

Social Science

Syllabus

Grades 6, 7 & 8

Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Social Science

Syllabus

Grades 6, 7 & 8

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2018 by the Department of Education, Papua New Guinea

First Edition

© Copyright 2018, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Graphic Design & Layout by Vitus Witnes Kanua

ISBN: 978-9980-905-47-5

Acknowledgements

The Grades 6, 7 and 8 Social Science Syllabus was developed by the Curriculum Development Division of the Department of Education. The syllabus was coordinated by Bure Kaman Minjwari with assistance from the Social Science Subject Curriculum Group (SCG) and writing team.

The Curriculum Panel (CP), Syllabus Advisory Committee, (SAC) and Basic Education Board of Studies (BEBoS) committee members are also acknowledged for their recommendation and endorsement of this syllabus.

Contents

Acronyms.....	iv
Secretary's Message.....	v
Introduction.....	1
Aims and Goals.....	2
Overarching Curriculum Principles.....	3
Rationale.....	8
Content Overview.....	11
Content Standards, Benchmarks and Evidence Outcomes.....	12
Grade 6 Strands and Units.....	13
Grade 7 Strands and Units.....	21
Grade 8 Strands and Units.....	29
Assessment, Monitoring and Reporting.....	37
Glossary.....	43
References.....	46

Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BEBoS	Basic Education Board of Studies
CP	Curriculum Panel
CS	Content Standards
DA	Diagnostic Assessment
ESD	Education for Sustainable Development
IHD	Integral Human Development
NDoE	National Department of Education
OBC	Outcomes Based Curriculum
OBE	Outcomes Based Education
PS	Performance Standards
PNG	Papua New Guinea
SAC	Subject Advisory Committee
SBC	Standards Based Curriculum
SBE	Standards Based Education
SCG	Subject Curriculum Group

Secretary's Message

The development of Grades 6, 7 and 8 Social Science Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report, (Czuba 2013) to phase out Outcomes Based Curriculum (OBC) and realign the curriculum using standards based approach.

The realignment of Social Science curriculum from Outcomes Based Curriculum (OBC) to Standards Based Curriculum (SBC) is aimed at improving the organization of content and context of what the students will be studying at that level. It is envisaged that by the end of Grade 8, the students will acquire the necessary basic Social Science knowledge, skills and attitude or values to help and prepare them to progress to the next level of learning while at the same time aiming to strive and compete against 21st century competencies and demands.

The Social Science curriculum aims to develop certain attitude, knowledge and skills of students to acquire Social Science processes and theories. Students will learn to gather raw data, analyse and evaluate information and take action through Social Science process. It is important for Social Science teachers to be creative, innovative and research skilled to teach Social Science process as it is focused on research approaches where students will be encouraged to explore, interview, collect and collate data and come up with results. This curriculum will enable students to be active and effective members of their communities and will prepare them for further study in Social Science.

Teachers are encouraged to use the syllabus in conjunction with the teacher guides and other relevant resources to generate creative teaching and learning activities to deliver the Social Science content.

I commend and approve this Social Science Syllabus for Grades 6, 7 & 8 to be used in all schools throughout Papua New Guinea.



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

Introduction

The introduction of Standards Based Education (SBE) in Papua New Guinea (PNG) is an important Government directive to raise performance competencies in all aspects of education; curriculum development, teacher training, student and teacher performance, monitoring, school management and leadership. The designing of courses in the curriculum have been done to raise standards in teaching and learning at all levels of schooling through reviewing, aligning, realigning and repositioning of the existing content in order to cater for the shift in the pedagogy.

The realigned Social Science curriculum represents the fundamental knowledge and skills that all students need to maintain in social studies. It provides coordinated and systematic study of disciplines such as Environment and Resources, Civic and Organizations, Culture, History and Trade. The curriculum directly addresses the skills of civic and cultural literacy, historical and economic literacy and global awareness. Students who study Social Science will be able to gather, analyse, evaluate and make judgments and present information about their local, national and international societies, environment and cultures. It further emphasizes the importance of linking Social Science lessons to real-life situations especially to Papua New Guinea, context and needs.

The standards based curriculum advocates the national expectation of what students must know and be able to do in Social Science from Grades 6, 7 and 8. These national expectations are referred to as Content Standards (CS) and Benchmarks (BM). Content standard statements consist of knowledge, skills, attitudes and values that a student should be able to demonstrate or perform based on the underlying instruction by the teacher or the discovery performed by the student. Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate competency using various representations in real life situations.

Time allocation for Social Science is 160 minutes per week for Grades 6, 7 and 8. Teachers can use the time allocated to do their timetable or program according to their school needs.

Aims and Goals

Ultimate Aim

Integral Human Development (IHD) is the ultimate aim of education in Papua New Guinea.

- Integral in the sense that all aspects of a person are important;
- Human in the sense that social relationships are basic; and
- Development in the sense that every individual has the potential to grow in the knowledge, wisdom, understanding, skill and goodness.

Goals

1. Every person will be dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the National Curriculum must integrate and maximize socialization, participation, liberation and equality;
2. Awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve learning and living; and
3. Awareness of the goodness and the dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline and a sense of responsibility for one self and others.

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

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

Overarching Curriculum Principles

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

Relevance

The National Curriculum should be relevant to the social, spiritual and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development. A relevant national curriculum will prepare students for productive community living; integrate academic and practical education; and will provide ways to paid and unpaid employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of Grades 8, 10 and 12 will need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge. All students will need to know how to adapt new technologies and knowledge appropriately to their environment.

The National Curriculum will enable teachers to support students learning by encouraging teaching in real-life contexts. This means relating the skills and knowledge of subjects to real life situations. For example, mathematics can be used to study how to run a business, or appropriate technology can be applied to improve water supplies. People from the community could also be brought into the classroom to help teach a topic and support students undertaking useful projects in the community.

Multiculturalism

Papua New Guinea is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and values. As a multicultural society, we must protect, promote and respect our many cultures and languages. There are many people from our own ethnic groupings and from other countries with their own cultures, living and working together in Papua New Guinea. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world.

Ethics, Morals and Values

Papua New Guinea is striving to create a society in line with democratic liberal traditions. The citizens of Papua New Guinea should recognize appropriate social relationships based on sound human and religious

ethics, morals and values. These are required for interaction with families, villages, and other economic groups and people from other provinces and nations. The process of socialization requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialization also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, school, church, community and the world beyond.

The Right to Healthy Living

The health status of Papua New Guinea is very low. All citizens have the right to a healthy life and easy access to basic amenities such as clean water, a nutritious diet, improved sanitation, appropriate and better local health services. Students need to learn attitude, skills and knowledge that will help them become productive, healthy and contented citizens of Papua New Guinea. They need to be given a set of skills that will enable them to improve their own and their community's health in order to improve the health status of Papua New Guinea. The National Curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building and National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organized events. The National Curriculum should enable them to understand how Papua New Guinean societies work and how they can be a useful part of these societies. Students should learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will be able to help Papua New Guinea develop a national identity as one nation if they learn to:

- work together with tolerance;
- respect one another, their traditional ways and resolve problems peacefully;
- respect and act in the spirit of the National Constitution;
- recognise their capabilities and develop their own talents;
- participate in the development of the national community; and
- protect and safeguard the national wealth and resources and consider how they will contribute to national revenues.

Education for Sustainable Development

Papua New Guinean National Curriculum focuses on Education for Sustainable Development (ESD) as an integral part of learning in the 21st century, ensuring learners are equipped to participate in and contribute to their own society and the wider world. Education for Sustainable Development is much more than teaching content related

knowledge and skills; it is also about teaching new ways of thinking about and perceiving the realities of our world and the possibilities for change. It is an approach to teaching and learning based on the ideals and principles that supports sustainability of - human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures.

ESD prepares students to be actively involved in creating a sustainable future by engaging them in solutions-based design and action that integrates knowledge across different disciplines and that considers diverse social, economic, and cultural perspectives. These skills and approaches also position students to perform more successfully across the school curriculum and prepare them for higher education and careers in a twenty-first century world.

Gender Equity and Social Inclusion

Gender is what it means to be a woman or a man. Gender refers to those behaviors and attitudes that are culturally accepted as ways of being a woman (femininity) and of being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In Papua New Guinea, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The National Curriculum will provide students with subjects, resources, activities and experiences that value the needs of girls and boys.

