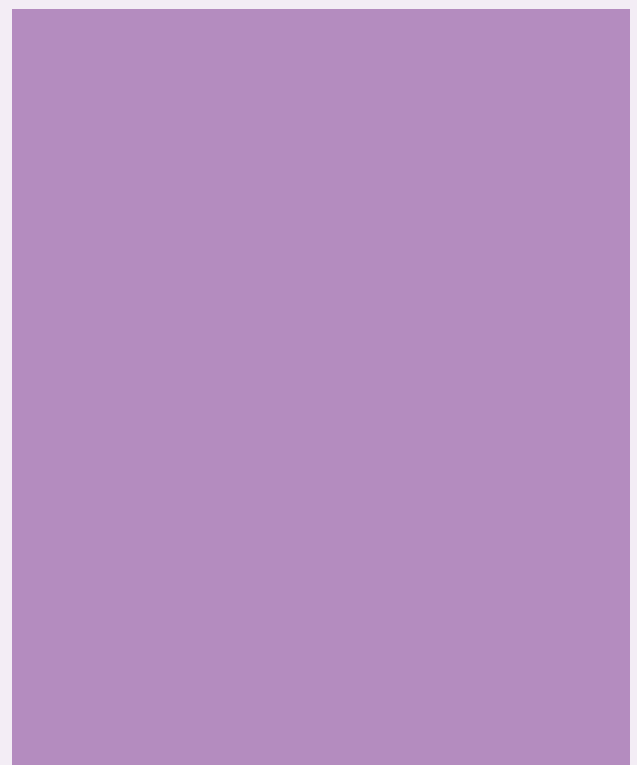


Social Science

Teacher Guide

Primary Grade 5



Standards Based



Papua New Guinea
Department of Education

'FREE ISSUE

NOT FOR SALE'



Social Science

Teacher Guide

Primary

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

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Secretary's Message

This Social Science Teacher Guide for Grade 5 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 5 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 5 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 5 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"> • interview resource people from the community • excursions to places of interests which are relevant to content and performance standards • conduct survey on a particular issue • read newspapers, books and other media sources for particular information • brainstorm to gather information 	<ul style="list-style-type: none"> • compare the information from interview and note areas of general agreement and areas of conflicting information • summarize the information using maps, graphs, diagrams and text • present the information in a table and identify conclusions that can be made and any other interesting information • summarize the information 	<ul style="list-style-type: none"> • Present the information to an audience. The information may include students or teachers points of view on a topic • present the information in the form of posters • act on the analysis of survey findings by raising awareness of the issue • present the information using the graphs, tables, pictures, oral or written reports

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
Community and Organization	People and groups	Serving the community
	Relationships	Behavior in different relationships
	Rules, Roles and Responsibilities	Rules in different places
Trade	Needs and wants	Making decisions
	Production	Economic activities
	Trade and Exchange	Communication in trade
Culture and Society	Customs and Societies	Societies
	Beliefs and Values	Beliefs and values in the local culture
Environment and Resources	The environment	The physical environment of the province
	Resources	Sustainable use of resources
	Working with maps	Reading and using maps – Draw a sketch map
History and Origins	Events and stories of the past	Significant historical events

Yearly Overview

The yearly overview is a plan designed to organise the learning content for grade five 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
Community & Organization				
	2	Community and Organization	People and Groups	5.1.1
	3	Community and Organization	People and Groups	5.1.1
	4	Community and Organization	People and Groups	5.1.1
	5	Community and Organization	Relationships	5.1.2
	6	Community and Organization	Relationships	5.1.2
	7	Community and Organization	Relationships	5.1.2
	8	Community and Organization	Rules, Roles and Responsibilities	5.1.3
	9	Community and Organization	Rules, Roles and Responsibilities	5.1.3
Term 2	Week	Strand	Unit	Content Standards
	10	Community and Organization	Rules, Roles and Responsibilities	5.1.3
Trade				
	11	Trade	Needs and wants	5.2.1
	12	Trade	Needs and wants	5.2.1
	13	Trade	Needs and wants	5.2.1
	14	Trade	Production	5.2.2
	15	Trade	Production	5.2.2
	16	Trade	Production	5.2.2
	17	Trade	Trade and Communication	5.2.3
	18	Trade	Trade and Communication	5.2.3

Term 3	Week	Strand	Unit	Content Standards
	19	Trade	Trade and Communication	5.2.3
Culture & Society				
	20	Culture & Society	Customs and societies	5.3.1
	21	Culture & Society	Customs and societies	5.3.1
	22	Culture & Society	Customs and societies	5.3.1
	23	Culture & Society	Beliefs and Values	5.3.2
	24	Culture & Society	Beliefs and Values	5.3.2
	25	Culture & Society	Beliefs and Values	5.3.2
Environment & Resources				
	26	Environment & Resources	The environment	5.4.1
	27	Environment & Resources	The environment	5.4.1
Term 4	Week	Strand	Unit	Content Standards
	28	Environment & Resources	The environment	5.4.1
	29	Environment & Resources	Resources	5.4.2
	30	Environment & Resources	Resources	5.4.2
	31	Environment & Resources	Resources	5.4.2
	32	Environment & Resources	Working with maps	5.4.3
	33	Environment & Resources	Working with maps	5.4.3
	34	Environment & Resources	Working with maps	5.4.3
History & Origins				
	35	History & Origins	Events and stories of the past	5.5.1
	36	History & Origins	Events and stories of the past	5.5.1

Termly Overview

The termly overview is 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 is organised by:

- Week
- 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	Serving the community	5.1.1	a, d
3	Community and Organization	People and Groups	Serving the community	5.1.1	a, c, d
4	Community and Organization	People and Groups	Serving the community	5.1.1	c, d
5	Community and Organization	Relationships	Behaviour in different relationships	5.1.2	c, d
6	Community and Organization	Relationships	Behaviour in different relationships	5.1.2	a
7	Community and Organization	Relationships	Behaviour in different relationships	5.1.2	a, b, c
8	Community and Organization	Rules, Roles and Responsibilities	Making decisions	5.1.3	a
9	Community and Organization	Rules, Roles and Responsibilities	Making decisions	5.1.3	a, b, c
Term two overview					
10	Community and Organization	Rules, Roles and Responsibilities	Making decisions	5.1.3	b, c
11	Trade	Needs and Wants	Producers and Consumers	5.2.1	a, b
12	Trade	Needs and Wants	Producers and Consumers	5.2.1	c
13	Trade	Needs and Wants	Producers and Consumers	5.2.1	d
14	Trade	Production	Economic activities	5.2.2	a, b, c
15	Trade	Production	Economic activities	5.2.2	c, d
16	Trade	Production	Economic activities	5.2.2	c
17	Trade	Trade and Communication	Communication in trade	5.2.3	a, b
18	Trade	Trade and Communication	Communication in trade	5.2.3	b

Term three overview					
19	Trade	Trade and Communication	Communication in trade	5.2.3	d
20	Culture and Society	Customs and Societies	Relationships in societies	5.3.1	a, b
21	Culture and Society	Customs and Societies	Relationships in societies	5.3.1	a, b, c, d
22	Culture and society	Customs and Societies	Relationships in societies	5.3.1	a, d
23	Culture and Society	Beliefs and Values	Societies	5.3.2	a, b, c
24	Culture and Society	Beliefs and Values	Societies	5.3.2	a, c
25	Culture and Society	Beliefs and Values	Societies	5.3.2	c, d
26	Environment and Resources	The environment	Physical environment of the province	5.4.1	a, c
27	Environment and Resources	The environment	Physical environment of the province	5.4.1	a, b, c
Term four overview					
28	Environment and Resources	The environment	Physical environment of the province	5.4.1	a, b, c
29	Environment and resources	Resources	Sustainable use of resources	5.4.2	a, d
30	Environment and resources	Resources	Sustainable use of resources	5.4.2	a, c
31	Environment and resources	Resources	Sustainable use of resources	5.4.2	b
32	Environment and resources	Working with maps	Reading using maps - draw a sketch	5.4.3	a, b, c
33	Environment and resources	Working with maps	Reading using maps - draw a sketch	5.4.3	d
34	Environment and resources	Working with maps	Reading using maps - draw a sketch	5.4.3	d
35	History and Origins	Events and stories of the past	Significant historical events	5.5.1	a, b
36	History and Origins	Events and stories of the past	Significant historical events	5.5.1	c

Yearly Lesson Overview

The yearly lesson overview lists the lesson topics for each topic for the year. There are 175 lessons altogether including the knowledge, skills, attitudes and values and revision and follow up lessons.

Term	Unit	Topic	Lesson No.	Lesson Topics	Week	No. of weeks
Term 1	People and Groups	Serving the community	1	Let's write a poem about helping someone	2	8 weeks
			2	Stories about helping someone		
			3	Who needs our help?		
			4	'An act of kindness'		
			5	Revision, Evaluation/Follow-up		
	People and Groups	Serving the community	6	Sharing 'An act of kindness'	3	
			7	Who helps others?		
			8	Someone helping others		
			9	People helping people		
			10	Revision/Follow-up		
	People and Groups	Serving the community	11	People helping people	4	
			12	People helping people		
			13	People helping people		
			14	Let's write another poem or rap music		
			15	Review/Follow-up		
	Relationships	Behaviour in different relationships	16	What are good behaviors?	5	
			17	My behavior in my family		
			18	My behavior in class and school		
			19	My behavior in church		
			20	Review/Follow-up		
	Relationships	Behaviour in different relationships	21	Negative behaviours in the family	6	
			22	Negative behaviours in the class or school		
			23	Negative behaviours in church		
			24	Effects of behaviours		
			25	Revision/Follow-up		
	Relationships	Behaviour in different relationships	26	Behavior amongst school friends	7	
			27	Behavior amongst youth groups		
			28	Effects of behaviours		
			29	My story (Student's own title)		
			30	Revision/Follow-up		

Term	Unit	Topic	Lesson No.	Lesson Topics	Week	No. of weeks	
	Rules, Roles and Responsibilities	Making decisions	31	Decisions I made today	8		
			32	Decision makers in my friends group			
			33	Decision makers in the family			
			34	Decision makers in clans or tribes			
			35	Review/Follow-up			
	Rules, Roles and Responsibilities	Making decisions	36	Who makes decisions for the class and school?	9		
			37	The Chief decides			
			38	Work of village peace officers			
			39	Decisions for the church			
			40	Revision/Follow-up			
Term 2	Rules, Roles and Responsibilities	Making decisions	41	People who make decisions in a village court	10		
			42	Local Level Government (LLG)			
			43	Who makes decisions in a company?			
			44	Who makes decisions?			
			45	Revision/Follow-up			
	Needs and wants	Producers and Consumers		46	Which product do I choose?	11	
				47	Who is a producer? Who is a consumer?		
				48	Who is a producer?		
				49	Who is a producer? 2		
				50	Revision		
		Producers and Consumers			51	Who is a consumer?	12
					52	Who is a consumer?	
					53	Rights of a consumer	
					54	Poster on consumer rights	
					55	Revision	
	Producers and consumers			56	Project – Advertise a product	13	
				57	Project – Advertise a product		
				58	Project – Advertise a product		
				59	Project – Advertise a product		
				60	Revision/Follow-up		
Production	Economic activities		61	Group Project – Selling a product (Introduction)	14		
			62	More words for your word list			
			63	What can I buy from the market?			
			64	What else can I buy from the market?			
			65	Revision/Follow-up			
	Economic activities			66	Informal and formal business activities	15	
				67	Examples of formal businesses		
				68	Examples of informal business activities		
				69	All businesses in the local community		
				70	Revision/Follow-up		

Term	Unit	Topic	Lesson No.	Lesson Topics	Week	No. of weeks
		Economic activities	71	Let's create something	16	
			72	Let's create something again		
			73	Let's create something healthy to eat		
			74	Project – Raising Funds for ...		
			75	Revision/Follow-up		
	Trade and communication	Communication in trade	76	Communication between producers and consumers	17	
			77	Conch shell		
			78	Kundu drum		
			79	Draw or chant to sell a traditional item		
			80	Revision/Follow-up		
		Communication in trade	81	What are communication methods?	18	
			82	Use of radio		
			83	Use of print media		
			84	Use of television		
			85	Revision/follow-up		
Term 3	Trade and communication	Communication in trade	86	Use of mobile phone in trading	19	9
			87	Use of internet and email in trading		
			88	Advertising in different media		
			89	Advertising in different media (continue lesson)		
			90	Revision/follow-up		
	Customs and societies	Relationships in societies	91	What are societies?	20	
			92	Guest speaker - What is a matrilineal society?		
			93	Matrilineal societies		
			94	Bride price – Dowry		
			95	Revision/follow-up		
	Customs and societies	Relationships in societies	96	What is a Patrilineal society?	21	
			97	Bride price		
			98	Societies in the highlands		
			99	Societies in the lowlands and coastal areas		
			100	Revision/follow-up		
	Customs and societies	Relationships in societies	101	Family tree	22	
			102	What is culture?		
			103	Essay – My cultural identify		
			104	Essay – My cultural identify		
			105	Revision/follow-up		

Term	Unit	Topic	Lesson No.	Lesson Topics	Week	No. of weeks
	Beliefs and Values	Societies	106	A Chief	23	
			107	My clan		
			108	My tribe		
			109	Compare clans and tribes		
			110	Revision/follow-up		
		Societies	111	A study of a clan or an ethnic group	24	
			112	A study of a clan (continued)		
			113	A study of a tribe		
			114	A study of a tribe (continued)		
			115	Revision/Follow-up		
		Societies	116	What are ethnic groups?	25	
			117	Ethnic groups in the community		
			118	People from other countries		
			119	Marriage across different cultures		
			120	Revision/Follow-up		
	The environment	The physical environment	121	What's the weather like today?	26	
			122	This is our weather for today'		
			123	What does the province look like?		
			124	Study a map of the province		
			125	Revision/Follow-up		
		The physical environment of the province	126	Let's study this province (Class)	27	
			127	Let's study this province together		
			128	Let's study this province together		
			129	My map of (name) province		
			130	Revision/Follow-up		
Term 4		The physical environment of the province	131	Project – Our province is ...(Group work)	28	9
			132	Project – Our province is ...(Group work)		
			133	Project – Our province is ...(Group work)		
			134	Project – Our province is ...(Group work)		
			135	Revision/Follow-up		
	Resources	Using our resources wisely	136	Water can be re-used	29	
			137	Resources – What are they?		
			138	Gold, copper, gas and oil		
			139	Where are the gold, copper, gas and oil?		
			140	Revision/Follow-up		
		Using our resources wisely	141	How can we use water wisely?	30	
			142	How can we use the land wisely?		
			143	Poster – wise use of water or land		
			144	Poster – wise use of water or land		
			145	Revision/Follow-up		

Term	Unit	Topic	Lesson No.	Lesson Topics	Week	No. of weeks
		Using our resources wisely	146	Reduce, Re-use and Recycle	31	
			147	Project – ‘Reduce or Re-use or Recycle’		
			148	Project work – day 2		
			149	Project work – day 3		
			150	Revision/Follow-up		
	Working with maps	Reading and using maps – Draw a sketch map	151	Let’s revise the key, direction and scale.	32	
			152	What is a scale?		
			153	My province		
			154	Another province		
			155	Revision/Follow-up		
		Reading and using maps – Draw a sketch map	156	My school	33	
			157	My school		
			158	My school		
			159	My school		
			160	Revision/Follow-up		
		Reading and using maps – Draw a sketch map	161	Group project – Draw a sketch map	34	
			162	Group project – Draw a sketch map		
			163	Group project – Draw a sketch map		
			164	Group project – Draw a sketch map		
			165	Revision/Follow-up		
Events and stories of the past	Significant historical events	166	How do we know what happened in the past?	35		
		167	How do we record history for the future?			
		168	Life of early settlers in PNG			
		169	Why was life like that?			
		170	Revision/Follow-up			
		Significant historical events	171	Nation’s history -	36	
			172	Province’s history		
			173	Important person - nation		
			174	Important person – province		
			175	Revision/Follow-up		

Weekly Plan

A weekly plan of the program of instruction is a plan of an instruction program for teaching and gives the teacher specific outline of the Units, Content Standards and Performance Standards for instruction (teaching) which the teacher follows in a term. This guides the teacher to organize the teaching program for the number of weeks in each term.

