</b> Identify some causes of change  <b>(d)</b> Describe positive and negative effects of changes in groups and the community	Groups that bring development – government, missionaries (churches), Non-government organizations (NGO), individuals, businesses, etc	Identify people who bring development Describe	Appreciate and respect groups that bring development



14	Is it a good change?	Identify good and bad aspects of changes in the local community	<p><b>3.1.1 (c)</b> Identify some causes of change</p> <p><b>(d)</b> Describe positive and negative effects of changes in groups and the community</p>	<p>Good changes bring benefits to the community and people.</p> <p>Bad things about changes can harm or can destroy</p>	<p>Observe types of developments</p> <p>Describe good and bad things about development</p>	Appreciate changes and care for developments
15	Revision					

Term: 1      Week: 4  
 Term: 1      Week: 5

**Guided Lesson**

**Lesson 16:**                      **Time:** 30 minutes                      **Unit 2:** Relationships

**Topic:** Relationship between individuals and groups

**Assessment Task 4:** List three good things you have done to make your mother or father happy.

**Lesson Topic:** What are relationships?

**Content Standard: 3.1.2** Demonstrate an understanding of the interactions between individuals and groups

**Performance Standard: 3.1.2 (a)** Identify and describe relationships between individuals and groups.

**Lesson Objective:** By the end of the lesson the students can:

- define the word 'relationship'
- list examples of relationships.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>• Meaning of relationships.</li> <li>• Relationship is connection or being together</li> <li>• Examples of relationships</li> </ul>	Defining what relationship means List examples of relationships	Value different relationships Appreciate their relationships with others

**References:** Primary Social Science Syllabus

**Teaching materials:** Illustrations of relationships, chart papers and markers for students to work with.

**Teaching and Learning Activities:**

<b>Part of the lesson</b>	<b>Teacher guidelines and instructions</b> <i>Teacher will ...</i>	<b>Student activities</b> <i>Students will ...</i>
<b>Introduction</b>	Ask students about friends being together all the time.  What are some things they do that makes them best friends?  Do you have someone whom you like and share things and ideas with?	a. Listen and answer questions
<b>Body</b>	a. Introduce the lesson topic relationship b. Explain the activity: - students work in pairs - write about what they do together as friends Provide examples of relationships.	b. Work with a partner or friend to write about the things they do as friends c. Copy examples of relationships.
<b>Conclusion</b>	c. Call upon pairs to share what they have written.  d. Reinforce students' efforts.	d. Share their experiences

**Evaluation:** .....

**Teacher's Notes:**

Every person belongs to a family. These family members are related to each other

A nuclear family is made up of father, mother and their children

Extended family members are made up of uncles, cousins, grandparents etc.

Extended family members originate from a common ancestor.

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 17, 18, 19 & 20**

**Unit 2:** Relationships                      **Time:** 30 minutes

**Topic:** Relationship between family members

**Content Standard:** 3.1.2 Demonstrate an understanding of the interactions between individuals and groups

**Assessment Task 4:** List three good things you have done to make your mother or father happy.

Lsn. No.	Lesson Topic	Objective students can:	Performance Standard	Knowledge	Skills	Attitudes / Values
17	Relationships in families	Describe relationships within their family	<b>3.1.2. (a)</b> Identify and describe relationships between individuals and groups	Our family members are our relatives Families are related to each other Families are social units or groups of people	Describe relationships  Explain examples of relationships	Appreciate good relationships  Value different relationships
18	Building good relationships in the families	Describe how families build good relationships	<b>3.1.2. (a)</b> Identify and describe relationships between individuals and groups	Good relationships are accepted by others, lead to happy families, etc  Family members are protected when being together and are united	Demonstrate good and positive behaviours	Accept positive behaviours in relationships in the family
19	Behaviors that promote good or bad relationships	Identify behaviors that promote good relationships.	<b>3.1.2. (a)</b> Identify and describe relationships between individuals and groups	Loving, caring, kind, respecting and helping others when in need helps to build good relationships.	Practice and Apply good relationships	Appreciate good and positive relationships
<b>20</b>	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 21, 22, 23, 24 & 25****Unit 2:** Relationships **Time:** 30 minutes**Topic:** Relationships between individuals and groupsContent Standards: **3.1.2.** Demonstrate an understanding of the interactions between individuals and groupsAssessment tasks: **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.

Lsn. No.	Lesson Topic	Lesson Objective; <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
21	Groups in the community	Identify and discuss groups and other members who make up the local community.	<b>3.1.2. (a)</b> Identify and describe examples of relationships.	Everyone belongs to a group in the community – church, school etc.  People are related in to one another in these groups.	Identify groups  Explain some groups	Appreciate different groups  Respect groups you belong
22	Relationships in the school	Identify behaviours that promote good relationships at school.	<b>3.1.2. (c)</b> Identify different situations and places where individuals and groups interact	Relationships in the school Behaviours that encourage good relationships	List examples of relationships	Value and appreciate good relationships
23	Relationships in the church	Describe the relationships between individuals and groups in the church.	<b>3.1.2. (c)</b> Identify different situations and places where individuals and groups interact	Relationships in the church between: - individual - groups	Describe relationships in different places	Value relationships in these places Respect others relationships
24	Relationships in sporting groups	Describe the relationships in sporting groups	<b>3.1.2. (c)</b> Identify different situations and places where individuals and groups interact	Relationships in sporting groups - positive - negative	Describe and distinguish different relationships	Respect and Appreciate good relationships
25	<b>Revision</b>					

**Teacher's Notes**

My relationship with others in the school; my classmates, my teacher and house team

Behaviours that influence good relationships (acceptable behaviours); Sharing lunch and stationery (pencils, ruler, books, color pencils), Not saying bad things about other friends, Being honest, Respecting teachers, Play well and support my house team, Not swearing and fighting,

Behaviours that influence bad relationships (unacceptable behaviours), No respect, not honest, greedy, lazy and Bad or unacceptable behaviours will destroy relationships.

Term: 1 Week: 7

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 26, 27, 28, 29 & 30****Unit 2:** Relationships**Time:** 30 minutes**Topic:** Relationships between individuals and groups**Content Standard:** 3.1.2 Demonstrate an understanding of the interactions between individuals and groups.**Assessment Task 6:** Draw a family tree and explain the relationship it shows.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
26	My behaviour in school	Identify good and bad behaviour in a role play at school.	<b>3.1.2 (b)</b> Describe good and bad behaviour in different places.	My behaviours at school; being polite, respecting others, obedient, honest	Talk about own behaviors  Identify others behaviors	Respect each other's behaviors.
27	My behaviour in church	Identify good behaviour in the church	<b>3.1.2 (b)</b> Describe behaviours in in a variety relationships  <b>(c)</b> Identify different situations and places where individuals and groups interact	My behavior in the church - Good  - bad	Identify behavior in church  Describe behaviors in church	Appreciate church behaviors  Respect other church members
28	My behaviour in sports	List their behaviour in sports	<b>3.1.2 (b)</b> Describe behaviours in in a variety relationships  <b>(c)</b> Identify different situations and places where individuals and groups interact	Good and bad behaviors in sports  Penalties for misbehaving in sports	Describe behaviors in different sports	Appreciate good behaviors in sports  Respect others good behaviors
29	Personal Experiences	Share personal experiences of bad behaviour and the effects of misbehaving.	<b>3.1.2 (b)</b> Describe behaviours in in a variety relationships  <b>(c)</b> Identify different situations and places where individuals and groups interact	Stories or experiences of behavior (bad) and effects.	Talk about behaviors that affect others	Appreciate and Respect good behaviors and reject negative behaviors
<b>30</b>	<b>Revision</b>					

**Guided Lesson****Lesson 31:****Unit 3:** Rules, Roles and Responsibilities **Time:** 30 minutes**Topic:** Rules in different places**Assessment Task 7:** Draw a picture showing the consequences of breaking a rule.**Lesson Topic:** What are rules?**Content Standard: 3.1.3.** Demonstrate an understanding of the importance and purpose of rules in the community**Performance Standard: 3.1.3. (a)** Explain the importance of having rules in the society.**Lesson Objective:** By the end of the lesson, students can:

- define the word 'rules'
- list rules used in the home.

Knowledge	Skills	Attitudes
Meaning of rules Rules are regulations and laws Rules guide and protect rights List of rules at home	List rules Discuss rules at different places Compare different rules	Respect rules  Accept rules made by authorities

**Reference:** Primary Social Science Syllabus**Teaching materials:** Examples of family rules, rules at school and in other places**Teaching and Learning Activities:**

Part of the lesson	Teacher's guidelines/instructions <i>Teacher will...</i>	Student's activities <i>Students will...</i>
<b>Introduction</b>	a. Ask leading questions about rules. b. Explains the lesson topic.	a. Answer oral questions raised by the teacher.
<b>Body</b>	c. Explain the activity for the group	a. Share their own family rules, compare family rules of different families, discuss all the rules, and list common rules that in all families.
<b>Conclusion</b>	d. Allow for reporting of group work. e. State the meaning of rules	b. Groups share the common family rules identified

**Evaluation:** .....**Teacher's Notes:**

There are rules that govern and protect people's rights. Rules are guidelines which direct people to be good members of the community.

A law is a system of rules recognized by the community to control peoples' actions and punishment if a law is broken. Children learn their first lessons laws, rules and discipline from their families. All families have rules and punishments which fit in with the idea of what is right and wrong in their society.

The family has the important job of teaching children what is the accepted way of behaving in the society.