Females are generally a disadvantaged group in Papua New Guinea. Papua New Guinea does not have in place a good record about gender equity for females. Violence against females is widely acknowledged as a serious problem. A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and lower income levels than males. Males hold nearly all positions of leadership, authority and decision making. For example, in 2001 there were only two women in the National Parliament. Men hold most senior positions in government departments and the community. It is a similar situation in the Department of Education, provincial education divisions and schools. The National Curriculum will provide students with opportunities to consider these problems and ways of addressing gender issues.

Inclusive Curriculum

The National Curriculum is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographical locations, cultural and language backgrounds or their socioeconomic backgrounds. The National Curriculum must be implemented by teachers in ways that are inclusive of all students at all levels of schooling. Much more can be achieved if parents, community leaders, churches, and schools

co-operate and communicate with each other.

Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. It is true that students are very different and even the same students learn best from different methods at different times. By using a range of teaching methods, it is more likely that the needs of all students will be met. In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies and thoughtful use of a teacher's language of communication.

To be inclusive teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organization and management, should ensure that girls and boys are able to participate fully in all learning activities. Participation requires that individuals are motivated to achieve the goal of socialization fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognized and encouraged as contributing to social and national development, without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

Student-Centered Learning

Student-centered learning recognizes the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centered approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centered classroom will usually involve students working together in small groups using activity centers set up in the classroom while the teacher works more closely with one or two students.

The National Curriculum describes the learning outcomes for all subjects. A student-centered approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life

after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The National Curriculum should build on what students already know. Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education and to return to school or some other educational or training institutions in order to improve their qualifications.

Language Development across the Curriculum

The National Curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. Specific subjects have different language requirements such as the vocabulary and language features of science and the written and oral genres to narrate, explain, persuade, report, and discuss the particular content of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Standards-Based Curriculum Principles

The principles of the Standards Based Curriculum (SBC) include the following:

- Setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards, will motivate students to perform at a much higher level.
- Standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do.
- Students will learn more when more is expected of them in school and at home.
- The setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education.
- All children are capable of learning and achieving high academic standards, regardless of their backgrounds.
- Students can learn in their own ways and at their own rates.

Rationale

The Social Science curriculum seeks to cherish the student as an inquirer. The starting point is that children are curious and want to explore the things around them. Therefore, Social Science curriculum encourages students to take an active role in exploring the virgin environment, building society, celebrating their own unique culture and appreciating the culture of others. In this way, students begin with what is known and work towards the unknown by studying their local environment, society and culture and then study the features at the national and international levels.

Students develop important research skills that enable them to gather information from a variety of sources, analyze patterns in this information, form opinions, make predictions and take action based on the information gathered. Students by then use these skills of gathering, evaluating and acting on information to improve communities and their own lives.

Many students will not have access to formal education after Grades 8, 10 and 12. They now have the opportunity to learn about national and international issues and to develop skills to operate at these levels while undertaking the social science study. This study will enable students to be effective members of and actively contribute to their communities (villages or towns).

Social Science Aims and Goals

The aim for the Social Science Standard Based Curriculum (SBC) is to enable and encourage students to examine issues, respond critically and creatively and make informed decisions as individuals and as citizens of Papua New Guinea and of an increasingly inter-dependent world.

An effective Social Science curriculum prepares students to achieve all essential learning. In particular, Social Science, more than any other curriculum area, is vital in developing citizenship. Social Science represents the main principles of democracy, such as freedom, equality, human dignity and justice, rule of law and civic rights and responsibilities.

The Social Science curriculum provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social Science presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the Social Science curriculum empower students to be informed, responsible citizens of Papua New Guinea and the world, and to participate in the democratic process to improve society.

In particular, the Social Science curriculum:

- promotes students to use critical thinking, self-assessment, reasoning, problem-solving, collaboration, research and investigation to make connections in new and innovative ways as they progress through social science education

- provides the context and understanding of how humans interact with each other and with the environment over time
- offers the crucial knowledge needed to create a framework for understanding the systems and culture of society
- provides the multi-disciplinary lens through which students examine issues affecting their lives from personal, local, national, and global perspectives
- suggests changes to government that would lead to social and economic development at the local, national and international levels
- integrates the concepts, processes and ways of thinking drawn from the diverse disciplines of the Social Sciences including geography, political science, culture, history and economics
- provides cornerstone skills that are the key to opening doors for a more diverse, competitive workforce and responsible citizens

Social Science Guiding Principles

The primary Social Science curriculum guiding principles can be described as an approach to teaching and learning that is based on both philosophy and practicality. It can generally be defined as a curriculum approach that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key learning concepts. The contents of the Social Science curriculum are connected and related in meaningful ways for both the students and teachers.

Furthermore, the Social Science curriculum principles identify, describe and focus attention on the concerns that must be addressed when developing and implementing the Social Science course of study. They are based on significant cultural, social and education values, beliefs and norms in our societies today. The guiding principles also assist in identifying the knowledge, skills, processes and values explicitly stated in the Content Standards of this syllabus.

The guiding principles for senior primary Social Science are;

- meaningful, important, challenging, active, and issues based
- consistent with current research relating to how children learn
- combining multiple views of environmental issues and importance
- reflecting a balance of local, national and global content
- promoting achievements in the processes of governance, communication, investigation and participation
- promoting literacy through the Social Science studies
- developing knowledge, skills, and attitudes for lifelong learning

- promoting the development of informed and active citizens
- supporting the realization of an effective learning environment
- promoting time and interventions of technology in learning and teaching Social Science
- promoting culture, economy and resource-based learning
- promoting the use of diverse learning and assessment strategies.

Content Overview

The content overview is the description of what students will learn for each grade prescribed in the syllabus content. The Social Science course is organized into five strands which is a convenient way of organizing the content. Each strand identifies a particular aspect of Social Science that shows progression of learning from one grade to the next. Each strand identifies a particular concept of Social Science. Each strand is further organized into units to allow content standards and benchmarks to be written and implemented.

The table below outlines the Social Science strands and units.

Strands	Units
1. Environment and Resources	1.1 Physical and Human Environment 1.2 Effects of Environmental Change 1.3 Human Impacts on Environment 1.4 Environmental Sustainability 1.5 Natural Hazards
2. Civic and Organizations	2.1 Groups and Organizations 2.2 Relationships and Communication between Groups and Organizations 2.3 Changes and Development
3. Culture	3.1 Different Cultures 3.2 Changes in Cultures 3.3 Cultural Participation
4. History and Change	4.1 History 4.2 Change
5. Trade	5.1 Economic Activities 5.2 Producers and Consumers

Content Standards, Benchmarks and Evidence Outcomes

Content standards, benchmarks and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to be attained.

Content Standards

Content Standards are broadly stated expectations of what students should know, understand and be able to do in particular subjects, grade level, or school level. For example, Pupils will be able to interact and convey simple messages using comprehensible language.

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades or levels of development. For example, Grade 6 students will meet the above standard when they ask and answer questions about routine matters using comprehensible language.

Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate competency using various representations in real life situations.

Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and the benchmarks to not only make it easier to interpret and understand the relationship between these two standards but also to help with lesson planning and assessment and reporting of students' performance in relation to a content standard.

Subject	Subject is indicated by the acronym SOS
Grade	Grade is indicated by the first number (for example, 6)
Strand	Strand is indicated by the second number (for example, 6.1)
Content Standard	Content Standard is indicated by the third number (for example, 6.1.1)
Benchmark	Benchmark is indicated by the fourth number (for example, 6.1.1.1)
Thus, the code will read as SOS 6.1.1.1 .	

Grade 6 Strands and Units

Strand 1: Environment and Resources

In this strand, the students learn about physical and human environments, how physical features have been formed, how physical environment affects people and how people affect the physical environment, resource sustainability and natural hazardous events. Using the immediate environment, students develop environmental awareness. They begin to recognize that people use maps to represent places. As a prerequisite to developing a spatial view, students explore positional and directional words and their meaning to identify significant locations in the classroom and the world around them. The introduction of the concept that people use the environment to fulfil human needs and wants which prepares students for a more in-depth study of human and natural environment interactions in subsequent grades.