To compile a plan for a week's program teachers will need to organize the plan using the:

- **Units**
- **Content standards**
- **Performance Standards**
- **Lesson Topics**

Teacher should use the term overview to see the order of units organized, and then use this order to plan the weekly program plan. The weekly plan is implemented through a timetable that is planned for the subjects in the primary level.

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
Total Time		1650 minutes

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)
10:00-10:30	Recess				
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
12:00- 1:00	Lunch				
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	Christian Religious Education	PE	Sports
2:30 -3:00	PE				
3:00- 4:00	Lesson preparations etc.				

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
Total Time		1650 minutes		

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 (Lessons 01- 45)

Guided Lesson

Lesson No: 1 Unit 1: People and Groups Time: 30 minutes

Topic: Serving the community **Lesson Topic:** Let's write a poem about helping someone

Assessment Task 1: Draw a diagram to show the services provided for a community and who provides the services.

Content Standard: 5.1.1 Demonstrate an understanding of how individuals and groups serve their communities.

Performance Standard: 5.1.1 (a) Identify the types of services provided by individuals and organizations.
(b) Identify individuals and groups who provide service.

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

- Describe how they can help someone in need in a poem

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> • People who need help and people with special needs • Ways people contribute to help other person's life. • People who need help are; old people, young children, sick people and people with disabilities 	<ul style="list-style-type: none"> • Identify people who need help • Describe groups of people that need help • Create a poem 	<ul style="list-style-type: none"> • Respect people who need help • Appreciate help and services by other people

Reference: Primary Social Science Syllabus

Teaching materials: Pictures of people and groups serving the community

Teaching and learning activities

Part of lesson	Teacher's activities <i>Teacher will ...</i>	Student's activities <i>Students will ...</i>
Introduction	<ul style="list-style-type: none"> • Read a poem (could a popular song about helping people in need) 	<ul style="list-style-type: none"> • Share a poem they like or have written
Body	<ul style="list-style-type: none"> • Explain task: Write a short poem. Write sample on a chart or board An old, old woman So sad and hungry Here's some food and water Now a happy old, old woman • Check students as they are working and ask any student with good ideas to talk to those who may need help. • With students, suggest improvements. 	<ul style="list-style-type: none"> • Work individually but can share ideas with one and other. • Read out their poems. • Accept improvements if they need to • Write a poem neatly on a page for display.
Conclusion	<ul style="list-style-type: none"> • Summarize the ideas students displayed and stress the 'helping' aspect. Talk about the unit and topic for the next 3 weeks. 	<ul style="list-style-type: none"> • Class leaders help to put up the poems for display.

Evaluation:

Teacher's Notes:

People serve the needs of others, who may or may not help themselves. There are people who need to be served, old people, young children, people with disabilities and sick people are people that need to be served by able people. People can feed them and cloth them.

Knowledge, Skills, Attitudes & Values (KSAV)**Lessons 2, 3, 4 & 5****Unit 1:** People and Groups **Time:** 30 minutes**Topic:** Serving the community**Content Standard: 5.1.1** Demonstrate an understanding of how individuals and groups serve their communities**Assessment Task 1** Draw a diagram to show the services provided for a community and who provides the services

Lsn No.	Lesson Topic	Lesson Objective	Performance Standards	Knowledge	Skills	Attitudes and Values
<i>Students can</i>						
2	Stories about helping someone	Tell a story about helping someone	5.1.1 (a) Identify the types of services provided by individuals and organizations. (b) Identify individuals and groups who provide services.	<ul style="list-style-type: none"> • People who need help are; orphans, homeless, sick persons, people with disabilities, old people, victims of violence, poor and, those affected by natural disasters, 	<ul style="list-style-type: none"> • Identify people who need help 	<ul style="list-style-type: none"> • Compassion to help others in need • Appreciate people who help
3	Who needs our help?	List some groups of people who need help	5.1.1 (b) Identify individuals and groups who provide services.	<ul style="list-style-type: none"> • Who needs help? • Orphans, homeless, sick, persons with disabilities, old people, victims of violence, poor people 	<ul style="list-style-type: none"> • Identify and group people who need help 	<ul style="list-style-type: none"> • Show kindness to those that need help • Appreciate those that help others
4	'An act of kindness'	Prepare for 'an act of kindness'	5.1.1 (b) Identify individuals and groups who provide services.	<ul style="list-style-type: none"> • Help someone during the weekend – Identify Who? How to help; and When. Who needs help? • Orphans, homeless, sick, persons with disabilities, old people, victims of violence, poor and destitute • Ways to help – feed them provide clothes, Assist in education and health services 	<ul style="list-style-type: none"> • List people with needs and suggest ways to help them 	<ul style="list-style-type: none"> • Willing to be kind hearted. • Value what others do to help people who need help.
5	Revision, evaluation and follow up					

Term: 1

Week: 3

Knowledge Skills Attitudes & Values (KSAV)

Lessons 6, 7, 8, 9 & 10

Unit 1: People and groups

Time: 30 minutes

Topic: Serving the community

Content Standard: 5.1.1 Demonstrate an understanding of how individuals and groups serve their communities.

Assessment Task: 2 A short report (verbal or written) of ‘An act of kindness’ experience

Lsn No.	Lesson Topic	Lesson Objective Students can:	Performance Standards	Knowledge	Skills	Attitudes / Values
6	Sharing ‘An act of kindness’	Report back their experiences of helping someone in need	5.1.1 (a) Identify the types of service provided by individuals and organizations. (b) Identify individuals and groups who provide services.	<ul style="list-style-type: none"> Who did you help? What was his/her need? How did you help? Who assisted you in your task? Share experiences about helping someone else 	<ul style="list-style-type: none"> Identify individuals/groups that have helped Report what you hear or have seen people helping 	<ul style="list-style-type: none"> Have sympathy on people who need help. Respect and have good manners to help and assist people who need help.
7	Who helps others?	List individuals who help others	5.1.1 (b) Identify individuals and groups who provide services.	<ul style="list-style-type: none"> Groups that help; individuals and families Churches, NGOs, Charities like Red Cross 	Identify different people who help	<ul style="list-style-type: none"> Have sympathy on people who need help. Respect and have good manners to help and assist people who need help.
8	Someone helping others	Describe how someone has helped others	5.1.1 (b) Identify individuals and groups who provide services.	<ul style="list-style-type: none"> Organizations that help, individuals and families Government workers, NGOs, leaders 	Describe someone helping a person with a need	<ul style="list-style-type: none"> Have sympathy on people who need help. Respect and have good manners to help and assist people who need help.
9	People helping people	List some ways churches help people in need	5.1.1 (b) Identify individuals and groups who provide services. (c) Identify ways individuals and groups contribute to improving life in the community.	<ul style="list-style-type: none"> Churches help with: education, health, feeding, caring for orphans, the poor and old, spiritual needs, provide shelter and safe haven for victims of violence 	Identify different ways to help people who need help	<ul style="list-style-type: none"> Respect and have good manners to help and assist people who need help. Have sympathy on people who need help
10	Revision, evaluation and follow up					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 11, 12, 13, 14 & 15 Unit 1: People and groups Time: 30 minutes****Topic:** Serving the community**Content Standard: 5.1.1** Demonstrate an understanding of how individuals and groups serve their communities**Assessment Task 3:** Let's write a poem or rap music lyrics (words)

Lsn No.	Lesson Topic	Lesson objective Students can:	Performance Standards	Knowledge	Skills	Attitudes / Values
11	People helping people	List some ways their church helps people in need	<p>5.1.1 (b) Identify individuals and groups who provide services.</p> <p>(c) Identify ways individuals and groups contribute to improving life in the community.</p>	<ul style="list-style-type: none"> Churches help with: education, health, feeding, caring for orphans, the poor and old, spiritual needs, providing shelter and safe haven for victims of violence 	<ul style="list-style-type: none"> Identify groups that help people needs 	<ul style="list-style-type: none"> Compassionate heart to help others Appreciate work of people who help
12	People helping people	List some ways NGOs help people in need	<p>5.1.1 (b) Identify individuals and groups who provide services.</p> <p>(c) Identify ways individuals and groups contribute to improving life in the community.</p>	<ul style="list-style-type: none"> NGOs help with: providing shelter and safe haven for victims of violence; support resources for education and health; environment conservation; activities and training to support livelihoods 	<ul style="list-style-type: none"> List ways people help others 	<ul style="list-style-type: none"> Have compassion and heart to help anyone in needs
13	People helping people	List some ways businesses help people in need	<p>5.1.1 (b) Identify individuals and groups who provide services.</p> <p>(c) Identify ways individuals and groups contribute to improving life in the community.</p>	<ul style="list-style-type: none"> Businesses support the government and NGOs to do their work. Support by providing educational materials, supply of medical equipment and medicines 	<ul style="list-style-type: none"> Identify and list businesses that help with people needs 	<ul style="list-style-type: none"> Tolerate the work of businesses and organizations that help
14	Let's write another poem or rap music	Write a poem or rap music about helping others	<p>5.1.1 (b) Identify individuals and groups who provide services.</p>	<ul style="list-style-type: none"> Who needs help? What is the help that is needed? How can you help? 	<ul style="list-style-type: none"> Identify what other people do to help the community 	<ul style="list-style-type: none"> Appreciate and value the work of people/ groups that help
15	Revision, evaluation and follow up					

Term: 1

Week: 5

Guided Lesson

Lesson No: 16

Unit 2: Relationships Time: 30 Minutes

Topic: Behaviour in different relationships

Assessment Task 4: Describe examples of school rules that promote good behaviours and relationships.

Lesson topic: What are good behaviours?

Content Standard: 5.1.2 Demonstrate knowledge of proper behaviors in the family, school and community

Performance Standard: 5.1.2 (a) Describe acceptable and unacceptable behavior in different groups.

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

- describe examples of behaviours that are acceptable in the family or other groups

Teaching and Learning activities:

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • What are some examples of suitable behaviours? • Good manners like politeness, • Good ways of doing things • Being kind and considerate • Respect self and others • Respect properties and privacy • Respecting laws and rules 	Describe examples of good behaviours	<ul style="list-style-type: none"> • Appreciation good behaviours • Accept positive manners • Tolerate good things done by others

Reference: Primary Social Science Syllabus

Teaching materials: Pictures or images showing people doing things to please others, such as helping others in need.

Teaching and learning activities:

Part of the lesson	Teacher guidelines and instructions <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
Introduction	How did you behave in the home, on the bus, in the classroom or in the school yard? Point out acceptable or positive and unacceptable or negative behaviours.	Share their experiences
Body	Introduce the topic and lesson theme for the week – acceptable behaviours. Choose a behavior and draw consequence or result flow chart (Arrow from behaviour to result or consequence and another arrow to resulting situation – what is the relationship like?) For example: Being polite leads towhich leads to a happy relationship.	Brainstorm more examples of positive behaviours.
Conclusion	Summarize by revisiting the theme for the week.	Copy the list of positive behaviours from the board.

Evaluation:

Teacher's Notes:

Words that describe acceptable and positive behavior s, in families and in other groups.

- Caring: desire to help people
- Pleasant: Charming, delightful
- Considerate: thinking of others
- Faithful: being loyal
- Kind: thoughtful, caring

Knowledge Skills Attitudes & Values (KSAV)**Lessons 17, 18, 19 & 20****Unit 2: Relationships****Time: 30 minutes****Topic:** Behaviour in relationships**Content Standard: 5.1.2** Demonstrate knowledge of the effects of behaviours sin the family, school and community**Assessment Tasks 4:** Describe examples of school rules that promote good behaviours and relationships.

Lsn No..	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
<i>Students can:</i>						
17	My behavior in my family	List examples of behaviours acceptable in the family	5.1.2 (a) describe behaviours acceptable and unacceptable in different groups	<ul style="list-style-type: none"> Behaviours acceptable in the family – politeness; respect self, others and laws; kind and considerate 	Identify some behaviors in the families List example of behaviours	Appreciate good behaviours Accept good behaviours Tolerate what is acceptable
18	My behavior in class and school	List examples of behaviours acceptable in class and school	5.1.2 (a) describe behaviours acceptable and unacceptable in different groups	<ul style="list-style-type: none"> Behaviours acceptable in class and school – politeness; respect self, others and laws; obedience 	Identify behaviours at school Name behaviours practiced at school	Appreciate and Accept acceptable behaviours Consider and tolerate good behaviours
19	My behavior in church	List examples of behaviours acceptable in the church	5.1.2 (a) describe behaviours acceptable and unacceptable in different groups	<ul style="list-style-type: none"> 	Identify behaviours that should be demonstrated in the church List expected behaviours in the church	Appreciate good behaviours in the church Accept rules of the church Tolerate and acknowledge good behaviours
20	Revision, evaluation and follow up					

Teacher's Notes:

Rules can help family members get along better and build peaceful relationship at home and in other places.

Good and positive behaviours are encouraged at home, school, church and at different places. Some examples of good and acceptable behaviours are; good manners, being polite, good morals, respecting others and complying to rules

Term: 1 Week: 6

Knowledge Skills Attitudes & Values (KSAV)

Lessons 21, 22, 23, 24 & 25 Unit 1: Relationships Time: 30 minutes

Topic: Behaviour in different relationships

Content Standard: 5.1.2 Demonstrate knowledge of the effects of behaviors in the family, school and community

Assessment Task 5: Match examples of behaviours to the effects of behaviours.