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 32, 33, 34 & 35**

**Unit 3:** Rules, Roles and Responsibilities      **Time:** 30 minutes

**Topic:** Rules in different places

**Content Standard: 3.1.3.** Demonstrate an understanding of the importance and purpose of rules in the community

**Assessment Task 7:** Draw a picture showing the consequences of breaking a rule.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
32	People who make rules	Name some people in authority who make rules.	<b>3.1.3. (a)</b> Describe and compare rules for family, school, church and other groups in the community.	Rules and laws are made by people who have the power  Home rules are made by parents  School rules are made by head teacher, Board of Governors,  Community rules are made by community leaders	Identify people who make rules  List examples of rule makers	Respect rules  Accept and follow rules
33	Why do we have rules?	State reasons for having rules	<b>3.1.3. (b)</b> Explain the importance of rules and laws in the family, groups and organizations.	Rules govern people  Rules control behaviours of citizens	Explain reasons for having rules	Accept any rule in any organization
34	To follow or not to follow rules	State rewards for following rules and punishment for not following rules	<b>3.1.3. (c)</b> Describe the consequences of breaking rules in different places	Punishment for breaking rules - community - school - family - church	Talk about results of following and not following rules	Accept rules in different places
<b>35</b>	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 36, 37, 38, 39 & 40****Unit 3:** Rules, Roles and Responsibilities **Time:** 30 minutes**Topic:** Rules in different places**Content Standard:** 3.1.3. Demonstrate an understanding of the purpose of rules**Assessment Task 8:** Make up rules for the class

<b>Lsn. No.</b>	<b>Lesson Topic</b>	<b>Lesson Objective</b> <i>students can:</i>	<b>Performance Standard</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes / Values</b>
36	Rules at school	Identify, list and describe common rules used in the school and at home.	<b>3.1.3. (a)</b> Describe and compare rules for family, school, church and other groups in the community	Classroom and School rules Reasons for having classroom and school rules.	Describe and list rules at school  Identify other rules in other places	Appreciate that rules protect and guide us as citizens
37	Rules for church	Identify some common rules for churches	<b>3.1.3 (a)</b> Describe and compare rules for family, school, church and other groups in the community	Rules use in the church Common rules Specific rules for different churches	Identify church rules  Describe why the church has these rules	Appreciate church rules  Accept church rules
38	Rules for sports	Discuss and describe rules in different sports.	<b>3.1.3 (a)</b> Describe and compare rules for family, school, church and other groups in the community	Reasons for following rules when playing different games and sports. Common rules	Explain Some game rules	Accept rules in sports
39	Safety Rules	Explain the purpose of general rules for safety	<b>3.1.3 (a)</b> Describe and compare rules for family, school, church and other groups in the community	Importance of basic safety rules Basic rules for safety Reasons for safety rules Where are safety rules important?	Identify safety rules  Discuss and state safety rules	Appreciate and accept safety rules
<b>40</b>	<b>Revision</b>					



Term: 1      Week: 10

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 41, 42, 43, 44 & 45****Unit 3:** Rules, Roles and Responsibilities      **Time:** 30 minutes**Topic:** Rules in different places**Content Standard:** 3.1.3. Demonstrate an understanding of the purpose of rules.**Assessment Task 9:** Draw pictures to show a safety rule for travel in a canoe, dinghy or vehicle.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
41	Safety rules at school	Identify safety rules for the school	<b>3.1.3 (c)</b> Describe the consequences of breaking rules in different places	Basic safety rules for a school Reasons for safety rules	Explain safety rules at school  Identify the safety rules	Appreciate rules  Value the significance of having rules
42	Safety rules in the home	Identify safety rules for the home	<b>3.1.3 (c)</b> Describe the consequences of breaking rules in different places.	Basic safety rules in the home: - Sharp objects - Poisons - Fire, gas and electricity etc Reasons for safety rules	Explain rules at home  Identify and list home rules	Appreciate rules at home  Value the importance of home rules
43	Safety on vehicles	Identify safety rules for travelling on the land	<b>3.1.3 (c)</b> Describe the consequences of breaking rules in different places.	Basic safety rules for vehicles: - Sitting on back of vehicle - Seat belts - Overloading, etc Reasons for safety rules	Explain safety rules  Identify and name safety rules	Appreciate safety rules  Value the practice of safety rules
44	Safety at sea	Identify safety rules for travelling on the sea	<b>3.1.3 (c)</b> Describe the consequences of breaking rules in different places.	Basic safety rules for travel over water - Life jackets - Weather conditions - Overloading - Dinghy & motor Reasons for safety rules	Explain rules at sea  Identify sea safety rules	Appreciate and follow sea safety rules.  Value the importance of following sea safety rules
45	<b>Revision</b>					

## Strand 2: Trade

Term: 2      Week: 1

## Guided Lesson

Lesson 46:      Unit 1: Needs and Wants      Time: 30 minutes

Topic: Needs and Wants of people from different places

Assessment Task 10: Draw a picture of one basic need and one example of a want

Lesson Topic: I need this but I want that

Content Standard: 3.2.1 Identify basic needs and wants

Performance Standard: 3.2.1 (a) Identify and describe basic needs and wants  
(c) Identify and describe the needs and wants of groups in the community

Lesson Objective: By the end of the lesson, students can:

- define and give examples of needs and wants

Knowledge	Skills	Attitudes/Values
Know the definition of needs and wants Know the difference between needs and wants Know about the different needs & wants in different environments	<ul style="list-style-type: none"> <li>• Describe common needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate and accept needs and wants in different environments</li> </ul>

Reference: Primary Social Science Syllabus

Teaching materials: Blank charts, markers, sticky tape for students to work with

## Teaching and Learning Activities:

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction:</b>	a. Display physical items or pictures. b. Ask students questions based on the pictures	a. Discuss and answer questions
<b>Body:</b>	c. Students identify the basic needs d. Identify some wants	b. Name basic needs and wants.
<b>Conclusion</b>	e. Facilitate presentations by students f. Summarizes the lesson by asking students to describe needs and wants	b. Groups share their answers. c. Share explanations of needs and wants

Evaluation: .....

## Teacher's Notes:

Needs are important things or items that people must have in order to stay alive. For example, water, food, house, clothes.

Wants are things or items that people would like to have but are not very important to keep them alive. For example, watch, car, radio, light, cakes, soft drinks, an expensive mobile phone, etc

People live in different environments, therefore, have different needs and wants. For example, a bush knife is not a need in the classroom but it is a need when you are in a garden or going hunting. A canoe is not a need in the highlands but it is a need in coastal areas because they have the sea, swamps and big smooth flowing rivers to cross.

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 47, 48, 49 & 50****Unit 1:** Needs and Wants    **Time:** 30 minutes**Topic:** Needs and Wants of people from different places**Content Standard:** 3.2.1 Identify basic needs and wants**Assessment Task 10:** Draw a picture of one basic need and one example of a want

<b>Lsn. No.</b>	<b>Lesson Topic</b>	<b>Lesson Objective students can:</b>	<b>Performance Standard</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes / Values</b>
47	Basic Needs	Describe basic needs	<b>3.2.1 (a)</b> Identify and describe basic needs and wants  <b>(c)</b> Identify and describe the needs and wants of groups in the community	Individual, family and community needs	List common family needs	Appreciate and respect basic needs
48		Identify some common wants	<b>3.2.1 (a)</b> Identify and describe basic needs and wants  <b>(c)</b> Identify and describe the needs and wants of groups in the community	know about Individual, family and community basic wants	Discuss their wants  Identify and state examples of wants <del>Arrange</del>	Appreciate and accept wants provided
49	My needs and wants	Identify and list my own needs and wants	<b>3.2.1 (a)</b> Identify and describe basic needs and wants  <b>(c)</b> Identify and describe the needs and wants of groups in the community	Know the importance of needs and wants	Explain own needs and wants  Distinguish own needs and wants	Appreciate needs and wants provided
<b>50</b>	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 51, 52, 53, 54 & 55****Unit 1: Needs and Wants**    **Time:** 30 minutes**Topic:** Needs and wants of people from different places**Content Standard:** 3.2.1 Identify basic needs and wants**Assessment Task 11:** Identify needs and wants from a list of pictures

<b>Lsn. No.</b>	<b>Lesson Topic</b>	<b>Lesson Objective</b> <i>students can:</i>	<b>Performance Standard</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes / Values</b>
51	Family needs and wants	List the needs and wants for a family	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	Basic needs and wants for a family - Size of family - Location	Identify family needs  List family needs	Appreciate needs and wants provided
52		List the needs and wants for a community	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	Basic needs and wants for a community - Size - location	Identify community needs  List community needs	Appreciate what is provided as needs and wants
53	Needs and wants of	List the needs and wants for a church	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	Basic needs and wants for a church - Size	Identify church needs  List church needs	Appreciate what is provided as needs and wants
54	Needs and wants of other groups	List the needs and wants for other groups	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	People with disabilities e.g. blind, lame, etc.	Identify needs of a group  List needs of a group	<b>Respect</b> Appreciate what is provided as needs and wants
55	<b>Revision</b>					

Term: 2 Week: 3

**Unit 1:** Needs and Wants **Time:** 30 minutes

**Topic:** Needs and wants of people from different places

**Content Standard:** 3.2.1 Identify basic needs and wants

**Assessment Task 13:** Matching task: Match the group or individual with their need or want. [use pictures and words]

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
56	Needs and wants of orphans	List needs and wants of orphans	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	Orphans needs and wants	Identify needs and wants  List examples	Respect needs of others
57	Needs and wants of my school and class	List needs and wants of school and class	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	List of needs and wants	Identify needs and wants  List examples	Respect needs of others
58	Needs and wants of women and girls in rural areas	List needs and wants of women and girls in rural areas	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	List of needs and wants	Identify needs and wants  List examples	Respect needs of others
59	Needs and wants of NGOs	List needs and wants of NGOs	<b>3.2.1 (a)</b> Identify and describe basic needs and wants	List of needs and wants	Identify needs and wants  List examples	Respect needs of others
60	<b>Revision</b>					

**Guided Lesson****Lesson 61:****Unit 2:** Production**Time:** 30 minutes**Topic:** Producing goods and services**Lesson Topic:** Making a garden**Content Standard:****3.2.2** Describe basic stages for producing local goods**Performance Standard:****3.2.2 (a)** Describe the steps in making a garden.**Assessment Task 13:**

Put in correct order the steps in making a garden.

**Lesson Objective:** By the end of the lesson the students can:

- state the purpose for making a garden and list the main steps in making a garden

Knowledge	Skills	Attitudes & Values
Purpose of making a garden Why are gardens important? Food gardens provide food There are also other gardens, e.g. flower gardens Steps of making a garden	Describe gardens  Name some garden types  List examples	Appreciate gardens  Value the uses of gardening

**Reference:** Primary Social Science Syllabus**Teaching materials:** Blank charts, markers, sticky tape, sample pictures of gardens, food crops from the garden and pictures of steps involved in making a garden.**Teaching and Learning Activities:**

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction</b>	a. Introduce the lesson by asking students: i. What is a garden? ii. Does your family have a garden? iii. Do you work in the family garden?	a. Discuss and answer the introductory questions
<b>Body</b>	c. Talk about making gardens. d. Organize students for the group work on Making a garden e. Draw each step for making a garden	b. Discuss and identify food gardens and crops grown. Identify and list the steps.
<b>Conclusion</b>	a. Collect activity for marking	c. Present their drawings and hand in for marking

**Evaluation:** .....**Teacher's Notes:**

Gardens are where food crops are grown or planted.  
Gardens are made to feed the family and the animals we look after.  
We sell food crops to get money to buy other things that we do not have.  
A family or person can have more than one garden.  
In Papua New Guinea, people mainly live on garden food.  
A family who does not work in gardens does not have food to eat.  
It is very important for people to make gardens.