Evidence Outcomes

At the end of Grade 6 all students can:

- identify key features of physical and human environments
- use mapping skills and geographical tools to interpret symbols on maps
- explain how environmental features have an impact on human migration and settlement patterns
- identify and analyse how human activities have an impact on the environment
- propose ways that could be taken locally to assist the sustainable use of resources
- discuss how to prepare and respond to natural disasters

Unit 1: Physical and Human Environment

In this unit, students will learn about features of physical and human environment in their locality and will also apply geographical skills of using maps.

Content Standard	Benchmarks
6.1.1. Students will be able to identify and compare the features of physical and human environment in their local region.	<p>SOS 6.1.1.1. Discuss the features of the physical environment in their local region.</p> <p>SOS 6.1.1.2. Discuss the features of the human environment in their local region.</p> <p>SOS 6.1.1.3. Use maps to describe both physical and human features of the local environment.</p>

Unit 2: Effects of Environmental Change

In this unit, students will learn about local and global changes in the environment and their effects on humans.

Content Standard	Benchmarks
6.1.2. Students will be able to examine the effects of environmental changes in the local community.	<p>SOS 6.1.2.1. Discuss environmental change.</p> <p>SOS 6.1.2.2. Identify effects of environmental changes in the local community.</p> <p>SOS 6.1.2.3. Compare before and after maps, pictures and illustrations to show the effects of environmental change.</p>

Unit 3: Human Impacts on Environment

In this unit, students will learn about how human activities affect the environment.

Content Standard	Benchmarks
6.1.3. Students will be able to analyse human impact on the local environment.	<p>SOS 6.1.3.1. Identify different human activities and practices that cause damages to the local environment.</p> <p>SOS 6.1.3.2. Discuss how exploitation of the physical environment can have an impact on the livelihood of people in the local environment.</p>

Unit 4: Environmental Sustainability

In this unit, students will learn about the importance and the different ways to sustain the environment.

Content Standard	Benchmarks
6.1.4. Students will be able to explore ways of sustaining the natural environment in the local area.	<p>SOS 6.1.4.1. Discuss sustainable practices used within the local environment.</p> <p>SOS 6.1.4.2. Identify endangered species of plants and animals and describe how to conserve them within the local environment.</p>

Unit 5: Natural Hazards

In this unit, students will learn about the causes and effects of different types of natural hazards and how to respond and manage these hazards.

Content Standard	Benchmarks
6.1.5. Students will be able to examine natural hazards and their effects on people in the local environment.	<p>SOS 6.1.5.1. Explain the causes and effects of natural hazards.</p> <p>SOS 6.1.5.2. Identify natural hazards and experiences in Papua New Guinea.</p>

Strand 2: Civic and Organizations

In this Strand, students learn about different groups that contribute to social and political development, features, roles and responsibilities of some of these groups, traditional and contemporary forms of government, their structure and functions, modes of transport and communications. The content expectations lay the foundation for the development of civic by focusing on the values and principles of democracy. Using their classroom and own experiences, students begin to understand why rights have limits and are introduced to the concept of fairness in making group decisions. Students also begin to explore different symbols that represent ideals of our nation such as the Papua New Guinea flag. Primary Grades 3, 4 and 5 also prepares students to become good citizens as they develop an appreciation of the importance of self-discipline and individual responsibility in a democratic state.

Evidence Outcomes

At the end of Grade 6 all students can:

- identify rights and responsibilities of groups and organizations including the features of good citizens
- identify contributions of social groups and their relationships with the government and people
- examine types of activities which contribute to community development and change undertaken by government and social groups.

Unit 1: Groups and Organizations

In this unit, students will learn about the origins, structures and functions of different groups and organizations.

Content Standard	Benchmarks
<p>6.2.1. Students will be able to identify and compare different groups and organizations and their functions in the local community.</p>	<p>SOS 6.2.1.1. Identify and categorise community groups and organisations in terms of their roles and responsibilities.</p> <p>SOS 6.2.1.2. Evaluate the types of projects undertaken by these organizations in terms of their purposes and the types of changes they have made in the local communities.</p> <p>SOS 6.2.1.3. Describe the roles and responsibilities of different interest groups and organisations and examine how the implementation of these roles and responsibilities impact on local communities.</p>

Unit 2: Relationships and Communication between Groups and Organizations

In this unit, students will learn about how different groups and organisations communicate and interact with each other.

Content Standard	Benchmarks
6.2.2. Students will be able to examine Non-Government Organizations and their working relationships and communication with government entities in the local community.	<p>SOS 6.2.2.1. Identify local interest groups and examine how they relate to, and communicate with, government officials and representatives in order to promote their interests and implement their activities.</p> <p>SOS 6.2.2.2. Critically analyse the relationship and communication barriers experienced by civil society and Non-Government Organisations when working with the government in delivering basic services.</p>

Unit 3: Changes and Development

In this unit, students will learn about changes and developments in their communities.

Content Standard	Benchmarks
6.2.3. Students will be able to appraise the impact of change and sustainability oriented interventions on communities.	<p>SOS 6.2.3.1. Critique change and sustainability programs, projects and activities carried out by social, political, economic and religious groups on the local people in terms of impact on values and attitudes.</p> <p>SOS 6.2.3.2. Compare before and after changes in people's perceptions and living standards as a consequence of their participation in various changes and sustainability-oriented projects and activities.</p>

Strand 3: Culture

In this Strand, students learn elements of culture, describe different cultures as well as local, national and global cultures. Identify changes and discuss reasons for the changes to the culture. Besides, students begin to develop attitudes of understanding and tolerance towards other peoples and their cultures, appreciation of the diversity of Papua New Guinea’s cultures and pride in and promote Papua New Guinea’s national identity. Thus culture is the life people have together. Through guided participation in local culture, students gain social science process skills to obtain knowledge and skills to create better society. Students celebrate local, national and international cultures critically by participating in and reflecting on cultural events, rituals, ceremonies and practices.

Evidence Outcomes

At the end of Grade 6, all students can:

- identify elements of culture and cultural rituals of different regions.
- identify and present evidence of internal influences on cultural change.
- observe and participate in the organization or performance associated with local cultural events.

Unit 1: Different Cultures

In this unit, students will learn about different cultures of people and how these cultures shape and are shaped by people.

Content Standard	Benchmarks
<p>6.3.1. Students will be able to compare and contrast various cultures in the local community and examine how these cultures shape and are shaped by people.</p>	<p>SOS 6.3.1.1. Identify and describe common cultural elements (for example, symbols, beliefs, song and dance, customs, practices) and decode their messages.</p> <p>SOS 6.3.1.2. Compare and contrast the rituals and other cultural practices of different groups in the local community and examine how these practices contribute to the construction of identities.</p>

Unit 2: Changes in Cultures

In this unit, students will learn about causes and effects of changes in culture.

Content Standard	Benchmarks
<p>6.3.2. Students will be able to use basic research skills to investigate and draw conclusions about the different ways external influences transform local cultures.</p>	<p>SOS 6.3.2.1. Identify and research examples of external influences on local cultures and evaluate the results.</p> <p>SOS 6.3.2.2. Analyse evidence of external influences on cultural practices and draw appropriate conclusions on the nature of change.</p>

Unit 3: Cultural Participation

In this unit, students will learn about the importance of participating in different cultural activities.

Content Standards	Benchmarks
6.3.3. Students will be able to discuss and critically reflect on the different ways of enhancing and sustaining local cultures through active participation.	<p>SOS 6.3.3.1. Discuss cultural identities in their local communities and decode them to ascertain what they represent and promote.</p> <p>SOS 6.3.3.2. Analyse the different ways of supporting and promoting cultural events.</p>

Strand 4: History and Change

In this Strand, students need to understand their historical roots and how events shape the past, present and future of their society, country and the world. In developing these insights, students must know what life was like in the past and how things changed and developed over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, national and world history. In history, students begin to develop a sense of time and chronology using events from their own lives setting the foundation for understanding the past in subsequent grades. The expectations are intended to enable teachers to integrate social science with the arts as students develop an understanding of the temporal order of stories. Additionally, students are introduced to how people learn about the past as a building block for understanding the discipline of history in later grades.