Lsn No.	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
21	Negative behaviours in the family	List examples of behaviours unacceptable in the family	5.1.2 (a) Describe behaviors acceptable and unacceptable (b) Describe effects of bad or unacceptable behaviours	<ul style="list-style-type: none"> Rude and disrespectful to parents, elders and others Disobeying home or family rules Harming others Stealing and fighting Dishonest 	<ul style="list-style-type: none"> Identify some negative behaviours List examples of negative behaviours 	<ul style="list-style-type: none"> Comply to good behaviours Accept good behaviours Non tolerance of negative behaviours Repel and reject negative behaviours
22	Negative behaviours in the class or school	List examples of behaviours unacceptable in the class or school	5.1.2 (c) Describe the consequences of bad and unacceptable behaviours.	<ul style="list-style-type: none"> Disobeying school rules Disrespectful to teacher and students Harming self and others Stealing and fighting 	<ul style="list-style-type: none"> Identify negative behaviours at school List results of negative behaviours 	<ul style="list-style-type: none"> Comply to good behaviours Accept good behaviours Non tolerance of negative behaviours Repel and reject negative behaviours
23	Negative behaviours in church	List examples of behaviours unacceptable in the church	5.1.2 (c) Describe the consequences of bad and unacceptable behaviors.	<ul style="list-style-type: none"> Disobeying church leaders and church rules Disrespectful to church members Stealing and fighting Swearing and using bad manners 	<ul style="list-style-type: none"> Identify behaviours not acceptable in the church List results of negative behaviours in the church 	<ul style="list-style-type: none"> Accept good behaviours Non tolerance of negative behaviours Repel and reject negative behaviours
24	Effects of behaviours	List some causes and effects of behaviours	5.1.2 (c) Describe the consequences of bad and unacceptable behaviors.	<ul style="list-style-type: none"> Positive relationships in the family, class and church Negative relationships in the family, class and church 	<ul style="list-style-type: none"> Discuss outcomes of negative behaviours Identify and list consequences of bad behaviours 	<ul style="list-style-type: none"> Comply to good behaviours Accept good behaviours Non tolerance of negative behaviours Repel and reject negative behaviours
25	Revision, evaluation and follow up					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 26, 27, 28, 29 & 30 Unit 1: Relationships****Time: 30 minutes****Topic:** Behaviour in different relationships**Content Standard: 5.1.2** Demonstrate knowledge of the effects of behaviours in the family, school and community**Assessment Task 7** Draw flowcharts to show the effects of behaviours on relationships

Lsn No.	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
26	Behaviour amongst school friends	list behaviours that should be demonstrated with school mates	5.1.2 (a) Describe acceptable and unacceptable behaviours in different groups	<ul style="list-style-type: none"> • Good manners • Respect • Honesty • Care for friends • Unacceptable behaviours – rude, dishonest, disrespect self and friends 	<ul style="list-style-type: none"> • Demonstrate good and positive behaviours • Identify and list negative behaviours 	<ul style="list-style-type: none"> • Accept good relationships and behaviours • Non tolerance of negative behaviours • Turn negative behaviours into positive behaviours
27	Behavior amongst youth groups	list behaviour that should be shown in youth groups	5.1.2 (a) Describe acceptable and unacceptable behaviours in different groups	<ul style="list-style-type: none"> • Show good relationships • Respect others • Acceptable behaviour • Good manners • Show good relationships • Positive actions 	<ul style="list-style-type: none"> • Be role model with acceptable behaviours • Identify negative behaviours and propose for positive behaviours 	<ul style="list-style-type: none"> • Respect good behaviours from others • Appreciate good relationships
28	Effects of behaviours	List the effects of different behaviours	5.1.2 (b) Describe rewards for good or acceptable behavior (c) Describe consequences of bad or unacceptable behaviours	<ul style="list-style-type: none"> • Consequence flow charts for good and bad behaviours (lesson 16) • Examples of good and bad behaviours 	<ul style="list-style-type: none"> • List results of negative behaviours • Identify negative behaviours and propose for positive behaviours 	<ul style="list-style-type: none"> • Disregard negative behaviours and accept positive behaviours
29	My story – (Student's own title)	Describe the consequences of behaviours	5.1.2 (a) Describe acceptable and unacceptable behaviours in different groups	<ul style="list-style-type: none"> • Effects of different behaviours 	<ul style="list-style-type: none"> • Describe negative behaviours and propose for positive behaviours 	<ul style="list-style-type: none"> • Accept good relationships and behaviours • Non tolerance of negative behaviours • Turn negative behaviours into positive behaviours
30	Revision, evaluation and follow up					

Term: 1 Week: 8

Guided Lesson

Lesson No: 31 Unit 3: Rules, Roles and Responsibilities Time: 30 Minutes

Topic: Making decisions

Assessment Task 7 Explain how class and school leaders are chosen

Lesson Topic: Decisions I made today

Content Standard: 5.1.3 Acquire knowledge about decisions-making in groups and different situations.

Performance Standard: 5.1.3 (a) Identify decision makers of groups and organizations.

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

- List and sort the decisions they made today

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Making decisions • Rules used in decision making • Who makes decisions? • What are the decisions about? 	<ul style="list-style-type: none"> • Identify rules used for decision making • List examples of decisions • Name people who make rules 	<ul style="list-style-type: none"> • Appreciate decisions made by leaders • Accept rules used for decision making • Tolerate the work of decision makers

Reference: Primary Social Science Syllabus

Teaching materials: Pictures of people making decision in the family, or other groups.

Teaching and Learning activities

Part of the lesson	Teacher activities <i>Teacher will ...</i>	Student activities <i>Students will ...</i>
Introduction	Begin with an example of a decision you made today e.g. "I decided to wear this blouse today. It's a personal decision that doesn't affect nor require someone else." What decision did you make at home and in class today?	Orally present the decision/s they made today at home and in class
Body	Ask students to get into groups and ask them on decisions they made at home or in class. Ask students to write down decisions made Instruct students to share their decisions made in groups. Ask individual students to share their decisions. Supervise while students write their decisions in different groups.	Write the decisions they made at home or in class Read to each other in groups the decisions they made Merge all the decisions that are similar and write up some decisions to read/present to the whole class.
Conclusion	Summarize the lesson by allowing individual student to present their decisions made.	Present decisions made for the groups to the whole class

Evaluation:

Teacher's Notes:

Decision making is a term used to describe the process by which decision makers or families make choices, determine judgments, and come to conclusions that guide behaviour. Family decision-making often requires more than one member's decision and agreement.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 32, 33, 34 & 35 Unit 3: Rules, Roles and Responsibilities****Time:** 30 minutes**Topic:** Making decisions**Content Standard: 5.1.3** Acquire knowledge about decision-making in groups and different situations.**Assessment: Tasks 7** Explain how class and school leaders are chosen.

Lsn No.	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes and Values
<i>Students can:</i>						
32	Decision makers in my friends group	list the people who makes decisions and on what	5.1.3 (a) Identify decision makers of groups and organizations	<ul style="list-style-type: none"> • What the group is made up of • What kind of decisions are made • Who makes the decisions 	<ul style="list-style-type: none"> • Identify decision makers • Name and list people who make decisions 	<ul style="list-style-type: none"> • Appreciate people who make decisions • Accept decisions made by decision makers
33	Decision makers in the family	list the people who make decisions in families	5.1.3 (a) Identify decision makers of groups and organizations (b) Describe how decisions are made in the family, groups and organizations	<ul style="list-style-type: none"> • Making decisions • How decisions are made in the family • People who make decisions for the family 	<ul style="list-style-type: none"> • Identify individuals who make decisions • Name and list decision makers in the family 	<ul style="list-style-type: none"> • Appreciate people who make decisions • Accept decisions made by decision makers
34	Decision makers in clans or tribes	list the people who make decisions in tribes and clans	5.1.3 (a) Identify decision makers of groups and organizations	<ul style="list-style-type: none"> • Making decisions • How decisions are made in organizations • Laws used in decision making • Decision makers in organizations • Managers and directors 	<ul style="list-style-type: none"> • Identify people who make decisions in the community • Name and list people who make decisions from the tribe/ clan and community 	<ul style="list-style-type: none"> • Appreciate people who make decision • Accept decisions made by decision makers
35	Revision, evaluation and follow up					

Term: 1 Week: 9

Knowledge Skills Attitudes & Values (KSAV)

Lessons 36, 37, 38, 39 & 40

Unit 3: Rules, Roles and Responsibilities

Time: 30 minutes

Topic: Making decisions

Content Standard: 5.1.3 Acquire knowledge about decisions-making in groups and different situations

Assessment Tasks 8- List similarities and differences in decision making processes in the family and school

Lsn No.	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
36	Who makes decisions for the class and school?	list the people who make decisions for the class and school	5.1.3 (a) Identify decision makers of groups and organizations (d) Explain how leaders are chosen	<ul style="list-style-type: none"> • Making decisions • How decisions are made in the school • Rules used in decision making • Decision makers in the school • Head of school • Board members 	Identify people who make decisions for the school List examples of rules	<ul style="list-style-type: none"> • Appreciate decisions at school • Accept rules and decisions made at school
37	Decision Makers - The Chief	Appreciate decisions at school	5.1.3 (b) Describe how decisions are made in the family, groups and organizations	<ul style="list-style-type: none"> • Inherited (passed down family line) • Possession of wealth in the family • Elected by the village elders • Chiefs are chosen to lead • Protect their people, villages, tribes or clans 	Identify people who make decisions List examples of rules	<ul style="list-style-type: none"> • Appreciate decisions made by the chief • Accept rules and decisions made the chief
38	Work of Village Peace Officers		5.1.3 (b) Describe how decisions are made in the family, groups and organizations	<ul style="list-style-type: none"> • Roles and responsibilities of the village court peace officer • Enforce peace • Solves problems and conflicts 	Identify people who work in village courts List examples of rules peace officers use	<ul style="list-style-type: none"> • Appreciate work of peace officers • Accept rules and work of peace officers
39	Decisions for the Church	Accept rules and decisions made at school	5.1.3 (b) Describe how decisions are made in the family, groups and organizations	<ul style="list-style-type: none"> • Church rules and regulations • Congregation or parish • Written laws • Laws of the Bible 	Identify people who make decisions for the church • List examples of rules	<ul style="list-style-type: none"> • Appreciate decisions at church • Accept rules and decisions made at church
40	Revision, evaluation and follow up					

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:** Making decisions**Content Standard: 5.1.3** Acquire knowledge about decision-making in groups and different situations**Assessment Tasks 9:** Create a poster promoting the qualities of a good class or school captain.

LSN No.	Lesson Topic	Lesson objective <i>Students can:</i>	Performance Standards	Knowledge	Skills	Attitudes and Values
41	People who make decisions in a village court	identify and list people who make decisions in the village court	5.1.3 (c) Explain democratic and traditional decision making processes.	<ul style="list-style-type: none"> • Making decisions • How decisions are made in the village court • Laws used in decision making • Decision makers in the village court • Village court chairman 	Identify people who make decisions in village court List and classify different people who make decisions	Appreciate people who make decisions Accept the decisions made
42	Local Level Government (LLG)	List who makes decisions in the LLG and how decisions are made	5.1.3 (b) Describe how decisions are made in the family, groups and organizations	<ul style="list-style-type: none"> • Local Level Government is the third level of government • Government laws • Elected representatives 	Identify people who make decisions in the local government List and classify different people who make decisions in the LLG	Appreciate people who make decisions in LLG Accept the decisions made
43	Who makes decisions in a company?	list the kind of decisions and who makes decisions in a company	5.1.3 (c) Explain democratic and traditional decision making processes.	<ul style="list-style-type: none"> • Company rules • Rules governing conduct of companies • Leaders and how these are chosen 	Identify people who make decisions in companies List and classify different people who make decisions for companies	Appreciate people who make decisions in companies Accept the decisions made
44	Who makes decisions?	list who makes decisions and the kind of decisions made	5.1.3 (b) Describe how decisions are made in the family, groups and organizations	<ul style="list-style-type: none"> • The different groups • Who makes decisions • what the decisions are • How decisions are made 	Identify people who make decisions in different organizations List and classify different people who make decisions	Appreciate people who make decisions Accept the decisions made
45	Revisions, evaluation and follow up					

Strand 2: Trade (Lessons 46-90)

Term: 2 Week: 1

Guided Lesson

Lesson Number: 46 **Unit 1:** Needs and wants **Time:** 30 minutes

Topic: Producers and Consumers

Assessment Task 10: Identify consumers and producers from a list of pictures of people at work.

Lesson Topic: What product do I choose?

Content Standard: 5.2.1 Identify producers and consumers in the local community.

Performance Standard: 5.2.1 (a) Explain the terms ‘consumer’ and ‘producer’ (c) Describe the role of the consumer in

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

- list some activities of a consumer

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Who is the consumer? • People who use goods and services • People who buy products • Consumer rights and responsibilities 	<ul style="list-style-type: none"> • Identify different types of consumers • List examples of consumers 	<ul style="list-style-type: none"> • Appreciate goods and services people use • Value what people or groups produce

References: Primary Social Science Syllabus

Teaching Materials: Pictures of buyers and sellers, users, producers

Teaching and Learning Activities

Part of the lesson	Teacher Instructions <i>Teacher will...</i>	Students Activities <i>Students will...</i>
Introduction	a. Display two items of the same brand and type – one is in good condition and the other is in bad condition.	a. Talk about what they see. They can take a closer look. Choose which they would buy and explain why. Suggest what they could do about the damaged item.
Body	b. Introduce the topic for the next 3 weeks. Talk about today’s lesson – ‘The consumer’ c. Explain task: Role play ‘buying’ an item. Asking questions about the product – what it’s made of, how long it will last, back-up service for repairs, replacement options/warranty, etc.	b. Role -play – Get into groups, discuss the scene and dialogue and practice. c. Put on the role plays
Conclusion	d. Summarize the messages from the role plays. Note these points on the board	d. Copy the notes from the board.

Evaluation:

Teacher’s Notes:

People, groups and organizations that produce goods and services are known as producers. Consumers are people who use the goods and services provided or produced by the producers. Both the producer and consumer depend on each other. A producer produces and there must be a consumer to buy the products produced. Whatever is produced must be used.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 47, 48, 49 & 50****Unit 1: Needs and Wants****Time: 30 minutes****Topic:** Producers and Consumers**Content Standard: 5.2.1** Identify consumers and producers in the local community**Assessment Tasks 10:** Identify consumers and producers from a list of pictures of people at work.

