

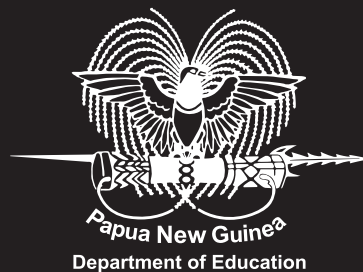
# Culture and Community

## Syllabus

2015



Standard Based



# Elementary

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# **Culture and Community**

**Syllabus**

**2015**

**Elementary**

**Standard Based**



**Department of Education**

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

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## **Secretary's Message**

The National Department of Education is responsible for the curriculum in the schools and therefore ensures that relevant and quality curriculum is developed for use in all levels of Education. The Culture and Community Syllabus is part of the new Standard Based Curriculum for Elementary schools in Papua New Guinea.

The syllabus is a community based curriculum presenting knowledge, skills, values and attitudes that are relevant and friendly for the students in Elementary schools. The standards stated in the syllabus describe what students should know, be able to do and achieve before they begin primary school.

The Culture and Community Syllabus consists of relevant concepts of Arts, Physical Education, Science, Health, and Community Living. Therefore, teachers are encouraged to engage the involvement of the community and its resources to allow students to be active learners to progress into the next level of schooling.

English will be the medium of instruction to teach Culture and Community and other subjects in all Elementary schools.

I commend and approve this Culture and Community Syllabus to be used in all Elementary schools throughout Papua New Guinea.



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

## Introduction

This syllabus outlines the knowledge, skills, attitudes and values that students should achieve in the form of content standards.

The content standards are student centred, thus enabling them to be demonstrated, assessed and or measured. The content standards are written to show progression at the respective grade levels in the elementary level of learning.

The content standards;

- give teachers individually or in groups the flexibility to write programs, or units of work,
- are developed to suit the local conditions and individual student needs help teachers assess and report on students achievements of the content standards,
- allow student achievement of the standards to be described in consistent ways,
- guide the teachers to monitor students learning and
- give direction to teachers to plan meaningful lessons for the students.

The Culture and Community Syllabus is a community based curriculum and is locally relevant for the students in Elementary Prep, Elementary One and Elementary Two. The content standards in this syllabus will provide students with opportunities to use learnt knowledge to understand new knowledge and use these to learn more about their local and neighbouring communities.

Culture and Community is to be time tabled for 360 minutes per week in all Elementary schools. Each strand will have a teaching time of 72 minutes per week.

## Rationale

The Culture and Community syllabus respects and upholds the culture of the community. Elementary education fosters the students pride and appreciate their melanesian way of life, cultures and arts, beliefs and values.

The syllabus provides a 3 year learning of the way of life and conditions that affect them as members of the local community. The knowledge skills values and attitudes learnt are very important and useful for living in their own communities and after the elementary level of schooling.

Further understanding is developed through participating in local activities, by way of organising themselves to meet their needs and satisfy their wants for today and the challenges for tomorrow and beyond.

Elementary education embraces and upholds the:

- National Goals and Directives of the National Constitutions as stated in the Philosophy of Education, 1986.
- use of the many diverse and unique languages and cultures of the people of Papua New Guinea as the basis, and helps the students to develop in themselves a sense of pride and integrity in who they are, appreciate their way of life and that of others.
- recognition of English Language as a subject and language of instruction in the elementary schools in the Standard Based Curriculum. It is a step of change from Outcome Based Curriculum to Standard Based Curriculum to educate the school population to be literate and use English as the medium of communication in school and their community.
- view that a literate nation is a healthy, wealthy and smart nation, therefore Culture and Community will adapt the idea of Early Grade Reading Assessment (EGRA), develop and use basic literacy skills to understand and apply basic life skills in the early grades of formal schooling.

## **Aims**

The aims of this Syllabus are to develop in students:

- a sound knowledge of their own culture and community.
- social skills such as working together, sharing ideas, exploring the world around, questioning what, how and why things work.
- some knowledge of their basic needs and how to satisfy them.
- knowledge, skills and attitude to maintain safe and healthy life styles.
- attitudes of pride in their own culture, embrace gender equity and equality.
- good citizenship values such as cooperation, kind and loving, trustworthy, good self-esteem, respectful, being honest, responsible and reliable.
- basic life skills in preparation for entry into grade 3 in junior primary.



## **National Benchmarks**

Benchmarking takes place at the end of Elementary Two. Benchmarks are the national standards that all students should achieve at the end of a level of their schooling. The content standards are the benchmarks for the grade level. At the end of Elementary schooling the achievements of the outgoing Elementary Grade Two students are measured against the benchmarks set. The Education Standards monitor and evaluate students' achievements of the standards using the benchmarks given for the subject.

### **Benchmarks for Culture and Community**

The National Elementary benchmarks for this subject are set in the contexts of a home, school, community, province and nation. These are observed in various learning situations as an individual, member of a family, cultural or an ethnic group. Therefore by the end of elementary grade two the child should achieve the standards as set in the syllabus for the following strands:

#### **Arts and craft;**

- understand and identify the local arts and crafts and that of others,
- know and demonstrate artistic skills in performing cultural dances, music and drama,
- draw, paint and print, carve and design, model and thread a craft of their choice using local and modern resources,
- perform a known traditional and learned dances in the correct attire,
- demonstrate and describe a traditional or improvised musical instrument.

### **My community**

- be aware of and identify the roles and responsibilities of an individual, member of a family/group/ community/clan,
- understand and demonstrate the ability to live and work together, meet their own and other's needs,
- know and observe good beliefs and values of an individual such as respect, obedience, honest, helpful, caring for those with special need and old age,
- understand that the community must develop good relationship to sustain life and live harmoniously.