Evidence Outcomes

At the end of Grade 6, all students can:

- examine the origin of indigenous Papua New Guineans and their basic needs in the past
- describe changes and developments associated with the lifestyles of indigenous Papua New Guineans

Unit 1: History

In this unit, students will learn about the origins of indigenous Papua New Guineans and how their lifestyles have evolved and changed over time.

Content Standards	Benchmarks
6.4.1. Students will be able to investigate the origins of indigenous Papua New Guineans and how they have survived overtime.	<p>SOS 6.4.1.1. Use basic research skills to investigate and discover the origins of indigenous Papua New Guineans and how they have sustained themselves overtime.</p> <p>SOS 6.4.1.2. Discuss the basic survival needs and how meeting this needs has contributed to changing and sustaining indigenous Papua New Guineans' livelihoods overtime.</p>

Unit 2: Change

In this unit, students will learn about the different changes that have taken place in the history of Papua New Guinea and how these changes have contributed to changing and sustaining indigenous people’s lifestyles overtime.

Content Standards	Benchmarks
<p>6.4.2. Students will be able to investigate the changes that have contributed to changing and sustaining the lifestyles of indigenous Papua New Guineans overtime.</p>	<p>SOS 6.4.2.1. Use basic research skills to investigate and draw conclusions on the impact transport, food, clothing and shelter had on the lives of Papua New Guineans over the years.</p> <p>SOS 6.4.2.2. Discuss and critique the changes in communication in Papua New Guinea and their social and economic impact.</p> <p>SOS 6.4.2.3. Examinechanges in various technologies and how they have changed the lives of Papua New Guineans.</p>

Strand 5: Trade

In this Strand, students learn about different groups that contribute to economic development, and their roles and responsibilities as developers. Students develop an understanding of economic concepts through practical examples. Students describe economic wants, distinguish between goods and services that fulfil those wants and recognize exchanges in which they participate. Discuss the local and international trade partners and how business is conducted at these levels compared to simple economic activities. Students need to understand the process and procedure of how business licenses are obtain to conduct economic activities in their country. Understand the ways government impacts the market through policy decisions as a producer and consumer of goods and services. Understand the significance of formal and informal economic activities which are apparently convenient for trade. All these foundational ideas prepare students for a deeper understanding of economics in succeeding grades.

Evidence Outcomes

At the end of Grade 6, all students can:

- identify different small scale economic activities that are of benefit and how each contributes to community development
- identify contributions of producers and consumers in the supply chain

Unit 1: Economic Activities

In this unit, students will learn about the importance of economic activities to the development of the country.

Content Standards	Benchmarks
<p>6.5.1. Students will be able to examine small scale economic activities in local communities and evaluate their impact on the development of these communities.</p>	<p>SOS 6.5.1.1. Discuss small scale economic activities in the local community and analyse their impact.</p> <p>SOS 6.5.1.2. Identify and profile different types of small scale economic activities and rank them in terms of their economic and social impact on the livelihoods of people.</p> <p>SOS 6.5.1.3. Evaluate the guidelines for operating formal economic activities, identify the gaps in the guidelines and suggest ways of closing these gaps to improve economic activities.</p> <p>SOS 6.5.1.4. Discuss operations and benefits of small scale economic activities.</p>

Unit 2: Producers and Consumers

In this unit, students will learn about the importance of producers and consumers and how they contribute to and influence the economic dialogue, practices, activities and livelihoods.

Content Standards	Benchmarks
<p>6.5.2. Students will be able to examine the different ways producers and consumers contribute to and influence community, provincial and national economy.</p>	<p>SOS 6.5.2.1. Identify local producers and examine their contributions to and influence on the local community.</p> <p>SOS 6.5.2.2. Discuss consumers' contributions and analyse their influence on the local community, provincial and national economies.</p>

Grade 7 Strands and Units

Strand 1: Environment and Resources

In this Strand, students learn about the physical and human environments, how physical features have been formed, how physical environment affects people and how people affect the physical environment, resource sustainability and natural hazardous events. Using the immediate environment, students develop environmental awareness. They begin to recognize that people use maps to represent places. As a prerequisite to developing a spatial view, students explore positional and directional words and their meaning to identify significant locations in the classroom and the world around them. The introduction of the concept that people use the environment to fulfil human needs and wants which prepare students for a more in-depth study of human and natural environment interactions in subsequent grades.

Evidence Outcomes

At the end of Grade 7 all students can;

- describe the formation of physical and human environment and the use of map to calculate distance, bearings and scales
- examine the effects of climate change on human settlement patterns
- identify major resources and its impacts on physical environment and human settlement pattern
- identify the core functions of the department responsible for protecting and conserving natural environment and its habitat
- identify hazardous natural events, and discuss the causes and effects and safety guidelines and management strategies

Unit 1: Physical and Human Environment

In this unit, students will learn about the features of physical and human environments in Papua New Guinea and apply geographical processes and skills of mapping to profile these environments and their features.

Content Standards	Benchmarks
<p>7.1.1. Students will be able to investigate how physical and human features of the environment are formed.</p>	<p>SOS 7.1.1.1. Use basic research skills to investigate the formation of different landforms in Papua New Guinea and draw appropriate conclusions.</p> <p>SOS 7.1.1.2. Define human environment and discuss its formation and examine its features.</p> <p>SOS 7.1.1.3. Use mapping skills and techniques to show human and physical environment features on a map.</p>

Unit 2: Effects of Environmental Change

In this unit, students will learn about local and global changes in the environment and their consequences on people and communities.

Content Standard	Benchmarks
7.1.2. Students will be able to investigate and discuss the effects of climate change.	<p>SOS 7.1.2.1. Identify the effects of climate change on human settlements in Papua New Guinea.</p> <p>SOS 7.1.2.2. Evaluate the different strategies used to respond to the effects of climate change and suggest how these could be improved.</p> <p>SOS 7.1.2.3. Interpret before and after maps, pictures and illustrations of the effects of climate change in Papua New Guinea.</p>

Unit 3: Human Impacts on Environment

In this unit, students will learn about how human activities affect the environment.

Content Standard	Benchmark
7.1.3. Students will be able to examine the impact of resource use on physical environment and human settlement patterns.	<p>SOS 7.1.3.1. Identify major resources, their exploitation and the impact on the physical environment and human settlement patterns.</p> <p>SOS 7.1.3.2. Investigate the impact of resource use on local physical environment and communities.</p> <p>SOS 7.1.3.3. Critically reflect on the impact of resource use on urban settlements.</p>

Unit 4: Environmental Sustainability

In this unit, students will learn about the important and the different ways of caring for and sustaining the environment.

Content Standard	Benchmarks
7.1.4. Students will be able to examine ways of protecting and caring for the natural environment.	<p>SOS 7.1.4.1. Discuss the roles and responsibilities of the Department of Environment and Conservation in protecting and caring for the environment.</p> <p>SOS 7.1.4.2. Identify and justify environmentally conserved areas in Papua New Guinea.</p> <p>SOS 7.1.4.3. Evaluate different ways of protecting and caring for the environment.</p>

Unit 5: Natural Hazards

In this unit, students will learn about the causes and the effects of different types of natural hazards and how to respond and manage them.

Content Standard	Benchmarks
<p>7.1.5. Students will be able to examine the causes and the effects of different types of natural disasters and consider different ways of managing them.</p>	<p>SOS 7.1.5.1. Discuss safety guidelines of managing natural disasters and evaluate their effectiveness.</p> <p>SOS 7.1.5.2. Investigate and draw conclusions about the causes and the effects of various natural disasters.</p> <p>SOS 7.1.5.3. Examine a case of a natural disaster in terms of its causes and effects on the environment and people and how it was managed.</p>

Strand 2: Civic and Organizations

In this Strand, students learn about different groups that contribute to social and political development, features, roles and responsibilities of some of these groups, traditional and contemporary forms of government, their structure and functions, modes of transport and communications. The content expectations lay the foundation for the development of civic by focusing on the values and principles of democracy. Using their classroom and own experiences, students begin to understand why rights have limits and are introduced to the concept of fairness in making group decisions. Students also begin to explore different symbols that represent ideals of our nation such as the Papua New Guinea flag. Primary Grades 3, 4 and 5 also prepares students to become good citizens as they develop an appreciation of the importance of self-discipline and individual responsibility in a democratic state.