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 62, 63, 64 & 65****Unit 2:** Production      **Time:** 30 minutes**Topic:** Producing goods and services**Content Standard:** 3.2.2 Describe the basic stages for producing local goods**Assessment Task 13:** Put in correct order the steps in making a garden.

<b>Lsn. No.</b>	<b>Lesson Topic</b>	<b>Lesson Objective</b> <i>students can:</i>	<b>Performance Standard</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes / Values</b>
62	Types of food crops	Discuss and identify the different types of food crops grown in their gardens	<b>3.2.2 (b)</b> Identify a common, local product or food crop product and describe how it is produced	Different types of food crops  The process involved in growing them	List food crops  Draw food crops	Value eating food crops
63	Caring for food crops	Explain how to take care of food crops	<b>3.2.2 (c)</b> Describe how to take care of food crops	How to take care of food crops such as: - Pest like insects are controlled by spraying the medicine that kills insects - Weeds must be controlled - Proper drainage systems etc.	Wedding and cleaning the food crops	Appreciate Food crops in meals
64	My dream garden	Draw a diagram of their ideal garden with their favorite food crops	<b>3.2.1(d)</b> Describe how food crops are produced or grown	List of crops in a garden diagram of a garden	List ways of producing food crops  Draw some food crops	Value all food crops and their uses
65	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)**  
**Lessons 66, 67, 68, 69 & 70**

**Unit 2:** Production      **Time:** 30 minutes

**Topic:** Producing goods and services

**Content Standard:** 3.2.2 Describe the basic stages for producing local goods

**Assessment Task 14:** Prepare and present a simple fruit salad.

LSn. No.	Lesson Topic	Lesson Objective; <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
66	Growing flowers	Prepare to plant flowers outside the classroom	<b>3.2.2 (b)</b> Identify a common, local product or food crop product and describe how it is produced	Safety rules Flowering plants Soil Gardening tools	List types of flowers  Describe uses of flowers  Identify characteristics of flowers	Appreciate different flowers  Value the uses of flowers
67		Present food attractively on a plate	<b>3.2.2 (d)</b> Describe the process for making goods or food crop products.	Safety rules  A variety of cooked food (one person's portion)  Equipment for food presentation	List ways of preparing a meal  Describe favorite meals  Identify food types	Appreciate plate of food  Value different meals as to serve hunger
68		Demonstrate the steps in making fruit juice	<b>3.2.2 (d)</b> Describe the process for making goods or food crop products.	Ingredients and equipment for making the juice  List of the steps on a chart	Illustrate process of making fruit juice  Demonstrate making a fruit juice  Explain steps	Appreciate fruit juice  Take pride in drinking the fruit juice
69	Yummy	Demonstrate the steps in making the 'Yummy sandwich'	<b>3.2.2 (d)</b> Describe the process for making goods or food crop products.	Ingredients and equipment for making the juice  List of the steps on a chart	Illustrate/draw sandwich  Demonstrate steps in making sandwich  Explain steps	Appreciate eating sandwich Take pride-
70	<b>Revision</b>					



Term: 2 Week: 6

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 71,72, 73,74 & 75****Unit 2:** Production**Time:** 30 minutes**Topic:** Producing goods and services**Content Standard 3.2.2:** Describe basic stages for producing local crops.**Assessment Task15:** Choose and present one of the products for assessment. [broom, bag or bracelet]

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
71	Making Pot Plants	Identify materials and resources needed to make a pot plant and explain the uses of pot plant.	<b>3.2.2(d)</b> Describe the processes for making goods or food crop products	Materials and equipment needed to make a plant pot  Steps in making a pot plant  Demonstration of the steps in making a pot plant  Uses of pot plants	Illustrate plant pots  Demonstrate making pot plants  Explain steps in making pot plants	Appreciate pot plants  Take pride in the beauty of pot plants
72	Making Coconut Brooms		<b>3.2.2 (d)</b> Describe the process for making goods or food crop products.	Materials and equipment needed  Steps in making coconut brooms  Uses of coconut brooms	Describe tools used in making brooms  List materials used for making brooms	Appreciate use of coconut brooms  Value the use of brooms
73	Bangle or necklace		<b>3.2.2 (d)</b> Describe the process for making goods or food crop products.	Materials and equipment needed  Steps in making coconut brooms	Tools used for making necklaces  List materials used Demonstrate making a necklace	Appreciate necklaces  Value wearing necklaces
74	My Trukai rice bag	Make a bag out of an- used trukai rice bag	<b>3.2.2 (d)</b> Describe the process for making goods or food crop products.	Materials and equipment needed  Steps in making coconut brooms	Use of tools in making bags List examples of materials Demonstrate making Explain	Appreciate making bags  Take pride in making bags
<b>75</b>	<b>Revision</b>					

**Guided Lesson****Lesson 76:** Unit 3: Trade and Communication **Time:** 30 minutes**Topic:** Exchanging goods and services **Lesson Topic:** What is Traditional Trade?**Assessment task 16:** Draw pictures of traditional and modern trade showing the people involved, what and where they traded or exchanged.**Content Standard 3.2.3:** Demonstrate basic income generating skills through income generating activities and projects.**Performance Standard: 3.2.2 (e)** Identify some goods and services that were traded in the past**Lesson Objective:** By the end of the lesson the students can:

- Define traditional trade and its purpose
- give examples of trading activities
- list food and other items that were traded

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>• Meaning of traditional trade</li> <li>• Purpose or reason or purpose of traditional trade</li> <li>• Examples of trading activities that were carried out in traditional trade at the village or community</li> </ul>	Discuss traditional trade Define meaning State trading examples Illustrate trade items	Value traditional trade Respect past trade Appreciate items traded

**Reference:** Primary Social Science Syllabus**Teaching materials:** Charts, markers, pictures of trading activities that are carried out in traditional trade**Teaching and Learning Activities:**

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction</b>	a. Revision questions on previous lesson Show pictures of traditional trading activities and ask students questions - What can you see in these pictures b. Introduces topic:	a. Discuss and answer questions
<b>Body</b>	c. Group work – organize students to tell any stories of traditional trade activities in their areas and create a table to list the types of food or items that were traded in different places.	b. Discuss traditional trade stories c. Describe trading places and d. List the food or items traded
<b>Conclusion</b>	d. summarize lesson by stating the main points.	

**Evaluation:** .....**Teacher's Notes:**

A traditional trade is exchanging of traditional goods, services and items. Different places trade different things to suit their own needs and wants. People trade items like clay pots or stone axes for food items. Traditional trading is a cultural practice.

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 77, 78, 79 & 80**

**Unit 3:** Trade and Communication      **Time:** 30 minutes

**Topic:** Exchanging goods and services

**Content Standard 3.2.3:** Identify goods and services that are traded.

**Assessment Task 16:** Draw pictures of traditional and modern trade showing the people involved, what and where they traded or exchanged.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
77	What is trading?	Discuss the meaning and purpose of trade.	<b>3.2.3 (a)</b> Define 'exchange', 'trade' and 'barter'  <b>(b)</b> Identify common goods and services that are traded or exchanged.	Meaning of trade Purpose or reason for trade  Activities carried out in trade at school, home, village or community	Define trading  Discuss ways of trading  Identify trade items	Appreciate items in trading
78	What is modern trade?	Define modern trade and its purpose	<b>3.2.3 (a)</b> Define 'exchange', 'trade' and 'barter'  <b>(b)</b> Identify common goods and services that are traded or exchanged.	Meaning of modern trade  Purpose for modern trade  Examples of trading activities  Names of food or items that were traded	Discuss modern trade  State examples of modern trade  Illustrate items of trade	Value modern trade  Respect ways of trading  Appreciate items in modern trading
79	Places for trading	Identify different places where trading occurs	<b>3.2.3 (c)</b> Describe how services are exchanged in the community.	Names of different places for trade, for example, the local markets and the supermarket shops  Reasons for having different places for trade	Identify trading places  Discuss ways of trading	Appreciate use of trading places  Respect ways of trading
80	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lesson 81, 82, 83, 84 & 85****Unit 3:** Trade and Communication **Time:** 30 minutes**Topic:** Exchanging goods and services**Content Standard 3.2.3:** Identify goods and services that are traded.**Assessment Task 17:** Draw examples of traditional and modern money.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
81	What is money?	Define money and state the importance of money in trading	<b>3.2.3 (d)</b> Describe the types of money used in trade	Definition of money The importance of money Examples of goods and services that are brought using money	Discuss forms of money  Explain the use of money  Illustrate money	Appreciate use of money  Respect the value of money
82	Traditional money	Explain what traditional money is.	<b>3.2.3 (d)</b> Describe the types of money used in trade	Describe traditional and modern money  Examples of traditional money and where they are used  Disadvantages in using traditional money	Describe traditional money  Explain how traditional money was used	Respect and tolerate traditional money
83	Modern Money	Explain what modern money is	<b>3.2.3 (d)</b> Describe the types of money used in trade	What is modern money?  Examples of modern money and where they are used  Basic difficulties faced in using money	Describe money  List examples of money  Explain how money is used	Appreciate use of modern money
84	Other Ways of Using Money	Discuss what an EFTPOS is?	<b>3.2.3 (d)</b> Describe the types of money used in trade	What is an EFTPOS machine? Where are EFTPOS machines used? The good and the bad sides of using a EFTPOS	Describe the use  State how people access money Explain the process in accessing	Appreciate other ways of using money  Accept services used in accessing money
85	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 86, 87, 88, 89 & 90**