Lsn No.	Lesson Topic	Lesson objective Students can:	Performance Standards	Knowledge	Skills	Attitudes / Values
47	Producers and consumers	Define the terms 'producer' and 'consumer'	5.2.1 (a) explain the terms 'producer' and 'consumer'	<ul style="list-style-type: none"> • Producer – makes or produces goods • Consumer – buys and uses the goods 	<ul style="list-style-type: none"> • Identify people or groups who are consumers and consumers • Describe what consumers and producers are and what do consumers and producers do? 	<ul style="list-style-type: none"> • Appreciate what producers produce, make and supply • Appreciate consumers as buyers or people who use goods and services
48	Who is a producer? Work of producers	List examples of producers	5.2.1 (b) Describe the work of the producer in trade	<ul style="list-style-type: none"> • A person or group that makes or produces raw materials into useful products. • Different types of producers produce different things • Subsistence farmers and commercial farmers 	<ul style="list-style-type: none"> • Identify different people or groups that produce • List examples of things producers produce, make etc. • Describe some things produced 	<ul style="list-style-type: none"> • Value the work of producers • Appreciate producers as people who produce goods and services
49	Who is a producer? 2 Producing Goods/ products	List examples of goods/ products producers	5.2.1 (b) Describe the work of the producer in trade	<ul style="list-style-type: none"> • Different types of producers for different goods and services • Manufacturers are producers • Supermarkets, and shops sell products 	<ul style="list-style-type: none"> • Identify different people groups and organization that produce goods and services • List examples of goods and services produced • Describe what producers produce 	<ul style="list-style-type: none"> • Value the work of producers • Appreciate producers as people who produce goods and services
50	Revision, evaluation and follow up					

Teacher's Notes:

A producer is someone who makes produces and supplies a good or a service.

A person who makes bilums, baskets, carvings and traditional artifacts are all producers because they create, make, produce and supply goods by selling. The other types of producers may include people who plant and grow crops for selling such as garden food and commercial crops such as coffee, oil palm and copra.

Term: 2 Week: 2

Knowledge Skills Attitudes & Values (KSAV)

Lessons 51, 52, 53, 54 & 55

Unit 1: Needs and Wants

Time: 30 minutes

Topic: Producers and Consumers

Content Standard: 5.2.1 Identify producers and consumers in the local community.

Assessment Tasks 11: Create a poster highlighting consumer rights.

Lsn No:	Lesson Topic	Lesson objective	Performance standards	Knowledge	Skills	Attitudes / Values
<i>Students can:</i>						
51	Who is a consumer?	List examples of consumers	5.2.1 (c) Describe the role of consumer in the community	<ul style="list-style-type: none"> • People groups and organizations that use goods and services • Buyers of any product • Food and clothing are examples of items people use, which means they are consumers 	<ul style="list-style-type: none"> • Identify types of consumer • Describe items and things people use as consumers 	<ul style="list-style-type: none"> • Value consumables goods and services • Appreciate goods and services provided
52	Who is a consumer?	List examples of consumers	5.2.1 (c) Describe the role of consumers in the community	<ul style="list-style-type: none"> • Different types of consumers • Goods as consumers • Service as consumers 	<ul style="list-style-type: none"> • Identify things that people use are consumables • List examples of consumable's 	<ul style="list-style-type: none"> • Value different types of goods and services • Appreciate what is provided by organizations
53	Rights of a consumer	List main rights of consumer	5.2.1 (c) Describe the role of consumer in the community	<ul style="list-style-type: none"> • Products must of good quality • Pricing must be fair and reasonable • Protection from hazardous goods 	<ul style="list-style-type: none"> • Identify rights of consumers • List examples of consumable goods and services 	<ul style="list-style-type: none"> • Value the rights of consumers • Appreciate the rights of consumers
54	Poster on consumer rights	Identify consumer rights on a poster	5.2.1 (c) Describe the role of consumer in the community	<ul style="list-style-type: none"> • Products be of good quality • Pricing be fair • Goods must be delivered on time • Right to choose • Right to healthy environment 	<ul style="list-style-type: none"> • List consumer rights • Describe examples of consumer rights 	<ul style="list-style-type: none"> • Appreciate the rights of consumers • Tolerate consumer rights
55	Revision, evaluation and follow up					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 56, 57, 58, 59 & 60 Unit 1: Needs and wants Time: 30 minutes****Topic:** Producers and Consumers**Content Standard: 5.2.1** Identify producers and consumers in the local community**Assessment Tasks 12:** Create an advertisement for a product.

Lsn No.	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
<i>Students can:</i>						
56 - 59	Project – Advertise a product	Design a poster for a product	5.2.1 (d) Identify goods and services for consumption and exchange	<ul style="list-style-type: none"> • Message that will attract buyers • Promote local goods and services • Persuading consumers to buy a product • Positive and good things about a product 	Create a persuasive poster on a product Describe and explain reasons why people advertise	Appreciate that every product advertised is unique and has its purpose
60	Revision, evaluation and follow up					

Term: 2 Week: 4

Guided Lesson

Lesson No: 61 **Unit 2:** Production **Time:** 30 minute

Topic: Economic activities

Assessment Task 13: Match the common terms with their descriptions

Lesson Topic: Group Project – Selling a product

Content Standard: 5.2.2 Identify small business activities in the local community.

Performance Standard: 5.2.2: (d) Identify the similarities and differences between formal and informal business activities.

Lesson Objective: By the end of the lessons, the students can; Identify the purpose for fundraising and Choose products to sell

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Purpose for raising funds • Ways to raise funds in school and home • Activities' that can be used to raise funds 	Identify the purpose of fund raising Name ways of fund raising	Appreciate strategies of fund raising Value strategies of fund raising

References: Primary Social Science Syllabus

Teaching Materials: Pictures of people involved in small home industries,
Teaching and Learning Activities

Part of the lesson	Teacher Instructions <i>Teacher will...</i>	Students Activities <i>Students will...</i>
Introduction	a. Introduce new topic b. Explain tasks – Prepare for the projects: Raise funds for an identified purpose	a. Brainstorm ideas for: - purpose for fund raising
Body	c. Explain details of the project eg - 3 weeks - Group work - Sell a product in class and school only - Starting capital: how much, where from, etc [eg Borrow from school funds and repay after 3 weeks] - When to sell: recess, lunch hour, after school for 30 minutes. - Set up simple cash book tool - Identify profit etc - Marking criteria	b. Brainstorm ideas for product or service to sell c. Get into groups and discuss and choose purpose for fund raising and product or service to sell. - Allocate tasks - Report to teacher group decisions. Teacher to comment on and sign off to start. - Give out sheets of simple cash book - Selling time outside the classroom (advertising) d. Give out Task sheet
Conclusion	d. Go through the Task Sheet - Remind students about consumer and producer responsibilities and advertising. e. Set up calendar for checking with Group leaders or report to class.	e. Conclude with different activities teacher may decide

Evaluation

Teacher's Notes

Fundraising is the way of organizing an activity to raise funds or money for a purpose. There are many ways of raising funds for a need. Sporting groups often organize activities to raise funds to assist them in whatever the need may be. Fundraising are usually nonprofit are usually done for a need.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 62, 63, 64 & 65****Unit 2: Production****Time: 30 minutes****Topic:** Economic activities**Content Standard: 5.2.2: (d)** Identify the similarities and differences between formal and informal business activities.**Assessment Tasks 13:** Match the common terms with their descriptions or examples.

LSN No.	Lesson Topic	Lesson Objective	Performance Standards	Knowledge	Skills	Attitudes / Values
<i>Students can:</i>						
62	Knowing key words	explain the terms 'buyer, seller, market, producer and consumer'	5.2.2 (a) Describe common terms – 'buyer, seller, market, producer and consumer'	<ul style="list-style-type: none"> • Use a dictionary to define the terms listed • Know the meaning of terms or words given 	Explain the meaning of key words; buyer, seller, market, producer and consumers	Appreciate that there must be a producer and consumer and a seller and a buyer
63	What can I buy from the market?	list types of food items sold in the markets	5.2.2 (b) Identify and describe the main agricultural activities in the local area	<ul style="list-style-type: none"> • Types of food produce sold in the markets • Who sells these products? • Who buys these products? 	List produced food items sold in markets Describe different local products sold	Value the importance of all products sold at the market Tolerate all items sold at the market
64	What else can I buy from the market?	list types of goods (art, craft, etc) sold in the markets	5.2.2 (c) Identify and describe common informal or small businesses in the local community	<ul style="list-style-type: none"> • Arts like paintings, jewelry • Crafts like mats, baskets, grass skirts • Carvings 	Describe other items sold in markets List examples of the products sold in markets	Accept different items sold in the markets
65	Revision, evaluation and follow up					

Term: 2 Week: 5

Knowledge Skills Attitudes & Values (KSAV)
Lessons 66, 67, 68, 69 & 70
Unit 2: Production

Time: 30 minutes

Topic: Economic activities

Content Standard: 5.2.2 Identify business activities in the local community.

Assessment Tasks 14: Draw examples of formal and informal business activities.

Lesson No:	Lesson Topic	Lesson objective Students can:	Performance Standards	Knowledge	Skills	Attitudes and Values
66	Formal and informal business	List similarities and differences between formal and informal business activities	5.2.2 (d) Identify similarities and differences between informal and formal business activities	Formal businesses are proper, recognized and official businesses Informal business activities are not proper, unrecognized, illegal and are unofficial businesses What are the similarities and differences?	Identify formal and informal business activities Differentiate between formal and informal business activities	<ul style="list-style-type: none"> Appreciate formal and informal businesses
67	Examples of formal businesses	List different examples of formal businesses	5.2.2 (c) Identify and describe common informal and formal business activities in the local area	Formal businesses are proper, recognized and official businesses Examples of formal businesses; big super markets, motor dealers and many more	List examples of these the two types of business activities <ul style="list-style-type: none"> Identify 	<ul style="list-style-type: none"> Value both formal and informal business activities and appreciate all products that are traded
68	Examples of informal business activities	List different examples of informal businesses	5.2.2 (c) Identify and describe common informal and formal business activities in the local area	Informal business activities are not proper, unrecognized, illegal and are unofficial businesses Examples of informal business activities; a mother's stall' at school, bus stop or in front of a public place	Name and group items sold in formal and informal business activities	<ul style="list-style-type: none"> Appreciate formal and informal business activities operating in the community
69	All businesses in the local community	Draw Graphs of different businesses	5.2.2 (c) Identify and describe common informal and formal business activities in the local area	<ul style="list-style-type: none"> Data on different kinds of businesses Choose graph types eg pictogram/ pictograph; bar graph etc Prepare to draw the graph 	Identify different businesses in the community Draw graphs to represent	<ul style="list-style-type: none"> Appreciate all businesses in the local area
70	Revision, evaluation and follow up					

Term: 2 Week: 6

Knowledge Skills Attitudes & Values (KSAV)**lessons 71, 72, 73, 74 & 75****Unit 2: Production****Time: 30 minutes****Topic:** Economics Activities**Content Standard: 5.2.2:** Demonstrate knowledge about small business activities in the local community.**Assessment Tasks 15:** Report on the 'Project – Fundraising'

Lesson No:	Lesson Topic	Lesson objective Students can:	Performance Standards	Knowledge	Skills	Attitudes and Values
71	Let's create and make something	create an art or a craft	5.2.2 (c) Identify and describe common formal and informal business activities in the local area	<ul style="list-style-type: none"> • Drawing and painting • Knitting a hand band or string bag • Processes in making something • All required materials 	<ul style="list-style-type: none"> • Drawing and painting pictures • Making something using given materials and resources 	<p>Appreciate art and crafts</p> <p>Value the work of others</p>
72	Let's create and make something useful	create an art or a craft	5.2.2 (c) Identify and describe common formal and informal business activities in the local area	Skills in <ul style="list-style-type: none"> • Drawing • Painting • Knitting • Weaving • Carving 	<ul style="list-style-type: none"> • Drawing things • Painting a picture • Knitting a wool • Weaving a mat • Carving a wood 	Value the art and craft work demonstrated
73	Let's make something to eat	prepare a simple meal, a snack or drink to sell to class mates and others in school	5.2.2 (c) Identify and describe common informal and formal business activities in the local area	<ul style="list-style-type: none"> • Different types of food • Choosing food • Simple salad, fruit and vegetables • A fruit juice • Ice blocks 	<ul style="list-style-type: none"> - Prepare or make something to eat - Follow simple steps to make something to eat or sell for example, Making ice blocks (steps in preparing ice blocks) 	<p>Appreciate simple meals or snacks provided</p> <p>Value each other's effort in preparing something to sell</p>
74	Project – Raising Funds	Compile their reports of the project	5.2.2 (c) Identify and describe common informal and formal business activities in the local area	<ul style="list-style-type: none"> • Cash book • Profit or loss • Items of sale • What to do in fundraising 	<ul style="list-style-type: none"> • Calculate how to deal with changing money • Report on activities to do in fund raising 	<ul style="list-style-type: none"> • Value items prepared for fund raising
75	Revision, evaluation and follow up					

Term: 2 Week: 7

Guided Lesson

Lesson No: 76 **Unit 3:** Trade and communication **Time:** 30 minutes

Topic: Communication in trade

Assessment Task 16: Role play communication methods

Lesson Topic: Communication between producers and consumers

Content Standard: 5.2.3 Communication methods used in trade.

Performance Standard: 5.2.3

- a) Define communication
- b) Describe different methods of communication

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

- explain why communication is important in trading between producers and consumers.

Knowledge	Skills	Attitudes and Values
Communication is important in all human activities Communication connects producers and consumers, buyers and sellers Methods of communicating a. Traditional - corn shell, kundu drum, smoke from fire, shouting b. Modern - telephone and mobile phones, newspaper, radio, email, television	<ul style="list-style-type: none"> • Discuss ways of communicating • Explain past and present methods of communicating • Role play different ways of communicating 	<ul style="list-style-type: none"> • Appreciate past and present ways of communicating • Value different communication methods

References: Primary Social Science Syllabus

Teaching Materials: Pictures illustrating methods of communication.

Teaching and Learning Activities

Part of the lesson	Teacher Instructions Teacher will...	Students Activities Students will...
Introduction	a. Show pictures illustrating traditional and modern communication methods. b. Ask questions - What can you see in the pictures? - What are people doing?	a. Study the pictures and answer questions about them.
Body	c. Explain the group work activity: Role play some methods of communication. d. Organize students into small groups and allow the groups to prepare their role plays e. Take notes of each role play. Thank each group after their presentations.	b. Discuss and choose one method of communication either - traditional or modern. c. Practice role play of a scene depicting the use of communication in trade. d. Presenting their role plays
Conclusion	f. Ask students to share what they have learnt about communication and methods from the role plays.	e. Allow all groups to perform their role plays. f. Share what they have learnt.

Evaluation:

Teacher's Notes:

Communication is the process of sharing ideas, information, and messages with others at a particular time and place. Communication includes writing and talking, as well as nonverbal communication (such as facial expressions, body language, or gestures), visual communication is the use of images or pictures, such as painting, photography, video, and films, and electronic communication (telephone calls, electronic mail, cable television, or satellite broadcasts). Communication is a vital part of personal life and is also important in business, education.