### **My environment**

- know and demonstrate the ability to use basic scientific skills and understand the natural environment around them,
- understand, make and do detailed basic observations, investigate the cause of change in the environment,
- understand that living things go through processes as they grow, need air, water food and sunlight for survival,
- understand and give a simple explanation of why, how and what types of energy are there and explore these through simple experiments.

### **Healthy individual and community**

- understand and demonstrate the ability to maintain their personal health and hygiene,
- demonstrate the ability to tell others about good food consumption and preparation for good healthy growth,
- know and identify common health problems in the home and community and ways to improve the problem,
- be knowledgeable and practice healthy lifestyle habits and promote health in their community,

### **Movement and physical activity**

- understand that the body creates basic movements for play, work and other lifestyle activities,
- demonstrate the ability to develop physical fitness skills for fitness,
- participate in a variety of traditional and modified sports, games and activities,
- understand that good sportsmanship behaviour requires individuals to be good spectators and players.

## Curriculum Principles

### Our way of Life

#### Cultural relevance

The family and community are responsible for the early education of a student. Learning is integrated with living, times and seasons and, extending over years and based on the needs of students.

Individuals learn by observing, hands on practices and participate in various ways to learn the spiritual, social, economic and political skills necessary for life.

Elementary education builds upon early experiences and enables students to continue to identify and develop an understanding of local cultural values and beliefs.

#### Ethics, Morals and Values

In elementary education the development of values is an important part of social growth. It is an aspect of learning that needs great care and attention. This is the most suitable place to begin developing students' moral sense. They will make informed decisions; take appropriate actions for the good of the country in the later years. Papua New Guinea communities have had moral systems in their societies. Christian morals were introduced over some 100 years. The moral systems are developed based on their own and christian ethics.

#### Integral Human Development

*The Philosophy of Education for Papua New Guinea*, the Matane Report acknowledges the National Goals and Directive Principles in the National Constitution and is based on Integral Human Development:

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

Papua New Guineans face many challenges in their rapidly developing and changing society, as such; individuals must work with other education agents and strive to reach their full potential, socially, intellectually, emotionally mentally and physically to effectively face these challenges.

#### The Right to Healthy Living

The health status of Papua New Guineans is very low compared to world standards. Everyone has a right to basic health services such as clean water, nutritious diet, improved sanitation, good shelter to lead healthy lives. Students need to learn attitudes and skills that will help them to become healthy and happy citizens.

## **Teaching and Learning**

People living in the communities have different ways of behaving, organising themselves, using the environment for their needs, celebrating life and passing on their ways of life to their students. Students in Elementary schools study these things in the curriculum through the content standards. The content standards in the national syllabus form the basis for the development of the local curriculum.

Teachers must have an in-depth knowledge and understanding of the local culture, and are encouraged to involve the community in the learning activities.

## **Student-centred Learning**

A student-centred approach should be used. Their natural creativity must be the desire to question, explore and discover. These must be developed as the basis for selecting learning activities. This approach should build on the knowledge and skills they have acquired already.

## **Relevance**

All students come to school with a basic understanding of their culture. Things people do and speak the language of their community which enhances the idea of teaching from known to unknown. The syllabus provides students with opportunity to apply what is learnt in the classroom to their culture or everyday knowledge, skills and attitudes and values of the community.

## **Lifelong Learning**

The community that the students come from plays a vital role in the education process. As the student learn many things within the family, they will also learn within the community.

The Elementary curriculum involves the students in traditional learning styles through observation and imitation, personal trial and error, real-life performance, persistence and repetition.

## **Flexibility**

It is important to establish a daily routine for the students. Therefore teachers need to be flexible with allocated times during planning and teaching to allow for spontaneous learning experiences. Students should be allowed to participate in such activities to make learning interesting.

## **Guiding Principles**

These guiding principles are basically to guide teachers in the preparations for teaching and learning of the subject in the Elementary schools. These include;

- planning and preparing the yearly program of Instruction to the context of the learner,
- build new knowledge about the community, environment, arts and craft, healthy lifestyle, physical activities and sport based on already known knowledge,
- teaching student-centred lessons,
- consulting the community to plan and prepare for community calendared events in the school program,
- advance planning and preparation is the key to meaningful and effective teaching and learning,
- getting students to actively participate in, indoor and outdoor activities,
- make learning enjoyable so every child feels free to express themselves.

## Content Overview

The content of the Culture and Community Syllabus is organised in five strands. Each strand is organised into units and topics. These are consistent across the grades from Prep to grade Two. The strand is a convenient way to organise the contents standards for the subject.

### Strand 1: Arts and Craft

The strand, Arts and Craft draw on real life experiences in which learners express and experiment arts through their imaginations, creativity, cultural stories and manipulation of traditional and other forms of musical instruments. Students will explore visual arts through drawing, printing, painting modelling, cultural crafts making collages etc. Likewise participate in performance arts through music, dance and drama using their own, and others experiences at the local, national and international level in future.

They share own artworks and respond to others expressing opinions and observations of interesting modern day and cultural aspects of the arts. The knowledge, skills and attitudes acquired will see the learner pursue an interest in the arts and build on new ideas as they progress higher in their learning.

### Strand 2: My Community

The strand 'My Community' is taught through the children's involvement in their communities, enabling them to be better citizens, understand themselves, identify their talents, accept their failures and appreciate self and others achievements and build sound social relationships. Develop a sustainable relationship within their community and its surroundings . The skills learnt here will be used to develop an understanding of and appreciate tolerance for different people, cultures, beliefs and values.