**Unit 3:** Trade and Communication

**Time:** 30 minutes

**Topic:** Exchanging goods and services

**Content Standard 3.2.3:** Identify goods and services that are traded.

**Assessment Task 18:** Identify three common items traded or exchanged in the local community.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
86	Exchanging goods and services	List common items of food that are sold to earn an income and name the places of sale	<b>3.2.3 (b)</b> Identify common goods and services that are traded or exchanged	<ul style="list-style-type: none"> <li>Food items – scones, roasted vegetables, peanuts, ice blocks, drinks, eggs,</li> <li>Places of sale schools, bus stops, sporting fields,</li> </ul>	<ul style="list-style-type: none"> <li>Acting in a role play</li> <li>Working in groups</li> <li>Contributing to the team or group</li> </ul>	<ul style="list-style-type: none"> <li>Respect informal business activities as source of income for families</li> </ul>
87	Second hand clothing sales	Describe second hand clothing sales as popular goods sold	<b>3.2.3 (b)</b> Identify common goods and services that are traded or exchanged.	Know the different types of clothes sold to generate an income  Markets for clothing items Reasons why second clothing are a popular consumer item	Identify types of clothes sold  Describe the use of different clothes	Appreciate clothes as things we wear
88	Cultural artifacts	List different types of cultural artifacts that generate income	<b>3.2.3 (b)</b> Identify common goods and services that are traded or exchanged	Cultural artifacts  Know the different types of cultural artifacts that  Know where these cultural artifacts are sold	Explain what cultural artifacts are  Illustrate artifacts  Identify origin of artifacts <del>places</del>	Appreciate cultural artifacts  Care for artifacts  Value the use of artifacts
89	General Household Items	List different types of household items that generate income	<b>3.2.3 (b)</b> Identify common goods and services that are traded or exchanged.	Household items  Different types of household items  Market for these items	Explain home goods  Illustrate home goods  Identify and name	Appreciate household items  Value their uses
90	<b>Revision</b>					

## Strand 3: Culture and Society

Term: 3      Week: 2

**Guided Lesson****Lesson 91:****Unit 1:** Customs and societies**Time:** 30 minutes**Topic:** Local customs and traditions**Assessment Task 19:** In groups, perform a traditional song and dance.**Lesson Topic:** Let's sing a song**Content Standard: 3.3.1** Demonstrate respect for local customs and traditions through participation in traditional events.**Performance Standard: 3.3.1 (b)** Demonstrate their own customs**Lesson Objective:** By the end the lesson, students can:

- sing a traditional song (to the beat of a kundu drum or musical instrument or just hand clapping)

Knowledge	Skills	Attitudes/Values
Songs from their culture Words of songs Songs for different purposes	Sing songs Saying the words of the songs	Enjoy singing

**References:** Primary Social Science Syllabus**Teaching materials:** Engage someone from the local community to sing, recorded songs,**Teaching and Learning Activities:**

Part of the Lesson	Teacher Instructions/guidelines <i>Teacher will...</i>	Students Activities <i>Students will...</i>
<b>Introduction</b>	a. Teacher can sing a song from his/her culture or play it from recorder. - replay several times	a. Listen to the song
<b>Body</b>	b. Explain task: Learn a song and sing it c. Write the words on the board. d. Teacher takes class through the words of the song. e. Practice singing the song with the words	b. Decide whether to learn teacher's song choice or choose another one – new to most of the class. c. Practice singing the song several times
<b>Conclusion</b>	f. Class sing the song g. If possible, invite the principal to listen to the singing.	Sing the song

**Evaluation:** .....**Teachers Notes:**

Prepare a chart with pictures of gatherings for a death, birth and marriage ceremonies. Use written chart and pictures of people in different scenes to describe the difference between life and death.

- Organizing a ceremony for a death and making funeral arrangements are two different activities. A death ceremony may involve paying compensation, exchange of goods and food, and reconciliation feasts.
- Organising a death ceremony is a customary obligation which requires the support and commitment of both immediate and extended family members.
- Display of wealth and resources closely corresponds to seniority or status in the family and community. For example, when a chief or someone important in the community dies, neighbouring communities also show their respect through contributions in cash or kind.

**Knowledge, Skills, Attitudes & Values (KSAV)****Lesson 92, 93, 94 & 95****Unit 1:** Customs and societies      **Time:** 30 minutes**Topic:** Local customs and traditions**Content Standard: 3.3.1** Demonstrate respect for local customs and traditions through participation in traditional events.**Assessment Task 19:** In groups, perform a traditional song and dance.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
92	Let's dance together	Learn and perform a traditional dance	<b>3.3.1. (b)</b> Demonstrate their own customs	Know about the dance; culture and legend associated with.	Dance dance patterns lead a small group	Appreciate and respect cultural practices
93	Fishing	Describe the skills and processes of traditional fishing.	<b>3.3.1 (a)</b> Identify and describe local customs and traditions	Processes in traditional fishing Tools used in fishing.	Describe ways of fishing  Identify fishing methods	Appreciate ways of fishing  Value the importance of fishing
94	Hunting	Describe the skills and processes of traditional hunting.	<b>3.3.1 (a)</b> Identify and describe local customs and traditions	Name tools used in traditional hunting. Describe the processes in traditional hunting.	Developing life skills in fishing	Appreciate hunting  Value hunting
95	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lesson 96, 97, 98, 99 & 100****Unit 1:** Customs and societies**Time:** 30 minutes**Topic:** Local customs and traditions**Content Standard:** 3.3.1. Demonstrate respect for local customs through participation in traditional events**Assessment task 20:** In a short oral presentation (two sentences), talk about a local custom.

Lsn. No.	Lesson Topic	Lesson Objective; students can;	Performance Standard	Knowledge	Skills	Attitudes / Values
96	Respecting someone who has passed away	Describe the steps of how people in their community organize activities in time of death.	<b>3.3.1. (a)</b> Identify and describe local customs and traditions	Important ceremonies Respect for important cultural ceremonies Sharing and caring	Identify and name people who have died Describe what people do when someone dies	Appreciate Value of respect Sharing and caring.
97	Practices related to the birth of a child	perform in a role play based practices related to birth of a child	<b>3.3.1. (b)</b> Demonstrate their own customs	Organize for a child birth ceremony. Importance of a childbirth ceremony.	Describe what happens when new babies are born Participate in birth ceremonies	Value practices relating to child birth Respect practices
98	Initiation Ceremony	Describe the process of initiation. State the importance of initiation.	<b>3.3.1 (b)</b> Demonstrate their own customs	Meaning of initiation Initiation of boys in different societies. Initiation of girls in different societies.	Discuss initiation ceremonies Identify types of initiations Describe the ceremony relating to initiation	Appreciate initiation ceremonies Respect what people do in initiation ceremonies
99	Marriage Ceremony	Compare traditional and modern marriage ceremonies and practices	<b>3.3.1 (b)</b> Demonstrate their own customs	Marriage Ceremony Importance of marriage ceremony Differences and similarities in traditional and modern marriage ceremonies and practices.	Compare Discuss marriage ceremonies Explain what people do in marriage ceremonies	Respect Value Appreciate
<b>100</b>	<b>Revision</b>					



Term: 3 Week: 4

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 101,102, 103,104 & 105**

**Unit 1:** Customs and societies **Time:** 30 minutes

**Topic:** Local customs and traditions

**Content Standard: 3.3.1.** Demonstrate respect for local customs and traditions through participation of traditional events

**Assessment Task 21:** Draw pictures of food taboos

LSN. No.	Lesson Topic	Lesson Objective; <i>students can;</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
101	Food taboos	Describe some local foods that are restricted during special times.  Name some food taboos in the local culture.	<b>3.3.1. (c)</b> Explain the importance of taboos and describe examples in their society.	Meaning of taboos  There are restrictions on certain foods in different societies  Culture influences taboos	Describe food taboos  List examples of taboos	Appreciate taboos of local society  Value culture of taboos
102	Special knowledge	Discuss some examples of knowledge that certain people have	<b>3.3.1. (a)</b> Identify and describe local customs and traditions	What is the special knowledge? Who possess the knowledge? Passing on the knowledge – when and how	Identify people with special qualities  List some of these people	Respect people with special qualities and gifted people  Value their contributions
103	Sacred Places	Discuss and describe sacred places in their society.	<b>3.3.1. (a)</b> Identify and describe local customs and traditions	Defines sacred places.  List of sacred places.	Identify sacred places	Respect sacred places  Value important sites
104	Sacred Items	Discuss and describe sacred items in their society.	<b>3.3.1. (a)</b> Identify and describe local customs and traditions	Define sacred items.  List of sacred items How or why are they sacred?	Identify sacred items  Draw sacred items	Respect sacred items  Value their significances
<b>105</b>	<b>Revision</b>					

**Guided Lesson**

**Lesson 106:**

**Unit 2:** Beliefs and Values      **Lesson Topic:** Natural Signs      **Time:** 30 minutes

**Topic:** Beliefs and Values in the local culture

**Content Standard: 3.3.2** Describe some common beliefs of their culture

**Performance Standard: 3.3.2. (a)** Identify and describe values and beliefs of their culture.

**Assessment Task 22:** Retell a traditional story from the local area.

**Lesson Objective:** By the end the lesson, students can:

- observe some natural signs so they are aware of potential dangers
- identify traditional beliefs about the natural signs they observe.

Knowledge	Skills	Attitudes/Values
Identify signs in nature Explain what belief they have in that sign.	Correlate the signs in nature with the beliefs in the society.	Appreciate signs in nature Be aware of such signs of danger

**References:** Junior Primary Social Science Syllabus

**Teaching materials:** Pictures of features of the creation.

**Teaching and learning activities:**

Part of the Lesson	Teacher Instructions/guidelines <i>Teacher will...</i>	Students Activities <i>Students will...</i>						
<b>Introduction</b>	a. Asks students to brainstorm natural signs in creation  Draw a mind map of students' suggestions	a. Students brain storm signs in nature.						
<b>Body</b>	b. Select students to identify natural signs and describe the belief related to that sign. c. Explain to students the value of these signs. d. Prepare chart to display examples.	b. Complete the Table  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Signs</th> <th>Belief</th> </tr> </thead> <tbody> <tr> <td>Flood</td> <td>God send flood to destroy the Promised Land</td> </tr> <tr> <td>Rainbow</td> <td>Promise made by good to His people.</td> </tr> </tbody> </table>	Signs	Belief	Flood	God send flood to destroy the Promised Land	Rainbow	Promise made by good to His people.
Signs	Belief							
Flood	God send flood to destroy the Promised Land							
Rainbow	Promise made by good to His people.							
<b>Conclusion</b>	e. Go through the table.	c. Add new information to their tables.						