Knowledge Skills Attitudes & Values (KSAV)**Lessons** 77, 78, 79 & 80 **Unit 3:** Trade and communication **Time:** 30 minutes**Topic:** Communication in trade**Content Standard: 5.2.3:** Identify communication methods used in trade.**Assessment Tasks 16:** Role play communication methods

Lsn No:	Lesson Topic	Lesson objective <i>Students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
77	Conch shell	Describe a traditional communication method – use of the conch shell	5.2.3 (b) Describe different methods of communication	<ul style="list-style-type: none"> Traditional communication methods Conch shell How it was used How useful was it 	Describe some local ways of communicating	<ul style="list-style-type: none"> Appreciate used of conch shell as communication instrument
78	Kundu drum	Describe a traditional communication method – use of the kundu drum	5.2.3 (b) Describe different methods of communication	<ul style="list-style-type: none"> Traditional communication methods Kundu drum Materials used in making a kundu drum How it was used How useful was it 	Describe Materials used for making kundu drum etc.	<ul style="list-style-type: none"> Acquire and adapt the use of past ways communication
79	Draw or chant to sell a traditional item	Draw communication methods	5.2.3 (b) Describe different methods of communication	<ul style="list-style-type: none"> Traditional communication methods, bamboo flutes, garamut etc. How it was used Materials used for making communication instruments 	Describe a process of making a local communication instrument	<ul style="list-style-type: none"> Judge appropriate communication methods
80	Revision, evaluation and follow up					

Term: 2 Week: 8

Knowledge Skills Attitudes & Values (KSAV)

Lessons 81, 82, 83, 84 & 85 Unit 3: Trade and communication Time: 30 minutes

Topic: Communication in trade

Content Standard: Describe the communication methods used in trade

Assessment Tasks 17: Create and demonstrate an advertisement

LSN No:	Lesson Topic	Lesson objective <i>Student can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
81	What are communication methods?	Describe the different communication methods	5.2.3 (b) Describe different methods of communication	<ul style="list-style-type: none"> • Methods of communication • Radio, telephone, newspaper, mobile phones, internet/email, etc. 	<ul style="list-style-type: none"> • List communication methods • Describe how communication is used 	<ul style="list-style-type: none"> • Appreciate communication methods used
82	Use of radio	Describe how the radio is used in trade	5.2.3 (b) Describe different methods of communication	<ul style="list-style-type: none"> • Verbal communication • Radio broadcast • Advertising products on radio and TV 	<ul style="list-style-type: none"> • Describe how radio plays an important role in trade 	<ul style="list-style-type: none"> • Appreciate the use of radio in trade
83	Use of print media	Describe how the print media is used in trade	5.2.3 (b) Describe different methods of communication	<ul style="list-style-type: none"> • Print media • Newspapers • Articles, flyers, pamphlets, banners etc. 	<ul style="list-style-type: none"> • Describe how media is used in trading 	<ul style="list-style-type: none"> • Value the use of media in trade
84	Use of television (TV)	Use of film, movies and TV programs are used in trading	5.2.3 (b) Describe different methods of communication	<ul style="list-style-type: none"> • Visual pictures • Can hear sounds • Television programs • Impact of television 	<ul style="list-style-type: none"> • Describe ways television can be used in trade 	<ul style="list-style-type: none"> • Value the use of television in trade
85	Revision, evaluation and follow up					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 86, 87, 88, 89 & 90****Unit 3:** Trade and Communication**Time:** 30 minutes**Topic:** Communication in trade.**Content Standard: 5.2.3:** Describe the communication methods used in trade**Assessment Tasks 18:** Create an advertisement to sell a product (other media, not radio)

Lsn No:	Lsn Topic	Lesson objective <i>Students can:</i>	Performance Standard	Knowledge	Skills	Attitudes / Values
86	Use of mobile phone in trading	explain how mobile phones are used in trading	5.2.3 (d) Identify the advantages and disadvantages of communication methods used in trade different	<ul style="list-style-type: none"> • Mobil phones can be used to communicate to trade • Producers can communicate with consumers • Sellers can communicate with buyers 	<ul style="list-style-type: none"> • Explain ways of using mobile phones in trade • Describe other uses of mobile phones 	<ul style="list-style-type: none"> • Appreciate use of mobile phones in trading
87	Use of internet and email in trading	explain how the internet and emails are used in trading	5.2.3 (d) Identify the advantages and disadvantages of different communication methods used in trade	<ul style="list-style-type: none"> • Internet and email can reach people quickly on information about trade • These services are very fast • Internet and emails can be reached in other areas or countries 	<ul style="list-style-type: none"> • Describe how internet and email can be useful in trade 	<ul style="list-style-type: none"> • Value the accessibilities of using internet and emails
88	Advertising in different media	Create persuasive and attractive messages to sell products, goods and services	5.2.3 (d) Identify the advantages and disadvantages of different communication methods used in trade	<ul style="list-style-type: none"> • Advertisement of products on radio • Create persuasive and attractive advertisement 	<ul style="list-style-type: none"> • Describe ways media can be used to communicate for trading purposes 	<ul style="list-style-type: none"> • Appreciate the use of different media to trade
89	Advertising in different media (continue lesson)	create attractive messages to sell a product	5.2.3 (d) Identify the advantages and disadvantages of different communication methods used in trade	<ul style="list-style-type: none"> • Advertising goods and services to trade • Information to attract consumers and buyers or producers and sellers 	<ul style="list-style-type: none"> • Explain and role play how different media modes can be used in communication 	<ul style="list-style-type: none"> • Appreciate media as way of communicating
90	Revision, evaluation and follow up Display and demonstrate advertisements					

Strand 3: Culture and Society (Lessons 91-120)

Term: 3 Week: 2

Guided Lesson

Lesson No. 91 **Unit 1: Customs and societies** **Time: 30 minutes**

Topic: Relationships in societies

Assessment Task 19: Identify features of a matrilineal society from a list

Lesson Topic: What are societies?

Content Standard: 5.3.1 Develop an understanding about relationships in different societies

Performance Standard: 5.3.1 (a) Identify the different societies in the community or province.

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

- list examples of societies in their community, district or province.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Societies is about the relationship among groups of people • Society is about customs and culture of different groups of people • Society is about how a community is organized 	<ul style="list-style-type: none"> • Identify the local society • List what people do in societies 	<ul style="list-style-type: none"> • Appreciate cultures and customs of local society and cultures of other societies • Value and respect local societies

References:-Primary Social Science Syllabus

Teaching Materials:

Teaching and Learning Activities:

Lesson Part	Teacher Instructions	Students Activities
Introduction	Introduce the lesson topic and lessons for the week	
Body	Describe you own society or another well-known society from the local community. Ask questions about the society to gather information about society: What is a society? The beliefs and values of the local society How do people organize themselves in a society	Listen to talk about a society Answer questions about the society described.
Conclusion	Remind students about the lessons for the week. Give homework.	Homework: Find out about their own society. Note some information for the lessons on the topic.

Evaluation:

Teacher's Notes:

Society is about relationships and interconnections among groups of people. It is about how communities organize themselves, the beliefs and values and the traditions, customs and cultures of a group of people. Society is about a structured community bound together by similar traditions and common ideas.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 92, 93, 94 & 95** **Unit 1: Customs and Societies** **Time: 30 minutes****Topic:** Relationships in societies**Content Standard: 5.3.1** Develop an understanding about relationships in different societies.**Assessment Task 19:** Identify features of a matrilineal society from a list.

Lesson No:	Lesson Topic	Lesson objective <i>Students can:</i>	Performance Standards	Knowledge	Skills	Attitudes and Values
92	What is a matrilineal society?	describe some aspects or features of matrilineal societies	5.3.1 (b) Identify the main features of a matrilineal society	<ul style="list-style-type: none"> • A Matrilineal society is based on relationships and passing of ownership of wealth through the female/mother's) line (maternal) 	<ul style="list-style-type: none"> • Explain what matrilineal means • Describe features in matrilineal societies 	<ul style="list-style-type: none"> • Respect the features and values of a matrilineal societies
93	Matrilineal societies	Identify special aspects of matrilineal societies	5.3.1 (b) Identify the main features of a matrilineal society	<ul style="list-style-type: none"> • Relationship or descent that follows the female side of a family • Inherited or traced through the women's line of descent • Related through mothers 	<ul style="list-style-type: none"> • List features of matrilineal societies 	<ul style="list-style-type: none"> • Appreciate Matrilineal cultures and value its significance
94	Bride price	explain payment of dowry	5.3.1 (b) Identify the main features of a matrilineal society	<ul style="list-style-type: none"> • A Matrilineal society is based on relationships and passing of ownership of wealth through the female or mother's line. 	<ul style="list-style-type: none"> • Describe how bride price is paid in matrilineal societies 	<ul style="list-style-type: none"> • Appreciate bride price as a culture in matrilineal societies
95	Revision					

Term: 3 Week: 3

Knowledge Skills Attitudes & Values (KSAV)

Lessons 96, 97, 98, 99 & 100

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

Topic: Relationship within societies

Content Standard: 5.3.1 Develop understanding of relationships in different societies.

Assessment Tasks 20: List one similarity and one difference between matrilineal and patrilineal societies

Lsn No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
96	What is a Patrilineal society?	describe some aspects of patrilineal societies	5.3.1 (c) Describe the main features of a patrilineal society	<ul style="list-style-type: none"> • A patrilineal society is based on the Male or fathers side • Male side of a family • Relationship through fathers or male side 	<ul style="list-style-type: none"> • Identify characteristics of patrilineal societies 	<ul style="list-style-type: none"> • Respect practices of a patrilineal society • Accept cultures of the society
97	Bride price	describe bride price as an aspect of patrilineal societies	5.3.1 (c) Describe the main features of a patrilineal society	<ul style="list-style-type: none"> • A patrilineal society is based on the fathers side • Male side of a family • Relationship through fathers 	<ul style="list-style-type: none"> • Identify Bride price as a characteristic of a patrilineal society 	<ul style="list-style-type: none"> • Value bride price as significant practice in a society
98	Societies in the highlands	Present a case study on a particular society in the highlands and state the characteristics	5.3.1 (a) Identify different societies from the community 5.3.1 (b) Describe how societies are structured	<ul style="list-style-type: none"> • Relationship patterns • Patrilineal societies • Clans and tribes • Ethnic groups 	<ul style="list-style-type: none"> • Identify and list relationship patterns in a Highlands society 	<ul style="list-style-type: none"> • Respect Cultural practice of Highlands societies
99	Societies in the lowlands and coastal areas	Present a case study on a matrilineal society from coastal area and state the characteristics of that society	5.3.1 (a) Identify different societies from the community 5.3.1 (d) Describe how societies are structured	<ul style="list-style-type: none"> • Relationship patterns • Patrilineal or matrilineal societies • Clans and tribes 	<ul style="list-style-type: none"> • Identify and list relationship patterns in the lowlands and coastal areas 	<ul style="list-style-type: none"> • Respect and value the practices of the matrilineal and patrilineal societies
100	Revision					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 101, 102, 103, 104 & 105 Unit 1: Customs and societies****Time:** 30 minutes**Topic:** Relationships in societies**Content Standard: 5.3.1** Develop an understanding of relationships in different societies.**Assessment Tasks 21:** Essay – My cultural identity.

LSN No:	Lesson Topic	Lesson objective Students can:	Performance Standards	Knowledge	Skills	Attitudes and Values
101	Family tree	Trace descent through the paternal line	5.3.1 (d) Describe how societies maintain strong ties and pass on strong beliefs	<ul style="list-style-type: none"> Family tree Relationships of family members over a period of time. Dates of marriage, birth and death 	Draw a family tree to show family relationships	<ul style="list-style-type: none"> Appreciate family tree of individuals
102	What is culture?	list aspects of a culture	5.3.1 (a) Identify different societies in the community or province	<ul style="list-style-type: none"> Principles, beliefs, arts, music of a society traditions and customs of a society aspects of a culture 	List cultural aspects such as arts, music, beliefs etc.	<ul style="list-style-type: none"> Value the culture in respective societies
103	Cultural identify	describe cultural identities	5.3.1 (a) Identify different societies in the community or province	<ul style="list-style-type: none"> Uniqueness of a culture such as dressing, songs, dances, language 	Describe and draw cultural identities and practices	<ul style="list-style-type: none"> Participate in cultural activities
104	My cultural identify	describe their cultural identify	5.3.1 (a) Identify different societies in the community, district and province	<ul style="list-style-type: none"> Dances, decorations, customs and ways of doing things in the local culture Different cultures have different cultural identities 	Demonstrate culture through role play	<ul style="list-style-type: none"> Appreciate and demonstrate local cultural identity
105	Revision					

Term: 3 Week: 5

Guided Lesson

Lesson No: 106 **Unit 2:** Beliefs and values **Time:** 30 minutes

Topic: Societies

Assessment Tasks 22: Describe two features of a tribe or clan

Lesson Topic: A Chief of a society

Content Standard: 5.3.2 Demonstrate knowledge about different societies.

Performance Standard: 5.3.2 (a) Identify tribes, clans and ethnic groups.

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

- Describe what a chief is and describe the work of a Chief

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • A Chief is a most important person • Somebody in highest authority • Leader of a society or community • Chiefs are elected in some societies in others it is hereditary or passed from generation • Managers directors and others in management level are also known as chiefs 	Describe what a chief is and what do chiefs do in any community or organization	<ul style="list-style-type: none"> • Appreciate the work of chief (s) as people in authority • Value their contributions as leaders

References: Primary Social Science Syllabus

Teaching Materials: Pictures of chiefs, leaders and significant people.

Teaching and Learning Activities

Lesson Part	Teacher Instructions	Students Activities
Introduction	<ul style="list-style-type: none"> • Introduce the lesson topic • Describe what the next lessons will be about.... 	
Body	<ul style="list-style-type: none"> • Show pictures of a Chief (your own or another) • Talk about: <ul style="list-style-type: none"> - how the person became Chief - what his/her main roles and responsibilities - how people respect him as a chief - describe some duties the chief performs 	Discuss their own Chief and leaders of the community. Discuss and contribute to what the teacher may ask Answer questions about the Chief(s) and leaders.
Conclusion	Make concluding remarks about the Chief, referring to the notes on the board.	Copy notes from the board.

Evaluation:

Teacher’s Notes:

Clans

A clan is a group which consists of families that are related to each other and united by common characteristics, aims and interests.

Membership in a clan is traditionally defined in terms of descent from a common ancestor. This descent is usually derived only through the male or the female line.

Tribes

Tribes are groups of people who share the same customs, language, traditions and territory or land. Tribes have beliefs, values, ancestry and have their leadership in common. Tribes are usually small with distinct cultural practices.

Knowledge Skills Attitudes & Values (KSAV)**Lessons** 107, 108, 109 & 110**Unit 1:** Beliefs and Values **Time:** 30 minutes**Topic:** Societies**Content Standard: 5.3.2** Demonstrate knowledge about different societies.**Assessment Task 22** Describe two features of a tribe or clan.