As an individual and a member of a family, group or community they interact with others to understand changes, the basic needs for survival, subsistence farming, managing of resources, exchanging and uses of goods and services, exercising their rights, types of work people do, experiences and rules that influence them.

### Strand 3: My Environment

The study of science at this level concentrates on exploring the environment around them, particularly expanding on and around the concepts of living and nonliving things in the local environment, the different settings, their uses and caring for natural resources. Students

develop an understanding of their surroundings, make links, draw on simple scientific knowledge of science in the home such as types of energy, forces and their uses.

Concepts of science and resource development are taught in meaningful contexts to assist learners develop understanding and to make linkages and respect for their own culture and environment.

### **Strand 4: Healthy Individual**

Health education is vital for the creation of a healthy society or nation. The study of health at this level, promotes understanding of personal and community health and hygiene, food and nutrition, healthy living, safety, care and prevention.

The content teaches forms of behaviour that will result in high levels of personal hygiene and will contribute towards developing community hygiene. Students also learn about relationships between hygiene, disease and nutrition, through actively participating in health promoting activities in schools and communities. The strand prepares children for more advanced study of health at higher levels thus laying the foundation for a life-long healthy lifestyle after school.

### **Strand 5: Movement and Physical Activity**

The study of movement and physical activity focuses on the understanding of developing basic movement concepts and skills, and physical activities that students must engage in to keep their bodies physically fit and healthy.

This strand offers learning in the study areas of human movement and physical activities through ideas /concepts of basic movement skills, patterns, sequences, and pathways, coordinated actions of the body in a range of contexts or settings for simple fitness, free play and games activities. Students participate in various physical activities for recreation and leisure times. They may also explore the individual and team play activities the local and surrounding community participates in.

**Table of Strands and Units**

<b>Strand</b>	<b>Elementary Prep</b>	<b>Elementary 1</b>	<b>Elementary 2</b>
<b>Arts and Crafts</b>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Crafts</li> <li>• Music</li> <li>• Dance</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Craft</li> <li>• Music</li> <li>• Dance</li> <li>• Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Craft</li> <li>• Music</li> <li>• Dance</li> <li>• Drama</li> </ul>
<b>My Community</b>	<ul style="list-style-type: none"> <li>• Living and Working Together</li> <li>• Meeting Needs</li> <li>• Values and Beliefs</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Living and Working Together</li> <li>• Meeting Needs</li> <li>• Values and Beliefs</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Living and Working Together</li> <li>• Meeting Needs</li> <li>• Values and Beliefs</li> <li>• Resources</li> </ul>
<b>My Environment</b>	<ul style="list-style-type: none"> <li>• Life</li> <li>• Environment</li> <li>• Science in the home</li> </ul>	<ul style="list-style-type: none"> <li>• Life</li> <li>• Environment</li> <li>• Science in the home</li> </ul>	<ul style="list-style-type: none"> <li>• Life</li> <li>• Environment</li> <li>• Science in the home</li> </ul>
<b>Healthy Individual &amp; Community</b>	<ul style="list-style-type: none"> <li>• Healthy Individual</li> <li>• Things that Harm Us</li> <li>• Food and Food Hygiene</li> <li>• Family and</li> <li>• Community Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Individual</li> <li>• Things that Harm Us</li> <li>• Food and Food Hygiene</li> <li>• Hygiene Family and Community Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Individual</li> <li>• Things that Harm Us</li> <li>• Food and Food Hygiene</li> <li>• Family and Community Hygiene</li> </ul>
<b>Movement and Physical Activity</b>	<ul style="list-style-type: none"> <li>• Movement Concepts and Basic Skills</li> <li>• Games</li> <li>• Fitness for Health</li> </ul>	<ul style="list-style-type: none"> <li>• Movement Concepts and Basic Skills</li> <li>• Games</li> <li>• Fitness for health</li> </ul>	<ul style="list-style-type: none"> <li>• Movement Concepts and Basic Skills</li> <li>• Games</li> <li>• Fitness for Health</li> </ul>



## Content Standards

This section presents the standard statements for each respective strand. The content standards are written to units within the strand. They are organized in numerical order using a coding. Each content standard is coded: the first number represents the grade, the second number represents the strand and the last number represents the content standard.

### Strand 1: Arts and Crafts

Elementary Prep	Elementary 1	Elementary 2
<b>P.1.1</b> Observe, create and discover their local surrounding through drawing and painting	<b>1.1.1</b> Express feelings and create observational drawings, paintings and printings of people and objects	<b>2.1.1</b> Demonstrate the ability to imagine and create artistic figures from observing, traditional and modern arts
<b>P.1.2</b> Use local materials and make small crafts by folding, cutting and threading	<b>1.1.2</b> Describe and compare qualities of own arts and crafts to that of the neighbouring communities	<b>2.1.2</b> Express ideas and create versions of traditional crafts using local materials and colours
<b>P.1.3</b> Demonstrate musical talents by singing a variety of known songs accompanied by simple movements and improvised instruments	<b>1.1.3</b> Demonstrate the ability to use various pitches of voice in singing traditional and other songs with or without instruments	<b>2.1.3</b> Develop ideas and skills in listening, singing, playing instruments, performing and responding with expression to music
<b>P.1.4</b> Identify and participate in known traditional dances suitable to their ages	<b>1.1.4</b> Know the importance and use of their and others traditional dance attire	<b>2.1.4.</b> Perform dances from own creation and other pacific countries
<b>P.1.5</b> Listen to, tell, act and mime scenes and characters of legends myths and stories from own home experiences	<b>1.1.5</b> Create and participate in simple role-plays, mime-acts and retell parts of a known legend, myth, and stories from the community	<b>2.1.5</b> Use drama to promote and inform friends and others of the health and community issues experienced in the local communities