**Evaluation:** .....

**Teachers Notes:**

**Knowledge, Skills, Attitudes &Values (KSAV)**

**Lessons 107, 108, 109 & 110**

**Unit 2:** Beliefs and Values      **Time:** 30 minutes

**Topic:** Beliefs and Values in the local culture

**Content Standard: 3.3.2** Describe some common beliefs of their culture

**Assessment Task 22:** Retell a traditional story from the local area.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
107	Beliefs	describe similarities and differences between Christian and traditional beliefs	<b>3.3.2 (a)</b> Identify and describe values and beliefs of their culture	Christian beliefs - Different Christian denominations Traditional beliefs in their local community - Some examples	Identify beliefs  Describe how beliefs are practiced	Value beliefs of the culture  Respect the beliefs of the society
108	Traditional Medicine	Discuss and identify traditional medicine.	<b>3.3.2 (a)</b> Identify and describe values and beliefs of their culture	Examples of traditional medicine Traditional doctors	Identify traditional medicine  Describe how they are used	Appreciate traditional medicine  Encourage and use traditional medicines
109	Values and Virtues	List basic virtues that are promoted in schools and family.	<b>3.3.2 (a)</b> Identify and describe values and beliefs of their culture	Important values in the family and church Universal values and virtues	Identify values and virtues  Describe and list examples	Appreciate values and virtues  Respect Good citizens
<b>110</b>	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lesson 111, 112, 113, 114 & 115****Unit 2:** Beliefs and Values      **Time:** 30 minutes**Topic:** Beliefs and Values in the local culture**Content Standard:** 3.3.2 Describe some common beliefs of their culture**Assessment Task 23:** Draw pictures that highlight the beliefs of their Church

LSN. No.	Lesson Topic	Objective <i>Students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
111-114	Our Christian beliefs and practices	Share and practice their Christian belief	<b>3.3.2 (a)</b> Identify and describe values and beliefs of their culture  <b>(c)</b> Compare legends and traditional stories that teach beliefs and values	Different denominations have different practices, doctrines and ways of worship	Listen to Christian preachers  Read Christian bibles  Describe Christian faith	Value the Christian belief and practices  Respect the Christian principles
115	<b>Revision</b>					

Term: 3 Week: 7

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 116, 117, 118, 119 & 120**

**Unit 2:** Beliefs and Values **Time:** 30 minutes

**Topic:** Beliefs and Values in the local culture

**Content Standard:** 3.3.2 Describe some common beliefs of their culture

**Assessment Task 24:** This is a group assessment task; Dramatize a traditional story in their local area.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
116	Traditional Warriors	Tell a story about a local traditional warrior.	<b>3.3.2. (c)</b> Compare legends and traditional stories that teach beliefs and values	Legends about warriors. Importance of traditional warriors in the past.	List great warriors of a clan, tribe or community	Respect tribal leaders and war leaders Value
117	Time of magicians and sorcerers	Tell a story about a traditional magician or a sorcerer.	<b>3.3.2. (c)</b> Compare legends and traditional stories that teach beliefs and values	Legends about magicians and sorcerers Importance of traditional magicians and sorcerers in the past.	Tell a story of the past on magicians  List examples of magic and sorcerers Assess	Respect past cultures and customs
118	Worship of spirits	Identify and tell legends about spirits.	<b>3.3.2. (c)</b> Compare legends and traditional stories that teach beliefs and values	Legends about worship of spirits or spirits in general eg spirits in nature, good and bad spirits, etc	Discuss examples of spiritual worships	Appreciate culture and its practices
119	Comparing myths and legends	Write and draw pictures of legends and display in the classroom.	<b>3.3.2. (c)</b> Compare legends and traditional stories that teach beliefs and values	Collection of different legends of lessons 116, 117 & 118 and display in the classroom under their local communities.	Write past legends or myths	Value past legends  Respect stories of the past
120	<b>Revision</b>					

## Strand 4: Environment and Resources (Lessons 121 – 165)

Term: 3      Week: 8

**Guided Lesson****Lesson 121:**                      **Unit 1:** The environment                      **Time:** 30 minutes**Topic:** The local environment**Assessment Task 25:** Label drawings of features of the local environment [grassland, buildings, rivers, roads, etc.]**Lesson Topic:** What's around me?**Content Standard:** 3.4.1 Describe the environment of the local area**Performance Standard:** 3.4.1. (a) Identify and describe the main features of the local area**Lesson Objective:** By the end of the lesson, students can:

- name the features in their immediate environment

Knowledge	Skills	Attitudes/ Values
<ul style="list-style-type: none"> <li>• Everything around me is called 'environment'.</li> <li>• For example, trees, river, flowers, birds, ants, desk, chalk, pencil.</li> <li>• Some things are made by man and other things are part of nature or the natural environment.</li> </ul>	Observe the environment Report things in the environment Draw things seen	Appreciate, respect and value the beauty of the natural environment and man-made environment.

**Reference:** Primary Social Science Syllabus, Encarta Encyclopedia, other support resources.**Teaching materials:** Pictures of mountains, A4 size papers, glues, scissors, rock, and stone**Teaching and Learning Activities:**

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction</b>	a. Take students outside and allow them to explore the environment around the school. b. Ask students to take note of the natural and man-made environment: grass, trees, roads, buildings, etc	a. Observe the environment
<b>Body</b>	c. Introduce the lesson d. Ask students to name the things they saw e. Note these on the board	b. Recall and list features of the environment of the school c. Draw pictures of features listed on the board. Color in the drawings.
<b>Conclusion</b>	f. Collect student's drawings for display.	d. Show their drawings to another student. e. Share common things they drew.

**Evaluation:** .....**Teacher's Notes:**

- Everything around us is called the environment.
- We get everything we need and want from the environment.
- Not all the environment is the same. They are different in different places.
- Some things in the environment are made by man. Other things are not made by man.

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 122, 123, 124 & 125****Unit 1:** The environment      **Time:** 30 minutes**Topic:** The local environment**Content Standard: 3.4.1** Describe the environment of the local area**Assessment Task 25:** Label drawings of features of the local environment [grassland, buildings, rivers, roads, etc.]

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
122	Grasslands	Describe the of grassland of the area	<b>3.4.1 (a)</b> Identify and describe the main features of the local area	Grasslands are areas - short grasses growing on it - natural features - good for animal farming - a few or no trees at all	Observe grassland  Discover things in grassland environment  Name things	Appreciation grassland environment  Value what it provides
123	Man-made item- Classrooms	Describe the classroom as a man-made feature	<b>3.4.1 (a)</b> Identify and describe the main features of the local area	Classroom is man-made  Classroom is a learning environment	Discuss manmade items  List examples	Appreciate manmade features and items
124	Playing field	Describe the playing field as a man-made feature	<b>3.4.1. (a)</b> Identify and describe the main features of the local area	Playing field is man-made environment What aspects are man-made?	Describe playing field	Value a playing field and accept it as a recreational area
125	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 126, 127, 128, 129 & 130****Unit 1:** The environment      **Time:** 30 minutes**Topic:** The local environment**Content Standard:** 3.4.1 Describe the environment of the local area.**Assessment Task 26:** Name the main natural features of the local environment

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
126	Rivers and lakes	Name the rivers and lakes in the local community.  Describe rivers and lakes.  List the uses of rivers and lakes.	<b>3.4.1 (a)</b> Identify and describe the main features of the local area.  <b>(b)</b> Identify and describe local landmark.	Things not made by man are called natural features.  Rivers and lakes are natural features  Rivers flow but the water in lakes are still	Name rivers and lakes in the local community	Appreciate rivers and lakes in the community  Willing to name the rivers and lakes in the community
127	Swamps	Describe a swamp and list animals and plants that live in swamps.	<b>3.4.1 (a)</b> Identify and describe the main features of the environment.	Swamps are wet, low ground areas Animals and plants that live in swamps	Identify swamps and wetland areas  List swamp environment  Describe what a swamp is	Respect swamp environment  Value what the swamp environment provides
128	Valleys	Define and draw pictures of valleys in their local community.	<b>3.4.1 (b)</b> Identify and describe the main features of the environment.	Valleys are flat lands between mountains with rivers that run through some of them.	Name valleys in the community	Appreciate valleys as natural features  Value the significance of valleys
129	Forests	Describe and draw a forest	<b>3.4.1. (b)</b> Identify and describe the main features of the environment.	Forests are large areas with many trees. Uses of forests; home of some animals, Supply building materials etc.	Describe types of trees in the forests Name some trees Identify the purpose of special trees.	Appreciate and respect the forest environment  Value its significance
130	<b>Revision</b>					



Term: 4 Week: 1

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 131, 132, 133, 134 & 135****Unit 1:** The environment **Time:** 30 minutes**Topic:** The local environment**Content Standard:** 3.4.1. Describe the environment of the local area**Assessment Task 27:** Draw pictures to describe the two seasons.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
131	Roads	Identify, collect and paste pictures of man-made features of the local environment	<b>3.4.1. (a)</b> Identify and describe the main features of the local environment	Man-made features are things in the environment created by man.  Pictures of man-made things.  Roads are examples of man-made features.	Define what roads are  Illustrate roads  Identify different roads and their uses	Appreciate roads as assets for use  Respect and value the uses of roads
132	Bridges and airports	Identify the bridges and airports or airstrips in the area	<b>3.4.1 (a)</b> Identify and describe main features of the local environment	Names and location of bridges and airports	Identify bridges and airports  Describe their purposes	Appreciate bridges and airports as assets for use  Respect and value their uses
133	Seasons	Describe the seasons that affect the area	<b>3.4.1 (c)</b> Describe the seasons	Seasons – Hot and Wet: Rain, sun, winds, etc	State and name the seasons  Explain what each season is  Describe what happens in these seasons	Appreciate the seasons as significant for different activities  Value what these seasons provide
134	Special features - landmarks	Identify the landmarks of the local area	<b>3.4.1 (b)</b> Identify and describe local landmarks	What are landmarks? Landmarks of the area	Identify features of the environment  Describe landmarks and its significance	Appreciate landmarks  Value their significance
135	<b>Revision</b>					

**Guided Lesson****Lesson 136****Unit 2:** Resources**Time:** 30 minutes**Topic:** Resources in the community**Assessment Task 28:** Students are given a picture of a natural resource. They draw how the resource is used.**Lesson Topic:** Trees and their uses**Content Standard 3.4.2:** Identify the main resources of the community and describe how people use them.**Performance Standard: 3.4.2. (b)** Identify natural and man-made resources in their community and explain how these are used.**Lesson Objective:** By the end of the lesson, students can:

- define the word 'resources' and describe uses of trees from their local community.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• A resource is anything in the environment that can be used to satisfy needs and wants.</li> <li>• Trees are examples of natural resources in the environment.</li> <li>• Trees are used for: building houses, making fire etc.</li> </ul>	Define what resource means- Identify different types of resources	Value both natural and manmade resources

**References:** Primary Social Science Syllabus, Encarta encyclopedia**Teaching materials:** Pictures of trees, pictures of things made from trees.**Teaching and Learning Activities:**

Part of the lesson	Teacher instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction</b>	a. Take students outside and allow them to explore the environment around the school. b. Tell students to take note of natural features, especially trees – name, what type are they, what they are used for, etc.	a. Walk around the school observing things in nature. Talk quietly with someone else about trees.
<b>Body</b>	c. Ask them what they saw and talk about trees and other things d. Introduce the lesson topic 'Trees' e. Explain that trees are resources and explain what resources mean	b. Share observations c. List some uses of trees. d. Draw a tree and 2-3 uses of it.
<b>Conclusion</b>	f. Talk about the unit and topic for the next three weeks.	c. Show their drawings to another students and talk about the uses they drew.