Lesson No:	Lesson Topic	Lesson objective <i>Students can:</i>	Performance Standards	Knowledge	Skills	Attitudes / Values
107	My clan	list aspects of a clan	5.3.2 (a) Identify tribes, clans and ethnic groups (c) Describe the tribe, clan or ethnic groups	<ul style="list-style-type: none"> • What are clans? • Clans are families related to each other with common characteristics • Clans in the local community • Aspects of a clan 	<ul style="list-style-type: none"> • Identify clans of the local community • List and name some clans 	<ul style="list-style-type: none"> • Value being a member of a clan
108	My tribe	list aspects of a tribe	5.3.2 (a) Identify tribes, clans and ethnic groups (c) Describe the tribe, clan or ethnic group	<ul style="list-style-type: none"> • What are tribes? • Tribes are groups of people who share the same customs, language, traditions etc. • What are tribes made up of? • Tribes in the local area • Characteristics of a tribe 	<ul style="list-style-type: none"> • Identify tribes of the community. District and province 	<ul style="list-style-type: none"> • Value being part of a group of people/ tribe in the community
109	Clans and tribes in the community and District	List aspects of a clan and tribe	5.3.2 (b) Identify and describe differences between a tribe and a clan	<ul style="list-style-type: none"> • What are clans and what are tribes? Clans are families that are related to each other • Tribes are groups of people who share the same customs, traditions and beliefs 	<ul style="list-style-type: none"> • Identify clans and tribes • List the characteristics of clans and tribes 	<ul style="list-style-type: none"> • Value
110	Revision					

Term: 3 Week: 6

Knowledge Skills Attitudes & Values (KSAV)

Lessons 111, 112, 113, 114 & 115

Unit 2: Beliefs and Values

Time: 30 minutes

Topic: Societies

Content Standard: 5.3.2 Demonstrate knowledge about different societies

Assessment Task 23: Identify leaders of clans and tribes

Lesson No:	Lesson Topic	Lesson objective Students can:	Performance Standards	Knowledge	Skills	Attitudes / Values
111	A study of a clan	Describe a clan from another society	5.3.2 (a) Identify tribes, clans and ethnic groups (c) Describe the tribe, clan or ethnic group	<ul style="list-style-type: none"> • What is a clan? • How do the members identify themselves – common ancestor • Special aspects of group 	<ul style="list-style-type: none"> • Identify a clan and describe the make-up of the clan 	<ul style="list-style-type: none"> • Appreciate What clans do in different societies
112	A study of a clan (continued)	Describe a clan from another society	5.3.2 (a) Identify tribes, clans and ethnic groups (c) Describe the tribe, clan or ethnic group	<ul style="list-style-type: none"> • What is a clan? • How do the members identify themselves – common ancestor • Special aspects of group 	<ul style="list-style-type: none"> • List and compare similarities and differences 	<ul style="list-style-type: none"> • Appreciate What clans do in societies
113	A study of a tribe	Describe a clan from another society	5.3.2 (a) Identify tribes, clans and ethnic groups (c) Describe the tribe, clan or ethnic group	<ul style="list-style-type: none"> • Group of people with common ideas or ways of doing things, e.g. customs, selection of leaders, etc. • Live together in a community or village 	<ul style="list-style-type: none"> • Name a tribe and list common things people do 	<ul style="list-style-type: none"> • Appreciate what tribes do in societies
114	A study of a tribe (continued)	Describe a clan from another society	5.3.2 (a) Identify tribes, clans and ethnic groups (c) Describe the tribe, clan or ethnic group	<ul style="list-style-type: none"> • Group of people with common ideas or ways of doing things, e.g. customs, selection of leaders, etc. • Live together in a community or village 	<ul style="list-style-type: none"> • List similarities and differences between two tribes 	<ul style="list-style-type: none"> • Appreciate Cultures of different societies
115	Revision					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 116, 117, 118, 119 & 120****Unit 2:** Beliefs and values**Time:** 30 Minutes**Topic:** Societies**Content Standard: 5.3.2** Demonstrate knowledge about different societies**Assessment Tasks 24:** Name examples of a tribe, clan and ethnic group

Lsn No:	Lesson Topic	Lesson objective <i>Students can:</i>	Performance standards	Knowledge	Skills	Attitudes / Values
116	What are ethnic groups?	Describe ethnic groups	5.3.2 (c) Describe tribe, clan or ethnic group (d) Describe the relationships within groups	<ul style="list-style-type: none"> Ethnic groups; Sharing the same culture in society Name own group Examples of ethnic groups 	<ul style="list-style-type: none"> Identify ethnic groups 	<ul style="list-style-type: none"> Appreciate and value what ethnic groups in societies
117	Ethnic groups in the community	Identify other ethnic groups in the community	5.3.2 (c) Describe tribe, clan or ethnic group (d) Describe the relationships within groups	<ul style="list-style-type: none"> Ethnic groups in the community History and cultures of ethnic groups Ethnic and cultural groups Special aspects of group 	<ul style="list-style-type: none"> Name different ethnic groups and compare the similarities and differences 	<ul style="list-style-type: none"> Respect ethnic groups and their cultures
118	People from other countries	Identify aspects of ethnic groups from other countries	5.3.2 (c) Describe tribe, clan or ethnic group (d) Describe the relationships within groups	<ul style="list-style-type: none"> Country of origin Race and nationality Cultures and languages Religion, beliefs and values Food and lifestyle 	<ul style="list-style-type: none"> Identify people from other countries and their nationality List some cultures of these nationalities 	<ul style="list-style-type: none"> Respect people from other nationalities and Values cultures of others
119	Cross-cultural marriage	Describe the relationships in cross-cultural marriages	5.3.2 (d) Describe the relationships within groups	<ul style="list-style-type: none"> How do couples deal with different cultures Two or different cultures in marriage Positive and negative aspects of marriage 	<ul style="list-style-type: none"> Identify and name people(couples) from different cultural backgrounds 	<ul style="list-style-type: none"> Respect marriage across cross cultures
120	Revision					

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

Term: 3 Week: 8 stopped 5:30pm

Guided Lesson

Lesson No: 121 Unit 1: The environment Time: 30 minutes

Topic: The physical environment of the province

Assessment Task 25: Locate on a map the main physical features of a province

Lesson Topic: What is the weather like today?

Content Standard:5.4.1 Describe the physical environment of the province and nation

Performance Standard: 5.4.1(a) Identify and describe the physical features of the

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

- observe and describe weather conditions at the school

Knowledge	Skills	Attitudes and Values
Climate is the average weather or the regular variations in weather in a region over a period of years Weather is the daily conditions of a place in terms of temperature, air pressure, humidity, rain, sunshine, cloud cover, and winds	Observe and describe the weather and record the weather for a week	Value weather and weather patterns

Reference: Primary Social Science Syllabus

Teaching Materials: Vocabulary words on flashcards, pictures of different climates and weather conditions

Teaching and learning activities

Part of lesson	Teacher's activities	Student's activities
Introduction	Take students outside. Allow them to see and feel what the weather is like Ask students questions to help them remember information about the weather Ask students to return to the classroom	Follow teacher outside Take note of what they see and feel outside Go back to their classroom
Body	Explain the purpose of the observation outside Ask questions to get information for the description of the weather in the local area. Show new words on flashcards • Explain the meaning of each word from the teachers notes • Show them pictures according to words	Answer teacher's questions. Using the information about the 'day's weather', draw the weather conditions of the day – sunshine, wind, temperature, cloud cover, etc. Show each other their drawings and describe what the picture shows.
Conclusion	Show new words on flash cards: weather, temperature, etc.	Describe or define the word

Evaluation:

Teachers Notes:

The physical environment is all about the geography of a place including the weather and the climate. The rivers, mountains, valleys, lakes etc. are examples of physical features of an area. The physical environment is all what we can see around us. The weather also detects vegetation (plants) in an area. For example; in the highlands, where it is cold, it would have vegetation that would only grow in cold climate, while vegetation on the coast would have vegetation that can grow in hot or warm climate.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 122, 123, 124 & 125** **Unit 2: The environment** **Time: 30 minutes****Topic:** The physical environment of the province**Content Standard: 5.4.1** describe the physical environment of the province and nation**Assessment Task 25:** Locate on a map, the main physical features of a province

Lesson No:	Lesson Topic	Lesson objective <i>Students can:</i>	Performance standards	Knowledge	Skills	Attitudes / Values
122	'This is our weather for today'	Describe weather and record the conditions daily for a week	5.4.1(a) Identify and describe the physical features of the province and nation	<ul style="list-style-type: none"> What is the weather like? Sunshine and temperature, cloud cover, rain and wind. 	<ul style="list-style-type: none"> Observe the weather and record Report recorded information 	<ul style="list-style-type: none"> Appreciate different weather and weather patterns
123	The Province - What does the province look like?	Describe the main physical features of the province	5.4.1(a) Identify and describe the physical features of the province and nation (c) Identify and describe the natural and man-made features of the environment of province and nation	<ul style="list-style-type: none"> Provincial physical features; the mountains, valleys, rivers, the weather and climate etc. 	<ul style="list-style-type: none"> Describe the province and identify the main physical features Describe the significance of the physical features 	<ul style="list-style-type: none"> Appreciate all the physical features in the local area and province.
124	Map of the province	Identify the landmarks of the province	5.4.1(c) Identify and describe the natural and man-made features of the environment of province and nation	<ul style="list-style-type: none"> Natural landmarks Man-made landmarks 	<ul style="list-style-type: none"> Identify the physical features of the province Name some main or significant features of the province 	<ul style="list-style-type: none"> Value the significance of some key physical features of the province
125	Revision					

Teachers Notes:

Landforms together make up a given terrain, and their arrangement in the landscape known as topography. Landforms are natural features of the landscape, natural physical features of the earth's surface for example, valleys, plateaus, mountains, plains, hills or glaciers.

A mountain is a large landform that stretches above the surrounding land in a limited area, usually in the form of a peak. A mountain is a generally steeper than a hill.

A hill landform is land that is raised and has sloping sides. Hills come in many sizes from small and flat to high and rolling.

Term: 3 Week: 9

Knowledge Skills Attitudes & Values (KSAV)

Lessons 126, 127, 128, 129 & 130

Unit 2: The Environment

Time: 30 Minutes

Topic: The physical environment of the province and nation

Content Standard: 5.4.1 Describe the physical environment of the province

Assessment Tasks 26: List the landmarks of the province

Lesson No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
126	Let's study this province (Class)	Describe the physical environment of the selected province	5.4.1 (a) Identify and describe the physical features of the province	<ul style="list-style-type: none"> Physical features – mountains and valleys, rivers, seas, forests and grassland, volcanoes, etc. 	<ul style="list-style-type: none"> Identify the features in the physical environment; mountains etc. 	<ul style="list-style-type: none"> Appreciate features in the physical environment
127	Let's study this province together	Identify man-made features of the province	5.4.1 (c) Identify and describe the natural and man-made features of the province	<ul style="list-style-type: none"> Towns and cities Other settlements Airports Wharves Institutions 	<ul style="list-style-type: none"> Name man-made features of the province Locate other features on the map 	<ul style="list-style-type: none"> Value the significance of manmade and physical features
128	Let's study this province together	Identify man-landmarks of the province	5.4.1 (c) Identify and describe the natural and man-made features of the province	<ul style="list-style-type: none"> Lakes and waterfalls Mountains Buildings Roads 	<ul style="list-style-type: none"> Identify major landmarks and state the significance 	<ul style="list-style-type: none"> Appreciate and value the importance of all features in the province
129	My map of (name) province	Draw a map of the province and mark in the physical features, man-made features and landmarks	5.4.1 (b) Identify and locate places of significance in the province	<ul style="list-style-type: none"> Physical features – landforms, etc. Man-made features Landmarks 	<ul style="list-style-type: none"> Name physical features, manmade features and landmarks of the province Locate on map above features 	<ul style="list-style-type: none"> Have pride and respect for the physical and manmade features and landmarks of the province
130	Revision					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 131, 132, 133, 134 & 135****Unit 1:** The environment **Time:** 30 Minutes**Topic:** The physical environment of the province**Content Standard: 5.4.1** Describe the physical environment of the province**Assessment Task 27:** Project – My province

Lesson No:	Lesson Topic	Lesson objective Students can:	Performance Standards	Knowledge	Skills	Attitudes and Values
131-134	Project – Our province is (Group work)	Work together in a group to describe a province - physical, natural, man-made features, - landmarks - draw a map	5.4.1 (a) Identify and describe the physical features of the province (b) Identify and locate places of significance in the province (c) Identify and describe the natural and man-made features of the province	<ul style="list-style-type: none"> • Physical features • Natural and man-made features • Landmarks • Draw a map of the province • Task sheet for the project 	<ul style="list-style-type: none"> • Identify manmade and physical features of the province • Describe and draw the physical and manmade features and landmarks of the province on a map 	<ul style="list-style-type: none"> • Appreciate and value manmade and physical features and landmarks of the province
135	Revision					

Term: 4 Week: 2

Guided Lesson

Lesson No: 136 **Unit 2: Resources** **Time: 30 minutes**

Topic: Using our resources wisely

Assessment Task 28 Explain the differences between man-made and natural resources

Lesson Topic: Water can be re-used.

Content Standard: 5.4.2. Identify ways to use our resources wisely

Performance Standard: 5.4.2. (a) Identify the effects of using natural resources.

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

- describe ways water is used and can be re-used

Knowledge	Skills	Attitudes/ Values
<ul style="list-style-type: none"> • Water is a renewable resource • Water is essential for plants and animals • All living things need water to live 	<ul style="list-style-type: none"> • Discover and describe water as a life sustaining resource 	<ul style="list-style-type: none"> • Appreciate water being a source of life for people, animals and plants

Reference: Primary Social Science Syllabus

Teaching Materials: Pictures of water sources e.g. rivers, rain, ground water, etc.

Part of lesson	Teacher’s activities	Student’s activities
Introduction	<ul style="list-style-type: none"> • Show the class a glass of water • Ask students to name some uses of water 	<ul style="list-style-type: none"> • Observe and respond with answers • Suggest some uses of water
Body	<ul style="list-style-type: none"> • Introduce the lesson “ Water is a Resource, water can be re-used” • Write the different uses on the board. • How can water be re-used? 	<ul style="list-style-type: none"> • List the different ways is used every day. • Suggest ways water can be re-used <ul style="list-style-type: none"> - Draw their own suggestions • Show their drawings
Conclusion	<ul style="list-style-type: none"> • List the ‘re-use’ suggestions on the board 	<ul style="list-style-type: none"> • Copy the lists from the board

Evaluation:

Teacher’s Notes:

Sustainable resources are resources that can be maintained and used over again and again. Water is an example of sustainable resource.

Resources can be obtained from the natural environment and can be sustained when people do not destroy the ecological balance of an area.

Resources become non –sustainable when there is imbalance in the ecological system or when there is over use of particular resource.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 137, 138, 139 & 140****Unit 1: Resources****Time: 30 minutes****Topic:** Sustainable use of resources**Content Standard: 5.4.2** Identify ways to use resources wisely.**Assessment Task 28:** Explain the differences between man-made and natural resources.