**Strand 2: My Community**

Elementary Prep	Elementary 1	Elementary 2
<b>P.2.1</b> Know and describe who an individual is and what their role and responsibility is as a member of a family	<b>1.2.1</b> Understand and identify the rights of an individual and his or her relationship with others at home and in the community	<b>2.2.1</b> Show an understanding of how individuals form groups to achieve a goal or aim
<b>P.2.2</b> Understand and talk about what and why some places and cultural activities in the community are special	<b>1.2.2</b> Recognize and identify differences and similarities in various events and ceremonies in own and other provinces	<b>2.2.2</b> Understand and explain that many things such as cultural practices, dressings, food and places change over time
<b>P.2.3</b> Develop an understanding of and identify needs of an individual or family	<b>1.2.3</b> Recognize and describe how groups of people interact with each other to meet their needs and satisfy their wants	<b>2.2.3</b> Understand and differentiate between needs and wants in the form of goods and services
<b>P.2.4</b> Know that there are traditional and christian beliefs about creation	<b>1.2.4</b> Demonstrate the understanding of Christian practices, moral behaviours towards members of a family and community	<b>2.2.4</b> Understand that good virtues are desired and valued highly and explain the practices in the livelihoods in the community
<b>P.2.5</b> Recognise natural and man made resources around the community and identify their uses	<b>1.2.5</b> Be aware of and identify different types of natural resources, renewable and nonrenewable and how people use them to make some things we use today	<b>2.2.5</b> Understand and say why it is important to take care of resources in the environment, identify some good ways and how these can be done.

**Strand 3: My Environment**

Elementary Prep	Elementary 1	Elementary 2
<b>P.3.1</b> Using their senses, observe living and nonliving things in their immediate environment and describe what they are	<b>1.3.1</b> Investigate and understand that living things such as plants, animals and human beings need food, air, water and sunlight for survival	<b>2.3.1</b> Investigate and understand that all living things go through changes as they grow
<b>P.3.2</b> Explore the physical features of their local area and identify the different types of living things that live there	<b>1.3.2</b> Investigate and understand the special effects of weather and climate on a particular habitat	<b>2.3.2</b> Investigate and understand that natural resources in a particular area are limited and explain how these happen
<b>P.3.3</b> Investigate and explain in own words the types of energy found in the home through simple machines	<b>1.3.3</b> Investigate and understand how objects moved when different types of force are applied	<b>2.3.3</b> Investigate and demonstrate how energy are force in every day life

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### Strand 4: Healthy Individual and Community

Elementary Prep	Elementary 1	Elementary 2
<p><b>P.4.1</b> Know and explain the importance of personal cleanliness hygiene practices, rest care and safety</p> <p><b>P.4.2</b> Identify harmful things in the home or local community and say how these things harm us</p> <p><b>P.4.3</b> Be aware and develop an understanding of the importance of eating healthy foods</p> <p><b>P.4.4</b> Identify and discuss things people do to keep their homes and community clean, healthy and safe</p>	<p><b>1.4.1</b> Understand that food, air, shelter and water are as important as work and play, which contribute to having a healthy body</p> <p><b>1.4.2</b> Understand the importance of making healthy choices and explain how these choices help to prevent some health problems</p> <p><b>1.4.3</b> Know that there are a variety of local and other foods that can be grouped</p> <p><b>1.4.4</b> Understand and say why people provide good health care services for the family and community</p>	<p><b>2.4.1</b> Recognize that human beings differ physically in their growth from one individual to another</p> <p><b>2.4.2</b> Recognize dangerous, activities and practices in the community and suggest ways on how to prevent accidents and related problems</p> <p><b>2.4.3</b> Understand and describe why the body needs well prepared and nutritious food</p> <p><b>2.4.4</b> Understand the relationship between family and community health and say how these promote a healthy or unhealthy lifestyle</p>

### Strand 5: Movement and Physical Activity

Elementary Prep	Elementary 1	Elementary 2
<p><b>P.5.1</b> Explore and demonstrate simple loco motor movements skills and concepts in general space</p> <p><b>P.5.2</b> Perform basic ball skills through participation in traditional and lead up games</p> <p><b>P.5.3</b> Understand and describe actions of how the individuals feel after participating in a physical activity</p>	<p><b>1.5.1</b> Link a series of loco motor and non-locomotor movements and concepts to perform a simple movement sequence and pattern</p> <p><b>1.5.2</b> Recognize and participate in minor games and activities with rules and identify where they play</p> <p><b>1.5.3</b> Recognize and identify various physical activities in the community and say how these activities keep a body fit and healthy</p>	<p><b>2.5.1</b> Demonstrate basic movement skills with improvised equipment in movement games and activities</p> <p><b>2.5.2</b> Demonstrate good sportsmanship and fair-play through participation in modified sports</p> <p><b>2.5.3</b> Describe and perform physical activities people can participate in for leisure and recreation</p>

## Content Expansion

The content is expanded in the form of standard statements, performance standards and assessments tasks. This is so that there is distinctness in identifying the key roles of the content standards, that are presented performance standards and assessment tasks.