**Evaluation:** .....**Teacher's Notes:**

Resources are things in the environment that can be used to satisfy needs and wants. Resources can be man-made or natural. Resources are used to make other things. Plants are examples of natural resources in the environment that can be used to satisfy a need. Buildings and other man made features are also used to satisfy the needs and wants of people.

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 137, 138, 139 & 140 –**

**Unit 1:** Resources     **Time:** 30 minutes

**Topic:** Resources in the community

**Content Standard 3.4.2:** Identify the main resources of the community and describe how people use them.

**Assessment Task 28:** Students are given a picture of a natural resource. They draw how the resource is used.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
137	Resources from the land	Identify resources from the land	<b>3.4.2 (a)</b> Describe what a resource is  <b>(c)</b> Identify natural resources and how these are useful	Land is a resource Resources from the land – general groups eg gardening, building houses, etc	Identify land resources  List examples  Describe these resources	Appreciate resources from the environment  Value the use of resources
138	Plants	List the uses of plants	<b>3.4.2 (c)</b> Identify natural resources and how these are useful	Plants are natural resources Useful as decorations, medicine, food, etc. Plants are used to make other things.	Identify different plants  List some known plants  Explain their uses	Appreciate plants as useful resources  Value the use of different plants  Protect plants
139	Plants – flowering plants	List uses of flowering plants	<b>3.4.2 (c)</b> Identify natural resources and how these are useful	Flowering plants have many different colors Flowers attract insects, bees etc.	List ways flowers can be useful  Draw some common flowers	Appreciate flowering plants  Value the use of flowers
140	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 141, 142, 143, 144 & 145 –****Unit 1: Resources Time: 30 minutes****Topic: Resources in the community****Content Standard 3.4.2:** Identify the main resources of the community and describe how people use them.**Assessment Task 29:** Draw resources found in the seashore environment such as mangroves etc.

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
141	Resources from rivers	Identify and list resources found in rivers	<b>3.4.2 (b)</b> Identify natural and man-made resources in their community and explain how these are used  <b>(c)</b> Identify natural resources and how these are useful	Resources from a river Different kinds of fish - Shellfish - Crabs and shrimps	Identify resources from the rivers  List river or water resources	Respect resources from the rivers  Value what the river provides
142	Resources from mangroves	Identify and list resources found in mangroves	As above	Resources from mangroves Breeding grounds for fish including tuna	Identify sea side resources  List uses of the mangroves	Respect seaside vegetation  Value the uses of seaside plants
143	Resources from the sea – coral reefs	Identify and list resources found in the sea	As above	Importance of corals Corals are fragile	Identify resources from the sea  List examples of sea resources	Respect sea resources  Value what the sea provides
144	Resources from lakes	Identify and list resources found in lakes	As above	Importance of lakes as sources of water and fish Leisure activities	Identify resources from the lakes  List examples of resources from the lakes	Respect resources in the lakes  Value the use of lakes
145	<b>Revision</b>					

Term: 4      Week: 4

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 146, 147, 148, 149 & 150**

**Unit 2:** Resources      **Time:** 30 minutes

**Topic:** Resources in the community

**Content Standard 3.4.2:** Identify the main resources of the community and describe how people use them.

**Assessment Task 30:** Draw an example of a man-made resource

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
146	Animals	List animals and their uses	<b>3.4.2 (c)</b> Identify natural resources and how these are useful	Different kinds of animals and how they are used by people	Identify different types of animals  Describe animals	Appreciate different types of animals  Value the use of these animals
147	Birds and insects	List different kinds of birds and their uses	<b>3.4.2 (c)</b> Identify natural resources and how these are useful	Different kinds of birds and insects and how they are used by people - Bees and honey	Identify birds and insects  Describe what these insects have in common	Appreciate birds and insects  Respect their purpose in the environment  Value them
148	Man-made resources: roads and bridges	Describe importance of roads and bridges	<b>3.4.2 (b)</b> Identify natural and man-made resources in their community and explain how these are used	Importance and usefulness of resources in the community	Identify manmade resources  Describe these resources	Appreciate manmade resources  Respect manmade resources  Value their uses
149	Man-made resources: airports and wharves	Describe importance of airports and wharves	<b>3.4.2 (b)</b> Identify natural and man-made resources in their community and explain how these are used	Importance and usefulness of resources in the community	Identify manmade resources  Describe the uses of these resources	Appreciate manmade resources  Respect the uses of these resources  Value the significance of resources
150	<b>Revision</b>					

**Guided Lesson**

**Lessons 151:**

**Unit 3:** Working with maps **Time:** 30 minutes

**Topic:** Reading and using maps – The key and direction

**Assessment Task 31:** Match the symbol (from a map and key) with the feature

**Lesson Topic:** What is a map?

**Content Standard: 3.4.3** Demonstrate mapping skills – use the key to read a map.

**Performance Standard: 3.4.3 (c)** Explain what the key of a map is used for.

**Lesson Objective:** By the end of the lesson, students can:

- identify and describe the symbols in the key of a map.

Knowledge	Skills	Attitudes and Values
Classroom maps simple map of a village Meaning of symbols	Identify features of maps Describe the uses of maps	Appreciate using maps to find information

**Reference:**-Primary Social Science Syllabus

**Teaching materials:** Simple maps – a variety for group work

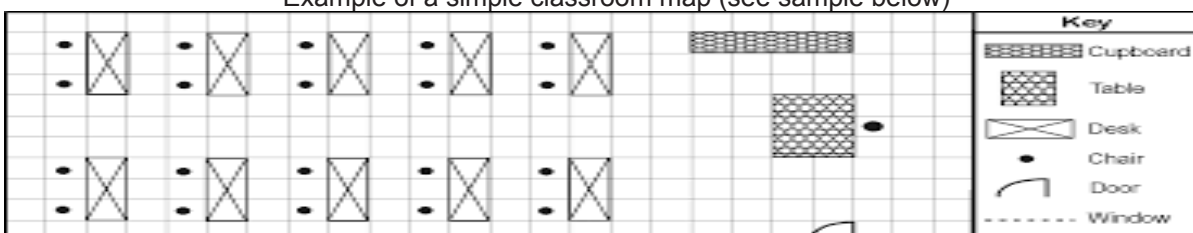
**Teaching and Learning Activities:**

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction</b>	a. Display on a chart, a simple map and ask some questions b. Introduce the lesson topic.	a. Study the map and answer questions.
<b>Body</b>	c. Organize students for the group activity and explain the task.  Visit each group and help them record their answers	b. Study the map - Find the key - Identify the symbols in the key - Say what each symbol means Record your answers.
<b>Conclusion</b>	d. Allow for reporting and comment on each group presentation	c. Groups report back on their work

**Evaluation:** .....

**Teacher’s Notes:**

Example of a simple classroom map (see sample below)



You can create your own plan, map and key to represent items on a map.

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lessons 152, 153, 154 & 155**

**Unit 3:** Working with maps

**Time:** 30 minutes

**Topic:** Reading and using Maps- The key and direction

**Assessment Task 31:** Match the symbol (from a map and key) with the feature.

**Content Standard: 3.4.3** Demonstrate mapping skills – use the key to read a map.

LSN. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
152	Find places and objects on a map.	Locate places and objects using the key and symbols.	<b>3.4.3. (b)</b> Identify different parts of a map  <b>(e)</b> Read a map	Maps to interpret by using symbols.	Locate places and things  Interpret a map and its symbols	Appreciate the skill of interpreting maps.
153-154	Find places and objects on a map	Locate places and objects on a map	<b>1.1.3 (d)</b> Use the key and symbols and direction to locate places and objects on a map	Interpret maps  Using the key	Locate places and things  Interpret a map and its symbols	Value the use of maps
<b>155</b>	<b>Revision</b>					

**Knowledge Skills Attitudes & Values (KSAV)****Lessons 156, 157, 158, 159 & 160****Unit 2:** Working with maps **Time:** 30 minutes**Topic:** Reading and using maps – The key and direction**Content Standard:** 3.4.3 Demonstrate mapping skills – use the key to read a map**Assessment Task 32:** On a map, find places and objects using the key**Lesson Objective:** By the end of the lesson, students can:

- identify and state what the signs mean
- draw signs and discuss how they help to direct people.