Evidence Outcomes

At the end of Grade 7, all students can:

- describe traditional and modern governance and how leaders are chosen in Papua New Guinea
- identify local, provincial and national government services, benefits and ways to sustain these services and benefits
- identify and examine social and political development that promote change.

Unit 1: Groups and Organizations

In this unit, students will learn about the origins, structures and functions of different groups and organizations.

Content Standard	Benchmarks
7.2.1. Students will be able to examine governance structures and how they are implemented to achieve intended outcomes.	<p>SOS 7.2.1.1. Discuss the traditional governance structures in terms of their purposes and the achievement of intended outcomes.</p> <p>SOS 7.2.1.2. Analyse the modern governance structures and draw conclusions regarding their effectiveness in meeting citizens' needs.</p> <p>SOS 7.2.1.3. Appraise how leaders are chosen and governments are formed in Papua New Guinea.</p>

Unit 2: Relationships and Communication between Groups and Organizations

In this unit, students will learn about how different groups and organizations communicate and interact with each other.

Content Standard	Benchmarks
7.2.2. Students will be able to identify and investigate different ways provincial and national governments work together to develop local communities and provinces.	<p>SOS 7.2.2.1. Identify basic government services and reflect on the delivery of these services at the local, provincial and national levels through collaboration and partnerships.</p> <p>SOS 7.2.2.2. Suggest ways of improving and sustaining government services.</p>

Unit 3: Changes and Development

In this unit, students will learn about changes and developments in their communities.

Content Standard	Benchmarks
7.2.3. Students will be able to assess the contributions made by social, political and religious groups to national and sub-national development.	<p>SOS 7.2.3.1. Examine the contributions of social, political and religious groups to national and sub-national development.</p> <p>SOS 7.2.3.2. Reflect on the role of churches in the delivery of basic services.</p> <p>SOS 7.2.3.3. Compare and contrast the developments and changes taking place in urban and rural Papua New Guinea.</p>

Strand 3: Culture

In this Strand, students learn elements of culture, describe different cultures as well as local, national and global cultures. Identify changes and discuss reasons for the changes to the culture. Besides, students begin to develop attitudes of understanding and tolerance towards other peoples and their cultures, appreciation of the diversity of Papua New Guinea’s cultures and pride in and promote Papua New Guinea’s national identity. Thus culture is the life people have together. Through guided participation in local culture, students gain social science process skills to obtain knowledge and skills to create a better society. Students celebrate local, national and international cultures critically by participating in and reflecting on cultural events, rituals, ceremonies and practices.

Evidence Outcomes

At the end of Grade 7, all students can:

- examine meaning of the national symbols and colours used on flags and currencies
- identify influences of external factors and impacts on culture
- discuss national cultural events and exhibitions and ways to sustain culture

Unit 1: Different Cultures

In this unit, students will learn about different cultures of people.

Content Standard	Benchmarks
7.3.1. Students will be able to examine different ways culture shapes and is shaped by people and how it influences people’s value systems, attitudes and behaviours.	<p>SOS 7.3.1.1. Identify and analyse the different ways culture shapes the way a particular group of people think and behave.</p> <p>SOS 7.3.1.2. Critique how culture influence people’s value systems, attitudes, and behaviours.</p> <p>SOS 7.3.1.3. Describe the process of adopting/adapting to other cultures and evaluate the consequences.</p>

Unit 2: Changes in Cultures

In this unit, students will learn about the causes and the effects of changes in culture.

Content Standard	Benchmarks
7.3.2. Students will be able to evaluate external influences on Papua New Guinea’s cultures.	<p>SOS 7.3.2.1. Identify and examine external factors which influence Papua New Guinean cultures.</p> <p>SOS 7.3.2.2. Analyse the impact of external influences on Papua New Guinea’s cultures.</p>

Unit 3: Cultural Participation

In this unit, students will learn about the importance of participating in different cultural activities.

Content Standard	Benchmarks
7.3.3. Students will be able to rationalise and justify the reasons for participating in national cultural events.	<p>SOS 7.3.3.1. Evaluate the reasons for participating and celebrating national cultural events.</p> <p>SOS 7.3.3.2. Identify and discuss different ways of promoting and sustaining national cultural events.</p>

Strand 4: History and Change

In this Strand, students need to understand their historical roots and how events shape the past, present, and future of their society, country and the world. In developing these insights, students must know what life was like in the past and how things changed and developed over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, national and world history. In history, students begin to develop a sense of time and chronology using events from their own lives setting the foundation for understanding the past in subsequent grades. The expectations are intended to enable teachers to integrate social science with the arts as students develop an understanding of the temporal order of stories. Additionally, students are introduced to how people learn about the past as a building block for understanding the discipline of history in later grades.

Evidence Outcomes

At the end of Grade 7, all students can;

- examine the influences of foreigners on the natives
- study methods of problem solving in the past and present

Unit 1: History

In this unit, students will learn about the importance of studying people's origins and past events.

Content Standard	Benchmarks
7.4.1. Students will be able to describe early explorations in Papua New Guinea and analyse their impact on local people.	<p>SOS 7.4.1.1. Discuss the arrival of early explorers and appraise their influences on local people.</p> <p>SOS 7.4.1.2. Compare and contrast people's lives before and after the contact with the colonizers.</p>

Unit 2: Change

In this unit, students will learn about the changes in the way problems were solved in the past compared to how problems are solved today.

Content Standard	Benchmarks
<p>7.4.2. Students will be able to compare and contrast the processes and methods of problem solving used in the past and in the present to address problems.</p>	<p>SOS 7.4.2.1. Discuss how problems were solved in the past and examine the effectiveness and the limitations of the processes and methods used.</p> <p>SOS 7.4.2.2. Explain how problems are solved using the court system.</p> <p>SOS 7.4.2.3. Identify and describe the roles of groups and individuals that help to solve problems in the past and at present.</p>

Strand 5: Trade

In this Strand, students learn about different groups that contribute to economic development, and their roles and responsibilities as developers. Students develop an understanding of economic concepts through practical examples. Students describe economic wants, distinguish between goods and services that fulfil those wants and recognize exchanges in which they participate. Discuss the local and international trade partners and how business is conducted at these levels compared to simple economic activities. Students need to understand the process and procedure of how business licenses are obtain to conduct economic activities in their country. Understand the ways government impacts the market through policy decisions as a producer and consumer of goods and services. Understand the significance of formal and informal economic activities which are apparently convenient for trade. All these foundational ideas prepare students for a deeper understanding of economics in succeeding grades.

Evidence Outcomes

At the end of Grade 7, all students can:

- identify economic developers and entrepreneurs advocating economic activities that contribute to change and development of the nation
- identify organizations aiding economic developers and factors affecting economic development

Unit 1: Economic Activities

In this unit students will learn about the important economic activities and their contributions to national development.

Content Standard	Benchmarks
7.5.1. Students will be able to profile different economic activities and discuss how they have contributed to the development of Papua New Guinea.	<p>SOS 7.5.1.1. Identify and profile economic activities that contribute to national development.</p> <p>SOS 7.5.1.2. Use mapping skills and techniques to show the location of various economic activities.</p> <p>SOS 7.5.1.3. Identify and evaluate the role of private businesses in national development.</p>

Unit 2: Producers and Consumers

In this unit, students will learn about the importance of producers and consumers and how they operate in the economy.

Content Standards	Benchmarks
7.5.2. Students will be able to examine the role of local producers and reflect on how they operate and contribute to local and national economies.	<p>SOS 7.5.2.1. Identify and evaluate the different ways local producers contribute to local and national economics.</p> <p>SOS 7.5.2.2. Categorize local producers based on what they produce, their operations and the size of their business.</p> <p>SOS 7.5.2.3. Investigate and develop profile of local producers.</p> <p>SOS 7.5.2.4. Discuss government's aid to the local suppliers to improve their businesses.</p>

Grade 8 Strands and Units

Strand 1: Environment and Resources

In this Strand, students learn about the physical and human environments, how physical features have been formed, how physical environment affects people and how people affect the physical environment, resource sustainability and natural hazardous events. Using the immediate environment, students develop environmental awareness. They begin to recognize that people use maps to represent places. As a prerequisite to developing a spatial view, students explore positional and directional words and their meaning to identify significant locations in the classroom and the world around them. The introduction of the concept that people use the environment to fulfil human needs and wants which prepares students for a more in-depth study of human and natural environmental interactions in subsequent grades.