### Strand 1: Arts and Crafts

#### Unit 1 : Arts

Grade	Elementary Prep	Elementary 1	Elementary 2
<b>Content Standard</b>	<p><b>P.1.1</b> Observed create and discover their local surrounding through drawing and painting</p> <p><i>Students will achieve this standard when they for example</i></p>	<p><b>1.1.1</b> Express feelings and create observational drawings, paintings and printings of people and objects</p> <p><i>Students will achieve this standard when they for example</i></p>	<p><b>2.1.1</b> Demonstrate the ability to imagine and create from observation natural or man made traditional and modern objects</p> <p><i>Students will achieve this standard when they for example</i></p>
<b>Performance Standards</b>	<p><b>a.</b> collect and draw natural objects in the surrounding and say why they like them</p> <p><b>b.</b> talk about how to use plants to print shapes and patterns using leaves and flowers</p> <p><b>c.</b> paint different kinds of objects like leaves, flowers, showing a variety of lines</p> <p><b>d.</b> trace and draw using natural objects to show lines and shapes</p> <p><b>e.</b> collect leaves, fruits, seeds or flowers from school environment and use them for printing pictures</p>	<p><b>a.</b> talk about and to use plants to print shapes and patterns leaves and flowers</p> <p><b>b.</b> talk about traditional paintings used in their community for example on faces and walls</p> <p><b>c.</b> practice simple printing skills for example leaf presses and kaukau prints</p> <p><b>d.</b> arrange objects like leaves, sticks and seeds to make patterns and describe them</p> <p><b>e.</b> create draw their own patterns using shapes like triangles, squares, rectangles and others.</p>	<p><b>a.</b> talk about and draw different types of body decoration used in traditional dance sing sing</p> <p><b>b.</b> identify local materials used by the community to make paint</p> <p><b>c.</b> identify different types of prints in the community on clothes notice boards and sign boards</p> <p><b>d.</b> take an excursion to a garden, seaside or riverside and discuss the natural patterns and colours on</p> <p><b>e.</b> use colours to draw simple designs used in cultural activities and discuss what it represents.</p>
<b>Assessment Task</b>	<ul style="list-style-type: none"> <li>Trace and draw using natural objects to show lines and shapes</li> </ul>	<ul style="list-style-type: none"> <li>Arrange objects like leaves, sticks and seeds to make patterns and describe them</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and draw different types of body decoration used in traditional dance or sing sing</li> </ul>

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### Unit 2 : Craft

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.1.2</b> Use local materials and make small crafts by folding, cutting and threading</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> talk about crafts woven and used in the community</p> <p><b>b.</b> make simple threaded items using local materials</p> <p><b>c.</b> use papers and local materials to make simple toys, for example paper birds, boats</p> <p><b>d.</b> invite a community member to demonstrate simple weaving to the children</p> <p><b>e.</b> practice weaving simple crafts such as mat, ball, etc. using coconut leaves</p>	<p><b>1.1.2</b> Describe and compare qualities of own arts and crafts to that of the neighboring communities</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> talk about and take part in weaving various simple crafts</p> <p><b>b.</b> create simple rules for weaving their own local crafts such as baskets, mats, arm and bands etc</p> <p><b>c.</b> make a simple model of a, toy with sewn leaves, sticks and rope.</p> <p><b>d.</b> construct a model of a canoe, house or raft and bows from sticks, seeds, rope, bottle tops</p> <p><b>e.</b> collect different types of seeds, shells to thread them to make simple necklaces or head bands etc to make interesting patterns</p>	<p><b>2.1.2</b> Express ideas and create versions of traditional crafts using local materials and colors</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> compare similar designs and patterns from own culture to others for example woven on baskets, mats and bilums</p> <p><b>b.</b> select a woven craft from nearby communities others</p> <p><b>c.</b> use clay and seeds to make a model of a favourite family pet.</p> <p><b>d.</b> make arm bands, necklaces or headdress by threading seeds, shells or feathers to decorate body for traditional dancing</p> <p><b>e.</b> collect different types of seashells and thread them for house decorations</p>
<b>Assessment Task</b>	<ul style="list-style-type: none"> <li>Use local objects like seeds, sticks, fruits etc to make a favourite toy</li> </ul>	<ul style="list-style-type: none"> <li>Construct a model of a transport such as a canoe, or a raft from sticks, seeds, rope, bottle tops</li> </ul>	<ul style="list-style-type: none"> <li>Select a woven craft from the community and compare its patterns and designs with the others in the group</li> </ul>

Unit 3 : Music

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.1.3</b> Demonstrate musical talents by singing a variety of songs accompanied by simple movements and improvised instruments</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> listen to and imitate the musical sounds in nature. e.g. bird and animal calls, water and wind sounds</p> <p><b>b.</b> listen to and sing simple traditional songs like lullaby, chants songs with action about animals, rivers and others</p> <p><b>c.</b> identify the source of sounds wind, wave, swaying of the trees, animal sounds, sounds produced</p> <p><b>d.</b> collect materials that can be used to make simple blowing instruments e.g. leaf whistles, pawpaw flutes, sticks, etc.</p> <p><b>e.</b> listen and play a steady beats pattern by clapping, tapping or marching</p>	<p><b>1.1.3</b> Demonstrate the ability to use various pitches of voice in singing traditional and other songs with or without instruments</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> perform traditional or modern songs applying changes in voice, low and high pitch with simple beats</p> <p><b>b.</b> display traditional musical instrument to the class and sing a traditional song or chant and clap to the rhythm or beat</p> <p><b>c.</b> name some of the traditional musical instruments used in the community.</p> <p><b>d.</b> name some of the traditional musical instruments used in the community</p> <p><b>e.</b> play a traditional song using musical instrument by group with simple beats</p>	<p><b>2.1.3</b> Develop ideas and skills in listening, singing, playing instruments, performing and responding with expression to music</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> make and play a simple musical instrument, e.g. bamboo rattles and shakers</p> <p><b>b.</b> play a rhythmic beats pattern using simple musical instruments while singing traditional songs</p> <p><b>c.</b> sing a song in groups using simple musical instruments, applying different volume and speed</p> <p><b>d.</b> listen to and sing traditional and modern songs applying the change in high and low voice</p> <p><b>e.</b> create a chant applying change in speed, fast or slow and sing songs with simple instruments and actions in groups applying change in high and low voice</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Collect materials that can be used to make simple blowing instruments. For example leaf whistles, pawpaw flute and rattles</li> </ul>	<ul style="list-style-type: none"> <li>Play improvised musical instruments to the class by group</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with simple instruments and actions in group applying change in volume and speed</li> </ul>