Lesson No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
156	Basic Signs	Identify and state what the signs mean  Draw signs and discuss how they help to direct people	<b>3.4.3 (c)</b> Use the key and symbols and direction to locate places and objects on a map	Signs tell people directions. Signs tell people where different places are; for example; a school sign, a crossing sign or an hospital sign etc.	List and state what signs signify  Draw signs and discuss how they direct people.	Appreciate the importance of signs  Respect signs in the community
157	Where am I?, Where is it?	Identify the four main points of the compass – North, South, East, West and locate objects or places by following directions	<b>3.4.3. (b)</b> Identify different parts of a map	Cardinal points or principal points of the compass – North, South, East, West  Words used in giving directions	Locate places and things  Follow direction correctly	Appreciate compass as an instrument for showing directions
158	Locating places in the classroom	Locate objects in the classroom by following simple directions.	<b>3.4.3 (c)</b> Discuss and identify signs and directions to locate places and objects.	Directions to student to locate certain things in the classroom.	Listen and act upon instructions or directions to find objects.	Value instructions given to locate things, places etc.
159	Locating objects in the school	Locate or find objects in the school by following simple directions.	<b>3.4.3 (c)</b> Discuss and identify signs and directions to locate places and objects.	Directions to student to locate certain things in the school	Listen and act upon instructions or directions to find objects.	Value instructions given to locate things, places etc.
160	<b>Revision</b>					



Term: 4 Week: 7

**Knowledge, Skills, Attitudes & Values (KSAV)**

**Lesson 161, 162, 163, 164 & 165**

**Unit 3:** Working with maps **Time:** 30 minutes

**Topic:** Reading and using maps – The key and direction

**Content Standard 3.4.3** Demonstrate mapping skills – use the key to read a map

**Assessment Task 33:** Do activities using the key and direction.

LSn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
161	What is a landmark?	Describe a landmark	<b>3.4.3 (c)</b> Use the key and symbols and direction to locate places and objects on a map  <b>(d)</b> Read a map	Something of significance e.g. mountain or a lake etc.  Describe a landmark.	List landmarks  Describe their importance	Appreciate landmarks  Respect the value of these features
162	Natural landmarks	Identify and draw natural landmarks	<b>3.4.3 (c)</b> Use the key and symbols and direction to locate places and objects on a map  <b>(d)</b> Read a map	Natural landmarks in the area: Mountain, river, waterfall, etc	List significant things from the map  Describe places and things on a map	Appreciate key and symbols on maps
163	Man-made landmarks	Identify and draw man-made landmarks	<b>3.4.3 (c)</b> Use the key and symbols and direction to locate places and objects on a map  <b>(d)</b> Read a map	Man-made land marks - Hausman, - Special building - Library - Parliament house - Beach -	List different features on a map  Describe symbols used to represent	Appreciate Respect
164	Papua New Guinea's famous landmarks	Identify Papua New Guinea's landmarks	<b>3.4.3 (c)</b> Use the key and symbols and direction to locate places and objects on a map  <b>(d)</b> Read a map	Papua New Guinea's Landmarks – Parliament house, Port Moresby fly Over, Mt Wilhelm, Kokoda Trail, etc	List things on a map by using the symbols  Describe other features on a map	Appreciate landmarks  Respect the value of these features
<b>165</b>	<b>Revision</b>					

**Strand 5: History and Origins**

Term: 4      Week: 8

**Guided Lesson**

**Lesson 166:**

**Unit 1:** Events and stories of the past      **Time:** 30 minutes

**Topic:** Stories of origin

**Assessment Task 34:** Describe an important or memorable event that happened in the family

**Lesson Topic:** What is history?

**Content Standard: 3.5.1** Describe the origins of individuals and groups

**Performance Standard: 3.5.1 (a)** Describe history

**Lesson Objective:** By the end of the lesson, students can:

- explain the word 'history' with an example
- identify events that happened in the past.

Knowledge	Skills	Attitudes and Values
Meaning of history History is study of the past events, it is what has happened List of past events	Use a dictionary define meaning List examples of past history	Value past records.

**Reference:**-Primary Social Science Syllabus

**Teaching materials:** Pictures and illustrations of events from the past.

**Teaching and Learning Activities:**

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
<b>Introduction</b>	a. Show pictures of events from the past, eg, Independence, South Pacific Games, people and places before independence  b. Ask questions about the pictures.	a) Study the pictures carefully and answer questions.
<b>Body</b>	c. Explain the task: Group work - explain what history is - from pictures given, list 3 events that happened in the past - find the date (year) of the event or people/place in the picture d. Organize students into groups of 5 to do activities	b) In groups of 5 or so, discuss and do the 3 tasks given. - Define the word 'history' - List 3 events that happened in the past - Find the date the event happened
<b>Conclusion</b>	e. d. Write students' answers on the board in a timeline (do not introduce timeline yet, for next lesson)	c) Group leader presents their group's findings (with teacher support)

**Evaluation:** .....

**Teacher's Notes:**

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 167, 168, 169 & 170****Unit 1:** Events and stories of the past      **Time:** 30 minutes**Topic:** Stories of origin**Content Standard:** 3.5.1 Describe the origins of individuals and groups**Assessment Task 34:** Describe an important or memorable event that happened in the family

<b>Lsn. No.</b>	<b>Lesson Topic</b>	<b>Lesson Objective</b> <i>students can:</i>	<b>Performance Standard</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes / Values</b>
167	Why do we learn about the past?	Explain why the past is important to their present and future	<b>3.5.1 (a)</b> Describe history  <b>(b)</b> Describe how knowledge, skills, stories and legends and cultures are passed down from one generation to the next.	Importance of history Value of history to our lives today Value of history to our cultures.	Identify reasons of studying the past  Describe some important past events Explain	Appreciate past history  Value the past happenings
168	How do we know what happened in the past?	List and describe different types of evidence	<b>3.5.1 (c)</b> Describe how history was recorded in the past	History is passed on: - Orally from one person to another - Written – books, stones, historical accounts, original writings and objects, etc.	Identify records of past history  Describe some important events	Appreciate events of the past  Value the significance of these dates
169	Traditional stories	Learn and or listen to traditional stories that tell the history of a person or place.	<b>3.5.1(a)</b> Discuss the importance of history and how it is learnt today.	Traditional stories, chants and paintings or tattoos	Identify and tell traditional stories  Describe and explain the	Appreciate traditional stories  Value stories of the past
170	<b>Revision</b>					

**Knowledge, Skills, Attitudes & Values (KSAV)****Lessons 171, 172, 173, 174 & 175****Unit 1:** Events and stories of the past **Time:** 30 minutes**Topic:** Stories of origin**Content Standard:** 3.5.1 Describe the origins of individuals and groups**Assessment Task 35:** Answer questions about information on a timeline

Lsn. No.	Lesson Topic	Lesson Objective <i>students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
171	Where do you come from?	Identify their common or family ancestor	<b>1.1.1</b> <b>(c)</b> Describe how history was recorded in the past <b>(d)</b> Read a timeline	History of family or clan Family tree Timeline of clan history	Identify family tree  Describe family tree  Read a timeline	Respect family tree  Have pride your family and self
172	Where do you come from?	identify their common or family ancestor	<b>1.1.2</b> <b>(c)</b> Describe how history was recorded in the past <b>(d)</b> Read a timeline	History of family or clan Family tree Timeline of clan history	Identify descendants of a families  Describe the descendants  Read a timeline	Respect your family tree  Have pride and respect for family
173	People in my family	Draw a family tree to show origin of family	<b>3.5.1 (b)</b> Describe how knowledge, skills, stories and legends and culture are passed down from one generation to the next	Family members –, parents, and brothers and sisters.	Draw family trees	Respect people in the family  Have pride in yourself and families
174	My Family Tree	Represent the family members on a family tree.	<b>3.5.1 (b)</b> Describe how knowledge, skills, stories and legends and culture are passed down from one generation to the next	Family trees	Draw family trees List events on simple timeline	Respect family tree
<b>175</b>	<b>Revision</b>					

# Assessment

## Assessment Recording and Reporting

Assessment and reporting is an essential component of school curriculum that students follow. A well planned curriculum must have equally planned and developed assessment procedures.

Assessment and reporting is for:

- Improving learning. Parents and guardians are well informed about the students' performance – what they learn, think, make and do.
- Maintaining a two-way communication: student and teacher; school and parents
- Using a common language and good strategies for communicating and reporting student learning.

## What is an effective assessment practice?

Effective and informative assessment practice has the following attributes:

### It is balanced, comprehensive and varied

Effective assessment involves teachers using a variety of assessment strategies that students multiple opportunities in varying context, to demonstrate what they know and understand can do in relation to the syllabus outcomes.

### It is valid

Valid assessment strategies are those that measure the outcomes the teachers intend to measure. Assessment strategies should accurately and appropriately assess clearly defined aspects of student achievement. An essay for example may not be the most effective way of assessing research skills.

### It is reliable

A reliable assessment strategy is one that consistently and accurately measures the students' ability to perform a task. Assessment tasks that use questions with ambiguous wording or questions that wrongly assume students to have access to necessary background information are the most common reasons for poor reliability.

### It is fair

Teachers should ensure equal opportunity for success regardless of students' age, gender, physical or other disability, culture, background, language, socio-economic status or geographic locations.

### It engages the learner

Assessment should be student centred. Ideally there is a cooperative interaction between the teacher and the students, and among the students themselves. The syllabus standards and the assessment process to be used should be made explicit to the students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress.

### It values teacher judgement

Good assessment practice involves teachers making judgements, on the weight of assessment evidence and well-defined standards, about student progress towards the achievement of the standards.

The reliability of teacher judgements is enhanced when teachers cooperatively develop shared understanding of a benchmark or standard.

This is developed through cooperative programming sessions and discussing samples of student work and achievements within grades and subjects and between schools.

### It recognises individual achievement and progress

Students should be provided with different opportunities to demonstrate their achievement of standards.. Using a wide range of tasks ensures all are covered and individual learning needs are catered for.

Effective assessment and reporting practice is sensitive to the self-esteem and general well-being of students and provides honest and constructive feedback.

Values and attitudes standards are an important part of learning that should be assessed and reported. They are distinct from knowledge, understanding and skill standards.

### What is an effective assessment plan?

The following steps may assist you in the development of an assessment plan:

- Identify the syllabus standards that a teaching unit will cover.
- Design teaching and learning experiences for the unit.
- Consider the extent to which the unit will challenge and extent all the students.
- Decide which teaching and learning activities will provide good assessment information.
- Select a manageable range of assessment strategies.
- Gather and record the assessment evidence to inform a decision about student progress toward the relevant syllabus outcomes.

### Assessment strategies include:

1. **Anecdotal records**  
Objective narrative records of student performances, strengths, needs, progress and negative/positive behavior.
2. **Checklists, scales or charts**  
Identification and recording of students' achievement can be through rubric levels, letter grade or numerical value, or simply by acceptable/unacceptable.
3. **Conferences**  
Meetings between the student, parent or guardian, teacher and others where progress is checked and goals for growth are established and agreed upon.
4. **Contracts**  
Agreements or goals (verbal or written) set by the teacher/parents and the student.