Lesson No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
<i>Students can:</i>						
137	Resources – What are they?	Explain what resources are	5.4.2 (a) Identify the effects of using natural resources	<ul style="list-style-type: none"> • What are resources? • Examples of resources • How resources are used? 	<ul style="list-style-type: none"> • Identify resources • Explain sustainable resources • List examples of sustainable resources 	<ul style="list-style-type: none"> • Appreciate resources and the use of resources
138	Gold, copper, gas and oil	List non-renewable resources	5.4.2 (d) Describe the effects of mining resources and extracting oil and gas	<ul style="list-style-type: none"> • Minerals, oil and gas are natural resources • Mining and extracting oil and gas • Minerals, oil and gas are non-renewable 	<ul style="list-style-type: none"> • Identify resources that are non-sustainable • List examples of non-sustainable resources 	<ul style="list-style-type: none"> • Value mineral resources as cash generating resources
139	Where are the gold, copper, gas and oil?	Locate minerals, oil and gas deposits and mines	5.4.2 (d) Describe the effects of mining resources and extracting oil and gas.	<ul style="list-style-type: none"> • locate minerals, oil and gas deposits on a map • list the minerals, oil and gas mines 	<ul style="list-style-type: none"> • Identify some mineral resources • Locate on map mineral resources 	<ul style="list-style-type: none"> • Value mineral resources
140	Revision					

Term: 4 Week: 3

Knowledge Skills Attitudes & Values (KSAV)

Lessons 141, 142, 143, 144 & 145

Unit 2: Resources

Time: 30 minutes

Topic: Using our resources wisely

Content Standard: 5.4.2. Identify ways to use resources wisely.

Assessment Task 29: Poster – promoting the wise use of water and land.

Lesson No:	Lesson Topic	Lesson objective <i>Students can:</i>	Performance Standards	Knowledge	Skills	Attitudes / Values
141	How can we use water wisely?	List some ways of using water wisely	5.4.2 (a) Identify the effects of using natural resources (c) Explain how individuals and groups care for renewable resources	<ul style="list-style-type: none"> • Ways to use water wisely, do not pollute water, including rivers, sea etc. People who use water <ul style="list-style-type: none"> • Individuals • Families • Community • Businesses etc. 	<ul style="list-style-type: none"> • Identify ways people can use water • List ways of using water wisely 	<ul style="list-style-type: none"> • Appreciate ways on wise use of water
142	How can we use the land wisely?	List some ways of using land wisely	5.4.2 (a) Identify the effects of using natural resources (c) Explain how individuals and groups care for renewable resources	<ul style="list-style-type: none"> • Ways to use land wisely, fallowing land, do not leave bare land, crop rotation etc. People who use land <ul style="list-style-type: none"> • Individuals • Families • Community • Businesses etc. 	<ul style="list-style-type: none"> • Identify ways of using land • List examples of how people can use the land wisely 	<ul style="list-style-type: none"> • Value land as valuable resource
143	Poster – wise use of water or land	List some ways of using water and land wisely	5.4.2 (a) Identify the effects of using natural resources (c) Explain how individuals and groups care for renewable resources	<ul style="list-style-type: none"> • Ways to use water and land wisely People and organizations that use land <ul style="list-style-type: none"> • Individuals • Families • Community • Businesses • Other organizations 	<ul style="list-style-type: none"> • Identify ways on wise use of water • List ways water can be used wisely 	<ul style="list-style-type: none"> • Appreciate and list the significance of wise use of water and land
144	Poster – wise use of water or land	List some ways of using water and land wisely	5.4.2 (a) Identify the effects of using natural resources (c) Explain how individuals and groups care for renewable resources	<ul style="list-style-type: none"> • Ways to use water and land wisely Individuals, groups and organizations that use land and water	<ul style="list-style-type: none"> • List ways of wise use of water and land • Explain how people can consider wise ways 	<ul style="list-style-type: none"> • Appreciate and list significance of wise use of water and land
145	Revision					

Knowledge Skills Attitudes & Values (KSAV)**Lessons 146, 147, 148, 149 & 150****Unit 2:** Resources**Time:** 30 minutes**Topic:** Using our resources wisely**Content Standard: 5.4.2. (b)** Identify ways to use our resources wisely.**Assessment Task 30:** Project – Reduce, Reuse or Recycle used products.

Lsn No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
146	Reduce, Re-use and Recycle	explain the terms 'reduce, re-use and recycle	5.4.2 (b) Describe how non-renewable resources could be used wisely	<ul style="list-style-type: none"> Non-renewable resources are resources that cannot be renewed. Resources that cannot be resupplied or that cannot grow Ways of reducing Ways of re-using Ways of recycling 	<ul style="list-style-type: none"> Explain new terms/words 'reduce, re-use and recycle 	<ul style="list-style-type: none"> Appreciate wise use of non-renewable resources
147	Project – 'Reduce or Re-use or Recycle'	create a way to reduce or reuse or recycle used products	5.4.2 (b) Describe how non-renewable resources could be used wisely	<ul style="list-style-type: none"> Explain the project Group work Identify a used product Brainstorm ways to 'reduce, reuse or recycle' 	<ul style="list-style-type: none"> Identify ways to reduce, reuse or recycle used products List examples 	<ul style="list-style-type: none"> Value nonrenewable resources and practice wise use
148	Project work – day 2	Describe methods and strategies to reuse, recycle and reuse non-renewable resources	5.4.2 (b) Describe how non-renewable resources could be used wisely	<ul style="list-style-type: none"> Methods or strategies to 'reduce, reuse or recycle' Begin working on item 	<ul style="list-style-type: none"> Describe methods and strategies to reduce, reuse and recycle 	<ul style="list-style-type: none"> Value nonrenewable resources and practice wise use
149	Project work – day 3	Describe methods and strategies to reuse, recycle and reuse non-renewable resources	5.4.2 (b) Describe how non-renewable resources could be used wisely	<ul style="list-style-type: none"> Continue work on the project and complete 	<ul style="list-style-type: none"> Describe methods and strategies to reduce, reuse and recycle 	<ul style="list-style-type: none"> Value nonrenewable resources and practice wise use
150	Revision	Display their products which are collected for marking.				

Term: 4 Week: 5

Guided Lesson

Lesson No: 151 **Unit 3:** Working with maps **Time:** 30 minutes

Topic: Reading and using maps – Draw a sketch map

Assessment Task 31: On a map, complete exercises on key, scale and direction

Lesson Topic: Let’s revise the key, direction and scale.

Content Standards: 5.4.3 Demonstrate mapping skills – draw a sketch map and develop a key and scale

Performance Standard: 5.4.2 (a) Interpret a map of the province

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

- describe a sketch map

Knowledge	Skills	Attitudes/ Values
<ul style="list-style-type: none"> • Sketch map • North direction • Key • Scale 	<ul style="list-style-type: none"> • Describe what a map is and identify the North Direction, the key and scale on a map • Interpret symbols and other features of a map 	<ul style="list-style-type: none"> • Appreciate using maps to find information • Value maps as it contains significant information

Reference: Primary Social Science Syllabus

Materials: maps, compass, cartridge papers etc.

Teaching and learning activities

Part of lesson	Teacher’s activities	Student’s activities
Introduction	<ul style="list-style-type: none"> • Display a ‘sketch map’ 	<ul style="list-style-type: none"> • Study the map
Body	<ul style="list-style-type: none"> • Revise: Key, Direction and Scale by asking questions on these using the map displayed. <p>Go through the activities.</p>	<ul style="list-style-type: none"> • Answer questions on key, direction and scale using the map displayed. • Do the activities on the board based on the same or another map.
Conclusion	<ul style="list-style-type: none"> • Ask questions about key and scale of a map. 	<ul style="list-style-type: none"> • Copy correct answers from the board.

Evaluation:

Teacher’s Notes:

Maps are geographic diagrams that shows all or parts of the earth’s surface with geographic features such as mountains, rivers; vegetation etc., built features such as cities, airports, buildings etc. are also represented on a map. Maps have a key, direction and scale to make reference to when looking for information.

Symbols are used to represent things on a map to represent real things.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 152, 153, 154 & 155** **Unit 3: Working with maps** **Time: 30 Minutes****Topic:** Reading and using maps – draw a sketch map**Content Standard: 5.4.3** Demonstrate mapping skills – draw a sketch map and develop a key and scale**Assessment Task 31:** On a map, complete exercises on key, scale and direction

Lesson No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
152	What is a scale?	Develop a scale for a map	5.4.3 (a) Interpret a map of the province	<ul style="list-style-type: none"> Identify the scale Interpret the scale Develop a scale for a map Read a scale 	<ul style="list-style-type: none"> Interpret a scale Identify how a scale is used 	<ul style="list-style-type: none"> Appreciate that scale makes it easy to represent real distance
153	My province	Read or interpret a map of a province	5.4.3 (a) Interpret a map of the province (b) Identify and locate landmarks of the province	<ul style="list-style-type: none"> Identify the key, scale and north direction List the landmarks of the province Locate the landmarks of the province 	<ul style="list-style-type: none"> Interpret features on a map Identify and understand the use of scale, key and north direction 	<ul style="list-style-type: none"> Appreciate the use of key, scale and direction on a map
154	Another province	Read or interpret a map of a province	5.4.3 (a) Interpret a map of the province (c) Locate on a map, resources and natural and man-made features of the province	<ul style="list-style-type: none"> Identify the key, scale and north direction Identify and locate resources, natural and man-made features of the province 	<ul style="list-style-type: none"> Identify features on a map of another province Interpret and report features on the map 	<ul style="list-style-type: none"> Appreciate the use of key, scale and direction on a map
155	Revision					

Term: 4 Week: 6

Knowledge Skills Attitudes & Values (KSAV)

Lessons 156, 157, 158, 159 & 160 Unit 2: Working with map Time: 30 minutes

Topic: Reading and using maps – Draw a sketch map

Content Standard: 5.4.3 Demonstrate mapping skills – draw a sketch map and develop a key and scale

Assessment Task 32: On a map – mark in ‘North’; identify and circle the key; identify and circle a particular symbol.

Lesson No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
156	My school	Describe where buildings, gardens, roads, etc. are in the school	5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Elements of a map • Location of items or surroundings in the school 	<ul style="list-style-type: none"> • Observe the surrounding of the school • Record findings in the surrounding 	<ul style="list-style-type: none"> • Appreciate the surroundings of the school and have symbols to represent real things
157	My school	Develop a scale for sketch map	5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Develop a scale for the map 	<ul style="list-style-type: none"> • Calculate the scale of the distance around the school 	<ul style="list-style-type: none"> • Appreciate the map of the school and it's features.
158	My school	Draw a sketch map	5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Draw a sketch map 	<ul style="list-style-type: none"> • Draw a sketch map of the school 	<ul style="list-style-type: none"> • Appreciate drawing maps
159	My school	Complete and display the sketch maps	5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Draw a sketch map and develop the key, scale and direction 	<ul style="list-style-type: none"> • Draw sketch map and insert key, scale and North direction 	<ul style="list-style-type: none"> • Appreciate drawing and inserting key information on maps
160	Revision					

Term: 4 Week: 7

Knowledge Skills Attitudes & Values (KSAV)**Lessons 161, 162, 163, 164 & 165 Unit 2: Working with maps Time: 30 Minutes****Topic:** Reading and using maps – draw a sketch map**Content Standards: 5.4.3** Demonstrate mapping skills – draw a sketch map and develop a key and scale**Assessment Task 33:** Draw a sketch map. Include a key, scale and north direction

Lsn No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes and Values
161	Group project – Draw a sketch map	Draw a sketch map of: e.g. - School (if large) - Village or community if small - Suburb or part of it etc	5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Elements of a map • Measurement of area of study • Groups collect information after school and work on map during class time. 	<ul style="list-style-type: none"> • Describe the elements on a map 	<ul style="list-style-type: none"> • Appreciate working with maps or area of study
162	Group project – Draw a sketch map	Draw a sketch map of: e.g. - School (if large) - Village or community if small - Suburb or part of it etc	5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Measurement of area of study • Develop scale • Draw a sketch map 	<ul style="list-style-type: none"> • Describe area of measurement and develop a scale 	<ul style="list-style-type: none"> • Appreciate drawing sketch map of an area
163	Group project – Draw a sketch map	Draw a sketch map of	5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Measurement of area of study • Develop scale • Draw a sketch map 	<ul style="list-style-type: none"> • Measure the distance of the area 	<ul style="list-style-type: none"> • Appreciate working with maps
164	Group project – Draw a sketch map	Draw a sketch map of	5.4.3 (d) Draw a sketch map of the school... Include a key, north direction and a simple scale	<ul style="list-style-type: none"> • Display sketch maps • Try peer assessment from assessment criteria 	<ul style="list-style-type: none"> • Describe information inserted on map of area of study 	<ul style="list-style-type: none"> • Appreciate sketch maps drawn and explain what has been drawn
165	Revision	Collect sketch maps for marking and display				

Strand 5: History and Origins (Lessons 166 – 175)

Term: 4 Week: 8

Guided Lesson

Lesson No:166 Unit 1: Events and stories of the past **Time:** 30 minutes

Topic: Significant historical events

Assessment Task 34: List the different ways the history of the province and PNG is recorded. Choose one way and state one advantage and one disadvantage of it.

Lesson Topic: How do we know what happened in the past?

Content Standard: 5.5.1 Identify significant historical events that happened in PNG

Performance Standard: 5.5.1 (a) Compare how history is recorded before and now

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

- list examples of evidence of life at the turn of the century

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Examples of evidence: <ul style="list-style-type: none"> - Old photographs, old films, recordings, newspaper articles, written stories, oral stories and legends, artifacts, fossilized items, songs and chants, official government documents, personal accounts by those still living, etc. 	<ul style="list-style-type: none"> • Identify past records • Describe what these past records or items mean • List examples of past information 	<ul style="list-style-type: none"> • Value the significance of the past • Respect past happenings • Acknowledge those in past records

References: Primary Social Science Syllabus

Teaching Materials: Pictures of different kinds of evidence

Teaching and Learning Activities

Lesson Part	Teacher Instructions	Students Activities
Introduction	Display either a photograph of settlers or an artifact from own area or both Introduce the concept of 'evidence' of life of early settlers.	Talk about what they see.
Body	Explain task: Discuss and list examples of evidence. List examples of evidence on the board. Sort them into 'western' and 'PNG evidence'	In groups, discuss and list examples of evidence about life before Independence.
Conclusion	Explore the idea of 'reliability' of evidence.	Express opinion of 'evidence' and its reliability.

Evaluation:

Teacher's Notes:

History is about what has happened, the study of the past events and it is about record of events that had happened.

History provides present day information about the past events of a period in time or in the life or development of people, an institution or a place. History is about the branch of knowledge that records and analyses the past events.

Knowledge Skills Attitudes & Values (KSAV)**Lessons 167, 168, 169 & 170 Unit 3: Events and stories of the past****Time:** 30 Minutes**Topic:** Significant historical events**Content Standards: 5.5.1** Identify significant historical events that happened in PNG**Assessment Task 34:** List the different ways the history of the province and PNG is recorded. Choose one way and state one advantage and one disadvantage of it.