Evidence Outcomes

At the end of Grade 8, all students can:

- identify main features of physical and human environment in the world, its formation and the use of map to calculate direction, coordinates, longitude and latitude
- describe environmental factors that influence locations of human populations and human migration
- examine human events that have impacted global physical environment and human settlement pattern in terms of urbanization
- identify global organizations and groups that advocate for environmental protection and sustainability
- identify causes and effects of global hazardous events and frontline organizations that provides resilience and humanitarian assistance.

Unit 1: Physical and Human Environment

In this unit, students will learn about features of physical and human environment in their locality and apply geographical skills to construct, use and interpret maps.

Content Standard	Benchmarks
8.1.1. Students will be able to compare the main features of physical and human environments and investigate their formation.	<p>SOS 8.1.1.1. Describe the features of physical environments and examine how these are constructed or formed.</p> <p>SOS 8.1.1.2. Describe the features of human environments, and examine how these were constructed or formed.</p> <p>SOS 8.1.1.3. Use maps to interpret and compare the physical and human environmental features of different places.</p>

Unit 2: Effects of Environmental Change

In this unit, students will learn about local and global environment change and its effects on human migration.

Content Standard	Benchmarks
8.1.2. Students will be able to assess the effects of environmental change on people migration.	<p>SOS 8.1.2.1. Elaborate on how changes in the physical and human environment contribute to people migration.</p> <p>SOS 8.1.2.2. Use basic research skills to ascertain the effects of human environmental change on the movement of people way from their local communities.</p> <p>SOS 8.1.2.3. Use basic mapping skills and techniques to show the migration routes of people in PNG due to environmental change.</p>

Unit 3: Human Impact on the Environment

In this unit, students will learn about how human activities affect the environment.

Content Standard	Benchmarks
8.1.3. Students will be able to investigate how human activities affect the natural environment.	<p>SOS 8.1.3.1. Analyse the different ways farming methods impact on the natural environment.</p> <p>SOS 8.1.3.2. Examine how urbanisation impacts on the natural environment.</p> <p>SOS 8.1.3.3. Critically analyse the impact of logging on the local environment.</p>

Unit 4: Environmental Sustainability

In this unit, students will learn about the importance and the different ways of sustaining the environment.

Content Standard	Benchmarks
8.1.4. Students will be able to describe and examine different strategies, approaches and practices for protecting and sustaining the natural environment.	<p>SOS 8.1.4.1. Analyse the different strategies, approaches, and practices of protecting and sustaining the natural environment.</p> <p>SOS 8.1.4.2. Discuss how personal and group actions and change in attitudes, values, and practices can contribute towards the protection and the sustainability of natural environments.</p>

Unit 5: Natural Hazards

In this unit, students will learn about the causes and effects of different types of natural hazards and how to respond to and manage these hazards.

Content Standards	Benchmarks
<p>8.1.5. Students will be able to analyse the causes and effects of hazardous natural events in other parts of the world and describe how people respond to them.</p>	<p>SOS 8.1.5.1. Discuss major hazardous natural events in other parts of the world and evaluate their causes.</p> <p>SOS 8.1.5.2. Explain how people respond to hazardous events and the front-line organizations that provide humanitarian assistance and rehabilitation programs.</p>

Strand 2: Civic and Organizations

In this Strand, students learn about different groups that contribute to social and political development, features, roles and responsibilities of some of these groups, traditional and contemporary forms of government, their structure and functions, modes of transport and communications. The content expectations lay the foundation for the development of civic by focusing on the values and principles of democracy. Using their classroom and own experiences, students begin to understand why rights have limits and are introduced to the concept of fairness in making group decisions. Students also begin to explore different symbols that represent ideals of our nation such as the Papua New Guinea flag. Primary Grades 3, 4 and 5 also prepares students to become good citizens as they develop an appreciation of the importance of self-discipline and individual responsibility in a democratic state.

Evidence Outcomes

At the end of Grade 8, all students can:

- study the characteristics of ancient societies, type of leadership, governance and political structures
- identify countries that establish international relationship with Papua New Guinea in terms of development assistance
- analyse the contributions and impacts of multinational companies

Unit 1: Groups and Organizations

In this unit, students will learn about the origins, structures and functions of different groups and organizations.

Content Standard	Benchmarks
8.2.1. Students will be able to investigate the origins of the provincial government system and elaborate on the structures and the functions of provincial governments.	<p>SOS 8.2.1.1. Distinguish between the main functions and characteristics of the provincial and national governments.</p> <p>SOS 8.2.1.2. Use basic research skills to investigate how the provincial government system was created and analyse the rationale and justification for this form of government.</p> <p>SOS 8.2.1.3. Analyse the structures of provincial governments and draw conclusions about their effectiveness in enabling government roles and responsibilities to be effectively implemented.</p>

Unit 2: Relationships and Communication between Groups and Organizations

In this unit, students will learn about how different groups and organizations communicate and interact with each other to achieve common goals.

Content Standard	Benchmarks
8.2.2. Students will be able to examine how international groups and organizations communicate and interact with Papua New Guinea to achieve common goals.	<p>SOS 8.2.2.1. Identify international groups and organizations that assist Papua New Guinea in terms of development.</p> <p>SOS 8.2.2.2. Discuss impacts of international groups and organizations and their contribution to Papua New Guinea's development.</p> <p>SOS 8.2.2.3. Discuss ways of enhancing Papua New Guinea's relations with international groups and organisations.</p>

Unit 3: Changes and Development

In this unit, students will learn about changes and developments in their communities.

Content Standards	Benchmarks
8.2.3. Students will be able to examine the contributions by multi-national companies to Papua New Guinea's development.	<p>SOS 8.2.3.1. Identify multi-national companies that contribute to national development.</p> <p>SOS 8.2.3.2. Discuss the impacts of the contributions by multi-national companies.</p>

Strand 3: Culture

In this Strand, students learn elements of culture, describe different cultures as well as local, national and global cultures. Identify changes and discuss reasons for the changes to the culture. Besides, students begin to develop attitudes of understanding and tolerance towards other peoples and their cultures, appreciation of the diversity of Papua New Guinea’s cultures and pride in and promote Papua New Guinea’s national identity. Thus culture is the life people have together. Through guided participation in local culture, students gain social science process skills to obtain knowledge and skills to create better society. Students celebrate local, national and international cultures critically by participating in and reflecting on cultural events, rituals, ceremonies and practices.

Evidence Outcomes

At the end of Grade 8, all students can:

- discuss the importance of global cultures of selected countries in the world
- study the impacts and conflicts of cultural globalization
- discuss the importance of cultural exhibitions and cultural events of the pacific nations.

Unit 1: Different Cultures

In this unit, students will learn about the cultures of the people from the Pacific Region.

Content Standards	Benchmarks
<p>8.3.1. Students will be able to compare and contrast the various cultures and appreciate their uniqueness.</p>	<p>SOS 8.3.1.1. Compare and contrast Papua New Guinean cultures with those of other countries and appreciate the uniqueness of these cultures.</p> <p>SOS 8.3.1.2. Discuss the importance of showcasing and promoting the indigenous cultures.</p> <p>SOS 8.3.1.3. Evaluate the importance of Melanesian Festival of Arts in show casing and promoting Melanesian cultures.</p>

Unit 2: Changes in Culture

In this unit, students will learn about how changes in culture impact on people's lives and places.

Content Standards	Benchmarks,
8.3.2. Students will be able to analyse the impact of cultural changes on people's lives and places.	<p>SOS 8.3.2.1. Debate how inter-marriages affect and are affected by cultural beliefs, values and practices.</p> <p>SOS 8.3.2.2. Evaluate the advantages and disadvantages of modern technology such as mobile phones on people's lives and remote places.</p> <p>SOS 8.3.2.3. Analyse the effects of eating processed food as opposed to eating traditional food.</p>

Unit 3: Cultural Participation

In this unit, students will learn about the importance of participating in different cultural activities.