## Elementary Syllabus

### Unit 4 : Dance

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.1.4</b> Identify and participate in known traditional dances suitable to their age</p> <p><i>Students will achieve this standard when they for example;</i></p> <ul style="list-style-type: none"> <li><b>a.</b> perform simple dance pattern movements with steady beats</li> <li><b>b.</b> participate in traditional dances that are simple and suitable for the elementary children</li> <li><b>c.</b> perform traditional dance with formation (straight line, curve or circle) in groups</li> <li><b>d.</b> use recorded music from the community and create free dance movements</li> <li><b>e.</b> present a traditional dance by group with traditional dress and musical instruments</li> </ul>	<p><b>1.1.4</b> Know the importance and use of their and others traditional dance attire</p> <p><i>Students will achieve this standard when they for example ;</i></p> <ul style="list-style-type: none"> <li><b>a.</b> discuss and make decorations for own and others traditional dances</li> <li><b>b.</b> perform traditional dances from other community or province with correct body movements and decorations</li> <li><b>c.</b> perform follow simple steps in various modern dance with music</li> <li><b>d.</b> perform modern or create dance in small groups with made up dance formation</li> </ul>	<p><b>2.1.4</b> Perform dances from own creation and other pacific countries</p> <p><i>Students will achieve this standard when they for example</i></p> <ul style="list-style-type: none"> <li><b>a.</b> participate in traditional dance in special times at school with others in a group or class</li> <li><b>b.</b> present and show a traditional dance with traditional dress, costumes and musical instruments</li> <li><b>c.</b> demonstrate dance movements patterns to or follow musical beats</li> <li><b>d.</b> create own dance movement patterns with traditional, local or other music</li> <li><b>e.</b> perform a modern dance by group with creative body movements</li> </ul>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate a traditional dance by group with traditional dress and musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and make decorations for own traditional dances and others</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a traditional dance by group with traditional dress and musical instruments</li> </ul>

Unit 5 : Drama

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.1.5</b> Listen to, tell, act and mime scenes and characters of legends, myths and stories from own home experiences</p> <p><i>Students will achieve this standard when they for example ;</i></p> <p><b>a.</b> tell a short story and ask students to identify characters and setting, of the story</p> <p><b>b.</b> select some characters common in the community or home like mother, bubu, teacher, fisherman, chief, nurse, etc and talk about performance</p> <p><b>c.</b> act or mime common activities at home such as cleaning, washing, brushing teeth and others</p> <p><b>d.</b> select a popular myth or traditional story and get students to act out a scene in the fantasy story</p> <p><b>e.</b> listen to and tell traditional, funny and daily life activity stories</p>	<p><b>1.1.5</b> Create and participate in simple role-plays, mime-acts and retell parts of a known legend, myth, and stories from the community</p> <p><i>Students will achieve this standard when they for example ;</i></p> <p><b>a.</b> act or mime different facial expressions like happy, angry, sad, etc. ask class to guess what expression mimed</p> <p><b>b.</b> discuss and mime in small groups situations like in the market, at the hospital, in the garden, etc.</p> <p><b>c.</b> create own and tell a real life or fantasy stories and imitate characters,</p> <p><b>d.</b> listen to different stories discuss what they are about whether true or false</p> <p><b>e.</b> mime characters that show different facial expressions and actions</p>	<p><b>2.1.5.</b> Use drama to promote and inform friends and others of the health and community issues experienced in the local community</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss and create short stories in small groups</p> <p><b>b.</b> discuss, create and act out a short story or a situation through miming</p> <p><b>c.</b> create a simple scripted drama or comedy about some happenings in the community</p> <p><b>d.</b> perform drama or comedy in groups to the class</p> <p><b>e.</b> act out some scenes like family eating together, classroom, family in a picnic, children in the and mime the scenes in groups</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Select some characters, that are famous in the community and home, like mother, bubu, fisherman, chief, nurse, and dramatize, - walk, talk, dress, sign and laugh like them.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and mime in small groups situations like in the market, at the hospital, in the garden.</li> </ul>	<ul style="list-style-type: none"> <li>In groups sequence a story using pictures or drawings and describe its characters</li> </ul>