Lsn No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes and Values
167	How do we record history for the future?	List was evidence could be recorded not	5.5.1 (a) Compare how history is recorded before and now	<ul style="list-style-type: none"> • Modern ways of recording evidence <ul style="list-style-type: none"> - Film, internet, email - Storage devices - Capacity of storage devices - Record pictures and sound - Available to worldwide audience, immediately 	<ul style="list-style-type: none"> • List examples of recording events • Describe some methods of recording both past and present 	<ul style="list-style-type: none"> • Appreciate recorded events of the past
168	Life of early settlers in PNG	describe aspects of life of early settlers	5.5.1 (b) Describe the lifestyle of early settlers in PNG	<ul style="list-style-type: none"> • Use of photographs and books • Houses, dress, transport and communication, industry, work, leisure, etc. 	<ul style="list-style-type: none"> • Explain the lifestyle of early settlers • Describe the early settlers of Papua New Guinea 	<ul style="list-style-type: none"> • Appreciate the lifestyle of early people and value the significance of past lifestyles.
169	Why was life like that?	Explain why life was like that	5.5.1 (b) Describe the lifestyle of early settlers in PNG	<ul style="list-style-type: none"> • Clothes, shelters and types of work of people in the past. • Reasons for dress, transport, houses, work etc. 	<ul style="list-style-type: none"> • List lifestyle activities • Explain advantaged and disadvantages about past lifestyle 	<ul style="list-style-type: none"> • Value past lifestyles and tolerate what lifestyles of the past
170	Revision					

Term: 4 Week: 9

Knowledge Skills Attitudes & Values (KSAV)**Lessons 171, 172, 173, 174 & 175****Unit 3: Events and stories of the past****Time:** 30 Minutes**Topic:** Significant historical events**Content Standards: 5.5.1** Identify significant historical events that happened in PNG**Assessment Task 35:** Plot given dates on a timeline and identify what happened in the dates marked on the timeline.

Lsn No:	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
171	Nation's history -	draw timeline of significant events in the history of the nation	5.5.1 (c) Identify significant events in PNG's history (d) Read a timeline	<ul style="list-style-type: none"> Significant events – political, social, natural disasters, economic, spiritual, etc Discovery Missionaries Independence International events 	<ul style="list-style-type: none"> List significant national events Explain why and how these events are celebrated Describe the importance of these events 	<ul style="list-style-type: none"> Demonstrate pride on significant events Appreciate the significant events Value the significant dates
172	Province's history	draw timeline of significant events in the history of the province	5.5.1 (c) Identify significant events in PNG's history (d) Read a timeline	<ul style="list-style-type: none"> Significant events – political, social, natural disasters, economic, spiritual, etc 	<ul style="list-style-type: none"> List importance provincial events Explain the significance of these events Describe and draw activities during these events 	<ul style="list-style-type: none"> Have pride on provincial significant events Appreciate events of the province Value activities associated with the events
173	Important persons or people - nation	Describe an individual's contributions to the nation	5.5.2 (c) Identify significant events in PNG's history	<ul style="list-style-type: none"> Identify the person – Grand Chief Michael Somare, Sir Maori Kiki, Vincent Eri, Sir John Guise How did they contribute to the nation? Independence or self-government 	<ul style="list-style-type: none"> List significant national events Describe the activities during the national events Explain some activities done during these events 	<ul style="list-style-type: none"> Have pride for those early state leaders Value their contributions and acknowledge them Appreciate their contributions to nation building
174	Important person – province	Describe an individual's contributions to the province	5.5.2 (c) Identify significant events in PNG's history	<ul style="list-style-type: none"> Identify the person from the province How did they contribute to the province? 	<ul style="list-style-type: none"> List Describe Explain 	<ul style="list-style-type: none"> Pride Value Appreciate
175	Revision					

Assessment

Assessment Recording and Reporting

Assessment and reporting is an essential part of a curriculum in schools 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
- Communicating and reporting on student learning
- Using a common language and good strategies for communicating and reporting students 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 and provides students multiple opportunities, in varying contexts, to demonstrate what they know and understand and can do in relation to the syllabus standards and benchmarks.
- **It is valid?**
Valid assessment strategies are those that measure the standards 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. Students should have time to practice the skill and receive feedback before their work is marked.

- **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 judgement is enhanced when teachers cooperatively develop shared understanding of a benchmark or standard. This can be 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 standards 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 providing 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 in the development of an assessment plan:

- Identify the syllabus standards that a unit covers.
- 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.
- How to gather and record the assessment evidence to make an informed decision about student progress towards achieving the relevant syllabus standards.

Assessment strategies

Assessment strategies include:

- 1. Anecdotal records**
Objective narrative records of student performances, strengths, needs, progress and negative/positive behavior.
- 2. Checklists, scales or charts**
Densification and recording of students' achievement can be through rubric levels, letter grade or numerical value, or simply by 'acceptable or unacceptable'.
- 3. Conferences**
Meetings between the student, parent, 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 performance standards
- 7. Portfolios**
Collections of student work that exhibit the students' efforts, progress and achievements in one or more areas
- 8. Rubrics**
It is 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

Assessment Overview Grade 5

The yearly and or termly assessment tasks are organised by weeks, strands, units, content standards and performance standards to show linkage, when should assessment tasks be conducted, and where the assessment tasks are extracted from and the particular performance standards where assessment tasks are taken from.

Yearly Assessment Tasks

Week	Strand	Unit	Performance standards	Assessment task
1	Planning, preparation , registration and class organization			
2	Community and Organization	People and Groups	5.1.1. (a) Identify the types of services provided by individuals and organizations. (b) Identify individuals and groups who provide services.	Assessment Task 1 Draw a diagram to show the services provided for a community and who provides the services.
3			5.1.1. (a) Identify the types of services provided by individuals and organizations. (b) Identify individuals and groups who provide services. (c) Identify ways individuals and groups contribute to improving life in the community.	Assessment Task 2 A short report (verbal or written) of 'An act of kindness' experience.
4			5.1.1. (b) Identify individuals and groups who provide services. (c) Identify ways individuals and groups contribute to improving life in the community.	Assessment Task 3 Let's write a poem or rap music lyrics (words)
5			Relationships	5.1.2 (a) Describe behaviors acceptable and unacceptable in different groups
6		5.1.2 (a) Describe behaviors acceptable and unacceptable (b) Describe effects of bad or unacceptable behaviors (c) Describe the consequences of bad and unacceptable behaviors.		Assessment Task 5 Match examples of behaviors to the effects of behaviors
7		5.1.2 (a) Describe acceptable and unacceptable behaviors in different groups (b) Describe rewards for good or acceptable behavior (c) Describe consequences of bad or unacceptable behaviors		Assessment Task 6 Draw flowcharts to show the effects of behaviors or relationships

8	Rules, Roles and Responsibilities	<p>5.1.3 (a) Identify decision makers of groups and organizations</p> <p>(b) Describe how decisions are made in the family, groups and organizations</p>	<p>Assessment Task 7</p> <p>Explain how class and school leaders are chosen</p>
9		<p>5.1.3 (a) Identify decision makers of groups and organizations</p> <p>(b) Describe how decisions are made in the family, groups and organizations</p> <p>(d) Explain how leaders are chosen</p>	<p>Assessment Task 8</p> <p>List similarities and differences in decision making processes in the family and school</p>
10		<p>5.1.3 (b) Describe how decisions are made in the family, groups and organizations</p> <p>(c) Explain democratic and traditional decision making processes.</p>	<p>Assessment Task 9</p> <p>Create a poster promoting the qualities of a good class or school captain</p>

11	Trade	Needs and Wants	<p>5.2.1 (a) Explain the terms ‘consumer’ and ‘producer’</p> <p>(b) Describe the work of the producer in trade</p> <p>(c) Describe the role of the consumer in the community.</p>	<p>Assessment Task 10</p> <p>Identify consumers and producers from a list of pictures of people at work</p>
12			<p>5.2.1 (c) Describe the role of consumer in the community</p>	<p>Assessment Task 11</p> <p>Create a poster highlighting consumer rights</p>
13			<p>5.2.1 (d) Identify goods and services for consumption and exchange</p>	<p>Assessment Task 12</p> <p>Create an advertisement for a product.</p>

14		Productions	<p>5.2.2 (a) Describe common terms – ‘buyer, seller, market, producer and consumer’</p> <p>(b) Identify and describe the main agricultural activities in the local area</p> <p>(c) Identify and describe common informal or small businesses in the local community</p> <p>(d) Identify the similarities and differences between formal and informal business activities.</p>	<p>Assessment Task 13</p> <p>Match the common terms in trading to their descriptions or examples</p>
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15			<p>5.2.2 (c) Identify and describe common informal and formal business activities in the local area</p> <p>(d) Identify similarities and differences between informal and formal business activities</p>	<p>Assessment Task 14</p> <p>Draw examples of formal and informal business activities</p>
16			<p>5.2.2 (c) Identify and describe common formal and informal business activities in the local area</p>	<p>Assessment Task 15</p> <p>Report on the 'Project – Fundraising'</p>
17		Trade and Communication	<p>5.2.3 (a) Define communication</p> <p>(b) Describe different methods of communication</p>	<p>Assessment Task 16</p> <p>Role play communication methods</p>
18			<p>5.2.3 (b) Describe different methods of communication</p>	<p>Assessment Task 17</p> <p>Create and demonstrate an advertisement for radio</p>
19			<p>5.2.3 (d) Identify the advantages and disadvantages of communication methods used in trade different</p>	<p>Assessment Task 18</p> <p>Create an advertisement to sell a product (other media, not radio)</p>

20	Culture and Society	Customs and societies	<p>5.3.1 (a) Identify the different societies in the community or province.</p> <p>(b) Identify the main features of a matrilineal society</p>	<p>Assessment Task 19</p> <p>Identify features of a matrilineal society from a list</p>
21			<p>5.3.1 (a) Identify different societies from the community</p> <p>(b) Describe how societies are structured (c) Describe the main features of a patrilineal society</p> <p>(d) Describe how societies are structured</p>	<p>Assessment Task 20</p> <p>List one similarity and one difference between matrilineal and patrilineal societies</p>
22			<p>5.3.1 (a) Identify different societies in the community or province</p> <p>(d) Describe how societies maintain strong ties and pass on strong beliefs</p>	<p>Assessment Task 21</p> <p>Essay – My cultural identity.</p>

23	Beliefs and Values	<p>5.3.2 (a) Identify tribes, clans and ethnic groups</p> <p>(b) Identify and describe differences between a tribe and a clan</p> <p>(c) Describe the tribe, clan or ethnic groups</p>	<p>Assessment Task 22</p> <p>Describe two features of a tribe or clan</p>
24		<p>5.3.2 (a) Identify tribes, clans and ethnic groups</p> <p>(c) Describe the tribe, clan or ethnic group</p>	<p>Assessment Task 23</p> <p>Identify the leaders of clans and tribes</p>
25		<p>5.3.2 (c) Describe tribe, clan or ethnic group</p> <p>(d) Describe the relationships within groups</p>	<p>Assessment Task 24</p> <p>Name examples of a tribe, clan and ethnic group.</p>

26	Environment and Resources	The environment	<p>5.4.1 (a) Identify and describe the physical features of the province and nation</p> <p>(c) Identify and describe the natural and man-made features of the environment of province and nation</p>	<p>Assessment Task 25</p> <p>Locate, on a map, the main physical features of the province</p>
27			<p>5.4.1 (a) Identify and describe the physical features of the province</p> <p>(b) Identify and locate places of significance in the province</p> <p>(c) Identify and describe the natural and man-made features of the province</p>	<p>Assessment Task 26</p> <p>List landmarks of the province</p>
28			<p>5.4.1 (a) Identify and describe the physical features of the province</p> <p>(b) Identify and locate places of significance in the province</p> <p>(c) Identify and describe the natural and man-made features of the province</p>	<p>Assessment Task 27</p> <p>Project – My province</p>

29	Resources	<p>5.4.2 (a) Identify the effects of using natural resources</p> <p>(d) Describe the effects of mining resources and extracting oil and gas</p>	<p>Assessment Task 28</p> <p>Explain the differences between man-made and natural resources</p>
30		<p>5.4.2 (a) Identify the effects of using natural resources</p> <p>(c) Explain how individuals and groups care for renewable resources</p>	<p>Assessment Task 29</p> <p>Poster – promoting the wise use of water and land</p>
31		<p>5.4.2 (b) Describe how non-renewable resources could be used wisely</p>	<p>Assessment Task 30</p> <p>Project – ‘Reduce, Reuse and Recycle’ an used product</p>

32	Working with maps	<p>5.4.3 (a) Interpret a map of the province</p> <p>(b) Identify and locate landmarks of the province</p> <p>(c) Locate on a map, resources and natural and man-made features of the province</p>	<p>Assessment Task 31</p> <p>On a map, complete exercises on key, scale and direction.</p>
33		<p>5.4.3 (d) Draw a sketch map. Include a key, north direction and a simple scale</p>	<p>Assessment Task 32</p> <p>On a map: Mark in the ‘North’; identify and circle the key and identify and circle a particular symbol.</p>
34		<p>5.4.3 (d) Draw a sketch map of the school... Include a key, north direction and a simple scale</p>	<p>Assessment Task 33</p> <p>Draw a sketch map. Include a key and scale and north direction</p>

35	History and Origins	<p>5.5.1 (a) Compare how history is recorded before and now</p> <p>(b) Describe the lifestyle of early settlers in PNG</p>	<p>Assessment Task 34</p> <p>List the different ways the history of the province and PNG is recorded. Choose one way and state one</p>
36		<p>5.5.1 (c) Identify significant events in PNG’s history</p> <p>(d) Read a timeline</p>	<p>Assessment Task 35</p> <p>Plot given dates on a timeline and identify what happened in the dates marked on the timeline.</p>

Resources

No	Teacher Resources	Student Resources
	Grade 5 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

- NDOE 2013 Primary Social Science Syllabus, NDOE, Waigani
- NDOE 2003, Outcomes Based Primary Syllabuses, 2003 NDOE Waigani
- NDOE 2003, Outcomes Based Primary Teacher Guides, 2003 NDOE Waigani
- NDOE 2002, Assessment and Reporting Policy, 2003 NDOE Waigani
- NDOE 2002, National Curriculum Statement, Papua New Guinea NDOE, Waigani
- NDOE 1986, A Philosophy of Education for Papua New Guinea, Ministerial Committee Report (P. Matane, chair), NDOE, Waigani
- NDOE 1999, Primary Education Handbook, NDOE, Waigani
- NDOE 2002, National Curriculum Statement 2002, NDOE, Waigani
- NDOE 1999, National Education Plan 1995–2000, Update 1, NDOE, Waigani
- Task Force Report, 2013
- NDOE 2013, Report of the Task Force for the Review of Outcomes Based Education, in Papua New Guinea

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

Assessment Task 1. Use drawings to describe how an aspect of family life has changed over time (past and present).		Marking Code A : Achieved PA: Partly Achieved NA: Not achieved		
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.

“FREE ISSUE - NOT FOR SALE”