Content Standards	Benchmarks
8.3.3. Students will be able to examine the importance of planning, organizing and participating in cultural activities.	<p>SOS 8.3.3.1. Discuss how essential knowledge, values and attitudes are learned by one's participation in cultural activities.</p> <p>SOS 8.3.3.2. Explain the process of planning, organising and staging various cultural activities in local communities.</p>

Strand 4: History and Change

In this Strand, students need to understand their historical roots and how events shape the past, present, and future of their society, country and the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, national and world history. In history, students begin to develop a sense of time and chronology using events from their own lives setting the foundation for understanding the past in subsequent grades. The expectations are intended to enable teachers to integrate social science with the arts as students develop an understanding of the temporal order of stories. Additionally, students are introduced to how people learn about the past as a building block for understanding the discipline of history in later grades.

Evidence Outcomes

At the end of Grade 8, all students can;

- evaluate the impact of colonisation and World Wars I and II on PNG
- identify and examine the different types of government in the colonial era

- identify and explain significant changes made before and after independence by political leaders.

Unit 1: History

In this unit, students will learn about historical events and their impact on Papua New Guinea and its people.

Content Standard	Benchmarks
8.4.1. Students will be able to identify significant historical events and analyse their impact on Papua New Guinea.	<p>SOS 8.4.1.1. Critically analyse the impact of colonization on Papua New Guinea and its people.</p> <p>SOS 8.4.1.2. Use basic research skills to investigate and document the impact of World War I and World War II on various communities, individuals and groups in Papua New Guinea.</p> <p>SOS 8.4.1.3. Describe and examine in chronological order when important life changing events happened and the type of impact these events had on people and places.</p>

Unit 2: Change

In this unit, students will learn about the different changes that have taken place in the history of Papua New Guinea.

Content Standard	Benchmarks
8.4.2. Students will be able to identify the changes in Papua New Guinea’s system of governance and evaluate the impacts.	<p>SOS 8.4.2.1. Examine the process of transition from colonial rule to self-government and its consequences.</p> <p>SOS 8.4.2.2. Assess the significance of self-government, independence and autonomous government in Papua New Guinea.</p> <p>SOS 8.4.2.3. Profile political leaders in Papua New Guinea and their contributions towards Papua New Guinea gaining independence.</p>

Strand 5: Trade

In this Strand, students learn about different groups that contribute to economic development, and their roles and responsibilities as developers. Students develop an understanding of economic concepts through practical examples. Students describe economic wants, distinguish between goods and services that fulfil those wants and recognize exchanges in which they participate. Discuss the local and international trade partners and how business is conducted at these levels compared to simple economic activities. Students need to understand the process and procedure of how business licenses are obtain to conduct economic activities in their country. Understand the ways government impacts the market through policy decisions as a producer and consumer of goods and services. Understand the significance of formal and informal economic activities which are apparently convenient for trade. All these foundational ideas prepare students for a deeper understanding of

economics in succeeding grades.

Evidence Outcomes

At the end of Grade 8, all students can:

- identify the significance of international trade and the procedures of international trade performed by specific government authorities
- examine the factors enabling production and the importance of the consumer in the production process.

Unit 1: Economic Activities

In this unit, students will learn about importance of international trade in the development of Papua New Guinea.

Content Standards	Benchmarks
8.5.1. Students will be able to explain and justify the importance of international trade on the economic development of Papua New Guinea.	<p>SOS 8.5.1.1. Determine the influence of international trade on the development of Papua New Guinea.</p> <p>SOS 8.5.1.2. Discuss the work of government authorities that ensure the procedures of international trade are followed.</p> <p>SOS 8.5.1.3. Compare Papua New Guinea's trade with other countries and evaluate its consequences.</p>

Unit 2: Producers and Consumers

In this unit, students will learn about the importance of producers and consumers in economic development.

Content Standard	Benchmarks
8.5.2. Students will be able to investigate the factors that enable producers to increase their production.	<p>SOS 8.5.2.1. Investigate the factors that enable producers to increase their production.</p> <p>SOS 8.5.2.2. Assess the importance of consumers and producers in the market economy.</p>

Assessment, Monitoring and Reporting

The relationships between the assessment standards, the content standards and the teaching standards emphasized a point heard over and over in education recently. Good assessment is an integral part of good instruction. The most effective teaching aligns the content standards with instruction and assessment.

What is Assessment?

The term “assessment” is generally used to refer to all activities teachers use to help students learn and to monitor and measure students’ progress. Assessment is an on-going process of identifying, gathering and interpreting information about student’s progress towards achievement of the content standards described in the subject syllabuses.

What is Standards-Based Assessment?

In a standard based curriculum, assessment is viewed not only as a final product (summative), but more importantly as a continual process (formative) that provides pupil performance data to teachers and students regarding their progress towards achieving the intended standards. A timely and ongoing assessment of a student’s understanding is the key to the learning process. Throughout the year, teachers will be assessing students on each content standard and identifying area where a student or a group of students need more attention.

Assessment refers to all activities undertaken by teachers and by students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Purpose(s) of Assessment

The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both respond to fulfill the following information:

- Inform and improve students’ progress and achievements in learning
- Provide valuable information that enable teachers, schools and NDoE to make decisions about how to improve the quality of teaching and learning in the education system
- Inform teachers of the progress of students learning in order to adjust teaching planning to improve student learning
- Inform parents and guardians about their children’s progress and achievements
- Inform school and systems about teaching strategies, resource allocations and curriculum, other educational institutions, employers and the community about the achievements of students in general or of particular students.
- Whatever its purpose, assessment is seen as an integral part of the learning and teaching program rather than a separate process.

Types of Assessment

Papua New Guinea Standard Based Curriculum, Assessment Recording and Reporting are integral parts of the teaching and learning program for all schools and important aspects of the work of teachers and students. Assessment and Reporting combine to support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement.

Papua New Guinea Standards based curriculum has adopted the following types of assessments to monitor and assess the achievement of content standards:

- Assessment **For** Learning
- Assessment **As** Learning and
- Assessment **Of** Learning

1. Assessment For Learning (AFL)

Assessment for learning are often referred to as Formative Assessment. Formative assessment is part of the everyday teaching and learning process. Teachers gather evidence about a student's learning, for example by observing, listening, questioning, discussing and reviewing students work in the classroom every day. They can then use this evidence to:

- identify progress and gaps in learning (including individual support needs)
- set learning goals and success criteria and
- provide feedback to pupils.

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Teachers use assessment for learning to enable students to build on their learning. Assessment for learning focuses on how students can improve their learning. The continuous process of dialogue and interaction between teachers, students and peers is an essential part of assessment for learning.

2. Assessment As Learning (AAL)

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

3. Assessment Of Learning (AOL)

Assessment of learning is the use of a task or activity to measure, record and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams. These are often known as Summative Assessment.

Summative assessment gives students, parents and teachers valuable information about a student's overall performance at a specific point in their learning. It provides information about a student's progress in subject knowledge and understanding.

Summative assessment in the primary school can occur at different intervals such as weekly, on completion of a topic of work, at the end of each term or at the end of the year. The information it gives indicates student progress and achievement in the knowledge and skills in a particular area of learning, sometimes in grade-related or numerical terms. Short summative assessments can be relevant and valid when they are part of a wider range of assessment methods used to form a holistic picture of each student's achievements.

The Relationship between Formative and Summative Assessment

Formative assessment and summative assessment have been seen as serving two separate purposes. Formative assessment focuses on improving learning. Summative assessment summarises learning at the end of a period of study. Recently, however, formative and summative assessments have been recognised as interrelated and complementary. They can serve both purposes, depending on how teachers use assessment information and feedback.

The information from formative assessment, supplemented by valid class tests or tasks, helps to ensure dependable summative assessment. Teachers can use the information generated from summative assessments as feedback to support and help students to improve their learning. Teachers should 'report not only the students' final performance, but also what processes students need to improve in order to raise their performance.

Diagnostic Assessment (DA)

Apart from these three main types of assessment, teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and learning of a new content and for new entry levels for students.

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

Monitoring and Evaluation

All stakeholders have a role to play in using assessment information to make judgments about student's achievements. Analysis of assessment data must be used to inform decisions makers about:

- suitability of available resources
- the degree of community participation in schools
- trend in students' achievement at local and national levels
- the contribution of the education systems to the future development of the nation.