5. **Games**  
Games are excellent opportunities for simulations and small and large group assessment.
6. **Peer evaluation**  
Assessment by students about one another's performance relative to stated criteria and syllabus standards
7. **Portfolios**  
Collections of student work that exhibit the students' efforts, progress and achievements in one or more areas
8. **Rubrics**  
A set of guidelines for measuring achievement. Rubrics should state the content standard (s) with clear performance criteria and a rating scale or checklist.

### Assessment Overview

The Assessment Overview is organised by weeks, strands, units, content standards and performance standards to show the linkage.

Thirty-six assessment tasks have been provided in this assessment overview however you should develop other assessment tasks suitable to your environment and resources.

In Social Science lessons, you should give an assessment task each week.

The revision lesson is a suitable time for students to do this assessment tasks.

### Assessment Overview

#### Grade 3

Strand	Unit	Performance standards	Assessment task
Community and Organization	People and Groups	<b>3.1.1.</b> (a) Identify and describe the different groups in the local community (b) Identify changes in groups and the local community (d) Describe positive and negative effects of changes in groups and the community	<ol style="list-style-type: none"> <li>1. Draw their community, labeling places and groups</li> <li>2. Use drawings to describe how an aspect of family life has changed over time (past and present).</li> <li>3. Draw pictures of 'before' and 'after' a change in community.</li> </ol>
	Relationships	<b>3.1.2</b> (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	<ol style="list-style-type: none"> <li>1. List three good things you have done to make your mother or father happy.</li> <li>2. Choose a group you belong to and explain why you are part of the group.</li> <li>3. Draw a family tree and explain the relationships it shows.</li> </ol>
	Rules, Roles and Responsibilities	<b>3.1.3</b> (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.	<ol style="list-style-type: none"> <li>1. Draw a picture showing the effects of breaking a class rule</li> <li>2. Make a rule for the class</li> <li>3. Draw pictures to show a safety rule for travel in a canoe, dinghy or vehicle</li> </ol>
Trade	Needs and Wants	<b>3.2.1</b> a) Explain needs and wants b) Identify and describe basic needs and wants c) Identify and describe the needs and wants of groups in the community d) Explain the importance of basic needs	<ol style="list-style-type: none"> <li>1. Draw a picture of one basic need and one example of a want</li> <li>2. Identify needs and wants from a list of pictures</li> <li>3. Matching task: Match the group or individual with their need or want. [use pictures and words]</li> </ol>

	Productions	<b>3.2.2</b> 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 the process for making goods or food crop products.	1. Put in correct order the steps in making a garden 2. Prepare and present a fruit salad. [one or two fruits] 3. Choose and present one of the products for assessment. [broom, bracelet or bag]
	Trade and Communication	<b>3.2.3</b> a) Identify common goods and services that are traded or exchanged. b) Describe how services are exchanged in the community. c) Describe the types of money used in trade d) Identify some goods and services that were traded in the past	1. Draw pictures of people involved in traditional and modern trade showing the people involved, what and where they are trading or exchanging goods. 2. Draw examples of traditional and modern money. 3. Identify three common items traded or exchanged in the local community.
Culture and Society	Customs and societies	<b>3.3.1</b> (a) Identify and describe local customs and traditions (b) Demonstrate their customs and traditions (c) Participate in local custom activities and ceremonies	1. In groups, perform a traditional song or dance. 2. Draw pictures that highlight the beliefs of their church. 3. In a short oral presentation (two sentences), talk about a local custom.
	Beliefs and Values	<b>3.3.2</b> a) Identify and describe values and beliefs of their culture b) Identify aspects of cultural identity c) Compare legends and traditional stories that teach beliefs and values	1. Retell a traditional story, that has message, from the local area 2. Group work: Dramatise a traditional story 3. Draw pictures that highlight the beliefs of their church
Environment and Resources	The environment	<b>3.4.1</b> (a) Identify and describe the main features of the local area (b) Identify and describe local landmarks (c) Describe the seasons	1. Label drawings of features of the local environment. [grassland, buildings, roads, etc] 2. Name the main natural features of the local environment 3. Draw pictures to describe the two seasons.
	Resources	<b>3.4.2</b> (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	1. A picture of a natural resource is given or provided. Draw how the resource is used. 2. Draw resources found in the mangroves and label them (general name or specific) 3. Draw an example of a man-made resource



	Working with maps	<p><b>3.4.3</b></p> <p>a) Identify the parts of a map</p> <p>b) Explain what the key on a map is used for</p> <p>c) Use the key and symbols and direction to locate places and objects on a map</p> <p>d) Read a map</p>	<ol style="list-style-type: none"> <li>1. Match the symbol (from a map key) and feature</li> <li>2. On a map, find places and objects using the key</li> <li>3. Do exercises using the key and direction.</li> </ol>
History and Origins	Events and stories of the past	<p><b>3.5.1</b></p> <p>a) Describe how knowledge, skills, stories and legends, culture, etc are passed down from one generation to the next</p> <p>b) Read a timeline</p>	<ol style="list-style-type: none"> <li>1. Describe an important or memorable event that happened in the family twelve (12) months ago</li> <li>2. Answer questions about information in a timeline.</li> </ol>

## Resources

No	Teacher Resources	Student Resources
	Grade 3 Social Science syllabus and teachers guide	Local found materials (appropriate for lessons)
	Pictures and illustrations of different topics (will vary)	Collection of pictures and illustrations
	Community resource people (councillors and community elders)	Student text books and resource books
	Concrete objects (will vary per topic)	Model of objects, things and items suitable for lessons. This will vary by lessons.
	Models of objects, things appropriate for lessons etc.	Activity books
	Maps, compass directions	
	Resource documents to suit different lessons	
	Resources from the environment	
	Supplementary books	
	Technological equipment	
	Appropriate sites for excursions	
	Other items of significance	

# Glossary

Words	Meaning
Ancestral beliefs	Beliefs passed down through generations. For example, once the ancestral spirits had created everything it is believed that they returned to the rocks, rivers, trees and mountains.
Barter system	The act of trading goods or services between two or more parties without the use of money.
Campus	The grounds, often including the buildings, of a college, university, or school.
Cardinal points	1. The four cardinal directions or cardinal points which are north, south, east, west
Conserve	Protecting or safeguarding things for future use. These are mainly living things that are rare such as Alexandra butterfly.
Contemporary	Existing, occurring, or living at the same time; belonging to the same time:
Customs	A traditional practice or usual way of doing something followed by a social group or people.
Development	Changes that happen in the communities such as roads, bridges, buildings, shopping centres, health services and educational services.
Economic changes	Changes that take place in the communities as a result of trade and businesses
Ethic	Rules of behavior based on ideas about what is morally good and bad
Extended family	Is a family that extends beyond the nuclear family, consisting of parents, aunts, uncles, and cousins, all living nearby or in the same household
Family tree	A family tree, or pedigree chart, is a chart representing family relationships in a conventional tree structure
Features	A common part or characteristic: Tall buildings, mountain, swamp and grassland
Hero	A person noted for courageous acts or nobility of character
History	A systematic accounts of the past events relating to human affairs
Initiation	It is a cultural/customary event that makes a young person becomes a man or woman in the community
Landmark	The mark/s on land and sea which are normally separated either traditionally or legal and shown by signs, symbols, rivers, trees, mountains etc.
Lifestyle	a particular way of living : the way a person lives or a group of people live
Manufacture	The process of making products especially with machines in factories
Myth	A traditional or legendary story, usually concerning some being or hero or event, with or without a determinable basis of fact or a natural
Nuclear family	1. The part of a family that includes only the father, mother, and children
Origin	Something from which anything arises or is derived
Reconciliation	Come together to some kind of common understanding or agreement
Restoration	The act or process of returning something to its original condition by repairing it, cleaning it, etc.
Rituals	1. A sequence of activities involving gestures, words, and objects, performed in a sequestered place, and performed according to set sequence.”
Root crops	These are crops that grow in the soil such as potato, kaukau and yam
Rubric	Scoring rubrics include one or more dimensions on which performance is rated
Savannah	1. Is a mixed woodland grassland area where trees are widely spaced so that the canopy does not close.

Self-esteem	Is a type of attitude that reflects a person's overall emotional evaluation of his or her own worth.
Social changes	Changes that happen in the communities as a result of behaviour change, lifestyle and cultural/modern changes.
Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing
Symbols	An action, object, event, etc., that expresses or represents a particular idea or thing
Taboos	Strict rules/laws set by the community based on social customs and beliefs
Totems	Ritual objects, symbols etc, that are sacred to certain clans/tribes
Trade	The activity or process of buying, selling, or exchanging goods or services
Values	Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable
Wants	To feel a need or a desire for something

## Reference

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# Appendix

## Templates and samples

### Guided lesson templates

Term ..... Week .....

Lesson No: ...	Strand 1: .....	Unit 1: .....
Topic: .....	Lesson Topic: .....	Time: .....
Content Standard: .....		
Performance Standard: .....		
Assessment Task(s): .....		

Lesson Objective: .....

Knowledge	Skills	Attitudes/ Values

Reference: .....  
Teaching materials: .....

Teaching and Learning activities:

Part of lesson	Student's activities: <i>Students will ...</i>	Teacher's activities: <i>Teacher will ...</i>
Introduction:		
Body:		
Conclusion		

Evaluation: .....

Teachers Notes:

**Content Standard:** .....

**Performance Standard:** .....

**Unit:** .....

**Main Topic:** .....

Lesson No:	Lesson Topic	Knowledge	Skills	Attitudes / Values
1				
2				
3				
4				
5	Revision			

**Sample Assessment Task**

**Content Standard: 3.1.1.** Understand and recognize changes in the family and community.

**Performance Standard: 3.1.1. (a)** Identify and describe changes in their family and the local community

**Assessment Task 2**

Use drawings to describe how an aspect of family life has changed over time (past and present).

**Checklist**

<p><b>Assessment Task 1.</b> Use drawings to describe how an aspect of family life has changed over time (past and present).</p>		<p><b>Marking Code</b>  <b>A :</b> Achieved  <b>PA:</b> Partly Achieved  <b>NA:</b> Not achieved</p>	
Class List	Criteria 1 Aspect of family life is clearly identified in the drawings	Criteria 2 Drawings showing the past	Criteria 3 Drawings showing the present - change
1. David			
2. Emanuel			
3. Anna			
4. John			
5. Mel			
35.			

Students must be given blank papers, pencils, and coloured pencils.



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