**Strand 2: My Community**

**Unit 1: Living and Working Together**

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.2.1</b> Know and describe who an individual is and what their role and responsibility is as a member of a family</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss and paint pictures of self with family, extended family and pets and identify their family members</p> <p><b>b.</b> talk about, draw and dramatize positive relationships with other children and familiar adults</p> <p><b>c.</b> describe individual roles and responsibilities by gender to self and family such as taking care of young siblings, cutting firewood, fetching water, peeling food etc</p> <p><b>d</b> express a range of feelings, both positive and negative in real and play situations about roles and responsibilities</p> <p><b>e.</b> talk about the relationship between family members and show pictures or drawings of their family members and discuss what role each one plays</p>	<p><b>1.2.1</b> Understand and identify the rights of an individual and his or her relationship with others at home and in the community</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> express a range of negative and positive feelings in play situations about social relationships in the community</p> <p><b>b.</b> discuss issues affecting rights and privileges of individuals and family members and describe roles and responsibility</p> <p><b>c.</b> describe family roles and responsibilities, make own plans to carry out a family activity, such as preparing father and mother’s day gifts.</p> <p><b>d.</b> describe and list ways to carry out family and community responsibility to serve groups of people with special needs e.g. person living with disability</p> <p><b>e.</b> talk about relationships with their extended families, grand parents and others , for example friends in church, school, play mates</p>	<p><b>2.2.1</b> Show an understanding of how individuals form groups to achieve a goal or aim</p> <p><i>Students will achieve this standard when they for, example;</i></p> <p><b>a.</b> dress up in different costumes and act out roles/ obligations that members of a family, and the community, are involved in</p> <p><b>b.</b> discuss and role play in groups or class expressing own thoughts or ideas in forming or joining a group</p> <p><b>c .</b> describe and dramatize special jobs people do to help develop the province and country, such as chief, pilot, truck driver, teacher and so on.</p> <p><b>d.</b> discuss and draw pictures and write short stories of themselves and type of work they wish to do.</p> <p><b>e</b> talk about events expected or unexpected such as floods, volcano eruption say how the affected can be helped</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Identify and show pictures or drawings of family members and say the role each one plays</li> </ul>	<ul style="list-style-type: none"> <li>Describe how to carry out a family or community rights and responsibility such as share food with a person living with disability</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures and write short stories about themselves and the type of work they want to do and show the groups they belong.</li> </ul>

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.2.2</b> Understand and talk about what and why some places and cultural activities in the community are special</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> identify pictures of traditional, special places in their own village or community and the special people who work there.</p> <p><b>b.</b> talk about common places they like and dislike in the community such as churches hospitals and rubbish dumps.,</p> <p><b>c.</b> invite guest speakers to share personal experiences about their own special places for cultural activities, what time and resources are used</p> <p><b>d.</b> discuss and plan how to participate in a special cultural activity held in school or visit special place in the village such as Involving in a traditional dance dance during a cultural show</p> <p><b>e.</b> discuss and express thoughts and ideas about the importance of special traditional places and, activities such as a man's' house and cultural show</p>	<p><b>1.2.2</b> Recognise and identify differences and similarities in various events and ceremonies in homes and other provinces</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> make up and present role plays of how children have access to services provided for individuals and families such as persons with disability.</p> <p><b>b.</b> excursion – visit a museum, or market and describe the different roles and responsibilities of people who work and come there daily.</p> <p><b>c.</b> discuss and identify different roles as a member of a school community or social group or sports club</p> <p><b>d.</b> discuss the importance of a leading persons roles and responsibilities within a family, clan, community organization or a church groups</p> <p><b>e.</b> present to class and others role plays of certain characters' rights in the community and whose responsibilities are directly involved with general social work and living.</p>	<p><b>2.2.2</b> Understand and explain that many things such as cultural practices, dressings, food and places change over time</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> express themselves in a creative way showing in role plays special people going to sacred places in the olden day and modern times.</p> <p><b>b.</b> report findings about sacred places in the community or other regions, in group and pairs</p> <p><b>c.</b> dress up in various costumes as in a fashion parade and describe their costumes</p> <p><b>d.</b> prepare posters for awareness to people about calendared or unexpected events occurring, floods- HIV and AIDS Day</p> <p><b>e.</b> participate in special group activity or activities listed on the educational calendar such as easter, independence ceremony.</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Identify, draw and match pictures of special places cultural dress and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Discus and identify their roles and responsibilities as a member of a community or family or group</li> </ul>	<ul style="list-style-type: none"> <li>In group and pairs report findings about sacred or places in the community, districts or province.</li> </ul>

**Unit 2: Meeting Needs**

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.2.3</b> Develop an understanding of and identify needs of an individual or family</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> express their ideas and views about what the basic family needs are such as clothes, food, water house transport</p> <p><b>b.</b> discuss situations in the home or family for individuals to be sensitive to the needs of others helping to meet the needs of a family member, those who do not have enough food and water</p> <p><b>c.</b> share experiences of how to assist people who cannot physically meet their own needs, such as old persons ,squatters ,disabled people</p> <p><b>d.</b> share experiences about services their family use and draw or make models of services used in their local community</p>	<p><b>1.2.3</b> Recognize and describe how groups of people interact with each other to meet needs and satisfy their wants</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> make up role plays, share ideas about helping to meet the needs of extended families or others in the neighbourhood, such as visit elderly, widows, and disabled</p> <p><b>b.</b> discuss and dramatize in groups, pairs and individuals, about how to help persons with a need or want such as using the family tree strategy</p> <p><b>c.</b> using recyclable materials learners make models of their own choice of things they want</p> <p><b>d.</b> discuss characters of various service providers in the community what and how they serve or help the community meet its needs and wants that it is unable to provide and produce locally</p> <p><b>e.</b>listen to talks from guest speakers about different kinds of needs they provide in the form of services such as health and transport services.</p>	<p><b>2.2.3</b> Understand and differentiate between needs and wants in the form of goods and services</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss budget to emphasize the importance of 'needs' and 'wants'. Example: K20.00 for food, K 2.00 for betulnut.</p> <p><b>b.</b> discuss and identify some ways of meeting their needs and wants with the help of service providers from outside the local community</p> <p><b>c.</b> make up role plays of activities community is involved in to help special individuals. eg: church 'Thanks giving Day'.</p> <p><b>d.</b> make posters of certain goods used by wider community for different purposes. Example: yam festival, 'moka' pig killing ceremony.</p> <p><b>e.</b> talk about exhibitions of their and others art and craft work. Example: local good to sell to visitors</p> <p><b>f.</b> describe services used in the local community and wider world such as communication services eg mobile phones</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Identify, collect and group pictures of basic needs for the family and individual</li> </ul>	<ul style="list-style-type: none"> <li>Make poster pictures of the various basic needs of a family and community</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple story about how services are provided for local peoples needs by individuals or groups or organisations</li> </ul>