Evaluation is part of the process of continuously raising standards of student achievement in PNG. Assessment information used for evaluation purposes should be used in ethical and constructive ways.

Monitoring

The teachers are encouraged to practice general supervision over the teaching and learning content of Social Science instructions in primary classes. Teachers also advise school officials, school boards and other teachers in the development and improvement of Teaching and learning programs and identify strategies to improve Social Science education.

The assessment coordinators in the schools should develop and use monitoring tools to check on the progress of teaching and learning of Social Science content, skills and processes used.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching and learning to make improvements to their teaching practices in order to improve student learning. Evaluation tools such as written records, questionnaires, logs and diaries, submissions or records of meetings and discussion with general staff members, teaching staff, parents and other community members should be used to evaluate students and teachers' competencies.

Assessment Methods

These are some methods that teachers can use to assess students' performance in Social Science lessons:

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

Recording

The recording process is the responsibility of every school. The statutory requirements for assessment and reporting demand reliable and valid records to enable judgements to be made about students' performance, progress and achievement.

- Recording should take place throughout each term
- The recording systems should be manageable and effective
- The format will be determined by the professional judgement of teachers in each school
- Mechanisms should be in place, within a school, to allow transfer of assessment records between teachers
- Records should assist the planning of future work and form the basis for decisions about the level of student achievement, particularly at the end of a term
- Records should enable each school to make judgement on a National Standards Benchmark
- Records should enable teachers to identify whether or not a student is on course to achieve a target grade
- Records are to be used to agree a current level for tracking purposes when required by the school assessment

Marking

Marking should be a regular and integral part of the assessment process.

- Students work should be marked regularly.
- The process should provide constructive written comments; praise wherever possible,
- Diagnostic comment should be included, enabling the student to know how he/she can improve. These comments should be meaningful to students.
- Weaknesses in language should be indicated.
- Spelling, punctuation and grammar should be corrected.
- Schools should ensure consistency by using collective marking sessions as a method of making decisions on standards.

Reporting

All statutory requirements for reporting to parents are in place. Reporting is achieved through;

- Parents, Student and Teacher Conference.
- Written Reports.

Parents, Student and Teacher Conference

Parents are invited to attend a conference, on one occasion during the school year at which parents can discuss progress and targets for their child with the subject teachers. Opportunity also exists during the week for the parent to discuss the social and extra-curricular progress of their child with the class teacher.

Written Reports

Parents receive a written report on their child's progress for the academic year. This is called the **Annual Report** and fulfils the requirements of the students' academic performances;

- Parents are given the opportunity to discuss the contents of the report with the concerned teacher after the end of the annual report.
- Term reports are sent to parents end of each term according to the school assessment. This report is called a **Progress Report** and will contain current attainment levels or grades as well as an effort mark.
- Monitoring of underachievement takes place on a regular basis. Parents of children highlighted as underachieving are contacted and support mechanisms are employed
- The school assessment schedules set out the timetable for the written report arrangements.

Glossary

Word	Meaning
Annual Report	A written report on the child's progress for the academic year.
Assessment	Activities given to students to measure the progress of their learning.
Assessment As Learning	It is a self or peer assessment that allow students to reflect on their own learning and identify areas of strength and weakness.
Assessment For Learning	It is an ongoing process that arises out of the interaction between teaching and learning.
Assessment Of Learning	Use of a task or activity to measure, record and report on a student's level of achievement in regards to specific learning expectations.
Assessment Strategies	Different styles and ways of assessing student's work.
Assessment Tasks	Test of knowledge and skills gained throughout the particular unit or topic.
Benchmark	Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development.
Change	To make something to become different.
Civic	The studies of society and the relationships of individuals within a society.
Conferencing	A conversation between the teacher and student or in small groups.
Content Standards	Content Standards are broadly stated expectations of what students should know, understand and be able to do in particular subjects, grade level or school level.
Contributions	Something that you give to help produce or achieve something together with other people successfully.
Culture	The way of life in a society.
Developments	The process of change taking place in an environment.
Diagnostic Assessment	An assessment given to identify child's strengths and learning needs for improvement.
Economic	Business activities involving money, trade and industries.
Effects	The result of a particular influence on environment and people.
Evaluation	Teachers will use assessment information to assess the effectiveness of their teaching and learning to make improvements to their teaching practices in order to improve student learning.
Environment	Things that are around us.
Evidence Outcomes	Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values and attitudes at grade and cluster levels.
Hazards	A situation that poses a level of threat to life, health, property or environment.
History	The happenings of the past.

Human	Referring to people.
Impacts	An object or powerful force hitting on another object.
Marking	A rule that requires teacher to check and comment on every activity that is undertaken by the student.
Monitoring	Teachers are encouraged to practice general supervision over the teaching and learning.
Observations	A careful watch over student's work
On-going Research	Constant investigation into a subject to discover facts.
Oral Tasks	An examination, test or task that involves candidates expressed in spoken form where the questions and answers are in written form.
Organization	How people are grouped in societies for different purposes.
Participations	When you take part or become involved in an event.
Physical	Existence of real material world that people can be able to see and touch.
Portfolio	Collections of student work that exhibit the students' efforts, progress and achievements in one or more areas.
Practical Tasks	Activities involving students to display or do both indoor and outdoor.
Presentations	A manner or way something is shown to other people.
Progress Report	A quarterly term report sent to parents end of each term according to the school assessment calendar.
Questionnaires	A set of questions used to collect information in a survey.
Recording	An act of collecting and entering of raw scores from students through assessable tasks.
Relationships	The connection between two or more people or groups and their involvement with one another.
Reporting	To present parents and guardians correct information about students' academic performance.
Research	An investigation into a subject in order to discover facts.
Resource	Something that is a source of help to human in the form of natural and man-made.
Self - Assessment	A judgment sometimes for official purposes which you make about your abilities, principles or decisions.
Standards Based Curriculum	Is a body of knowledge and set of competencies that form the basis for a quality education.
Strand	Used to indicate the disciplines within a learning area.
Students Records	A body of information or statistics gathered over a period of time from students' performance.
Subject Principle	An approach that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key learning concepts.
Subject Rationale	A written statement of the subject identifying a particular teaching method.
Sustainability	Able to continuously maintain over a period of time.

Tests	Way of discovering by questions or practical activities to measure someone's knowledge, ability or experience.
Topic	An issue or theme of discussion.
Trade	The process of buying and selling.
Unit	A single part of a whole discussion.
Visual Presentation	Show something to others in the form of picture, table, graph, paintings, drawing, label, diagram, map and flow chart.
Writing	The activity of creating written work such as essays, assignments or case study.

References

BaingS,(2005), *Social Science Outcomes, Student's Book*, Pearson, Australia

BaingS,(2005), *Social Science Outcomes, Teachers Resource*, Pearson, Australia

Betty Underwood, *Social Studies, Grade Level Content Expectations*

Cambridge Advance Learners Dictionary, Third Edition

Canadian Commission for UNESCO, *Education for Sustainable Development*

Denise Juneau, *Montana Standards For Social Studies*

Department of Education, Ohio (2010) *Ohio's New Learning Standards*, Ohio

Encarta Dictionary

Keys to Geography (2004), *Essentials Skills and Tools*, Macmillan Education Australia

Matane P, (1986), *A Philosophy of Education for Papua New Guinea*, NDOE, Waigani

Michigan Department of Education, Michigan

NDOE (2004), *Community Living Lower Primary Syllabus*, NDOE, Waigani

NDOE (2004), *Social Science Upper Primary Syllabus*, NDOE, Waigani

NDOE (2004), *Social Science Upper Primary Teachers Guide*, NDOE, Waigani

NDOE (2013), *Report of the Task Force for the Review of Outcomes Based Education*, NDOE, Waigani

NDOE (2002), *National Curriculum Statement*, NDOE, Waigani

NDOE, (2003), *Gender in Education Policy*, NDOE, Waigani

Social Science Multi-Content, *Missouri Educator Gateway Assessments*, Missouri

Teaching Excellence & Educational Innovation, Carnegie Mellon University,5000 Forbes Avenue, Pittsburgh, US

The Northern Ireland Curriculum Primary, (2007) *Guidance on Assessment in the Primary School*

'FREE ISSUE - NOT FOR SALE'