Unit 3: Beliefs and Values

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.2.4</b> Know that there are traditional and Christian beliefs about creations</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> talk about common traditional beliefs in the family such as believing in magicians who make rain, for growing big good garden foods and use magic powers to make people sick.</p> <p><b>b.</b> describe the kinds of things God made in the story of creation such as created all the things we see in the world, the moon, stars and human beings.</p> <p><b>c.</b> Invite guest speakers in the community to speak about good and bad spirits in the traditional community and discuss the practices in or of these spirits.</p> <p><b>d.</b> organise excursion to the community church, meet with church workers and share on spiritual figures such as God the Father, Son and Holy Spirit and Christian values.</p>	<p><b>1.2.4</b> Demonstrate the understanding of Christian practices and moral behaviors towards members of a family and community</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> collect pictures of various activities ,things done to and by individuals, families, groups and sort them into moral behaviours and christian practices</p> <p><b>b.</b> discuss the views of how moral behaviours-positive and negative, affect personalities of individuals and, are appreciated by families and community</p> <p><b>c.</b> talk about christian principles and values in the home, in church communities and the kinds of things families and communities participate in.</p> <p><b>d.</b> select stories from the bible or other story books and dramatize good moral behaviours of the characters, draw pictures or tell a friend why he/she likes the character.</p>	<p><b>2.2.4</b> Understand that good virtues are desired and valued highly and explain the practices in the livelihoods in the community</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss different types of good customs, moral behavior positive attitudes that people value such as leadership, good principles of living – respect, obedience, honesty and many more</p> <p><b>b.</b> identify admired members of the family, cultural and social groups and tell others why they value these people.</p> <p><b>c.</b> describe things of value and importance people have in their personal lives such as their bible, christian beliefs, characters, their jobs, homes and many more.</p> <p><b>d.</b> invite guest speakers to tell about and share experiences on values and its relationship to education.</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Describe the values of traditional and christian spiritual persons in the stories of creation</li> </ul>	<ul style="list-style-type: none"> <li>Identify pictures of various activities done by individuals, and families, place them under moral behaviour and christian practices</li> </ul>	<ul style="list-style-type: none"> <li>Describe one thing of value and importance in their personal lives such as their bible, christian beliefs, characters and home.</li> </ul>

## Elementary Syllabus

### Unit 4: Resources

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.2.5</b> Recognise natural and man made resources and identify their uses</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> take an excursion ,talk about Resources and other things around the home or community</p> <p><b>b.</b> Discuss, list and make poster of man-made and natural resources in the community or around the school</p> <p><b>c.</b> Identify and name different things made by people in the local community such as food and clothing,</p> <p><b>d.</b> describe types of natural resources living and nonliving in and from their community</p> <p><b>e.</b> discuss and dramatize ways of using the natural resources for transport, cooking, washing and others</p>	<p><b>1.2.5</b> Be aware of and identify different types of natural resources, renewable and how people use them to make some things use today</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss the importance of nonrenewable and renewable resources , collect and display their pictures</p> <p><b>b.</b> Identify in the surroundings things that are made from living and nonliving resources and describe what they are used for</p> <p><b>c.</b> gather information of man made things and tell others what the things are or describe their uses in drawings</p> <p><b>d.</b> describe and make up role plays, mobiles, models of renewable and nonrenewable resources</p> <p><b>e.</b> discuss and dramatize different uses of things made by people from natural resources</p> <p><b>f.</b> differentiate between renewable and nonrenewable resources</p>	<p><b>2.2.5</b> Understand and say why it is important to take care of resources in the environment , identify some good ways and how these can be done.</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> Discuss and create an awareness poster in groups about ways of caring for the resources in groups</p> <p><b>b.</b> participate in resource care activities in the class such as make and practice rules of caring for various natural and man-made resources in the schools</p> <p><b>c.</b> identify man-made resources that last long when carefully or not carefully used such as cars, houses, bridges, roads, wharves</p> <p><b>d.</b> discuss the types of care-using law that must be taken by the people to stop the misuse of the renewable man-made resource</p> <p><b>e.</b> Describe in writing a simple way, of caring for their favourite natural, man-made renewable and non renewable resource,</p> <p><b>f.</b> make a collage of man-made things found in the community, district or province in groups</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Name and draw things around the school and local community and group them in natural and man-made things</li> </ul>	<ul style="list-style-type: none"> <li>Name and draw some of the uses of goods made from different types of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Make an awareness poster, draw and write, one or two ways of how to care for the resources in groups</li> </ul>

**Strand 3: My Environment**

**Unit 1: Life**

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>P.3.1</b> Using their senses observe living and non-living things in their immediate environment and describe what they are</p>	<p><b>1.3.1</b> Investigate and understand that living things such as plants, animals and human beings need food , air water and sunlight for survival</p>	<p><b>2.3.1</b> Investigate and understand that all living things go through changes as they grow</p>	
<p><b>Performance Standards</b></p> <p><i>Students will achieve this standard when they for example;</i></p> <p>a. collect samples of plants they like within their surrounding and talk about why they like them.</p> <p>b. identify and sort the plants into different groups such as food, medicine and decoration.</p> <p>c. look at pictures of or real animals found in the surrounding and talk about the make up of their body</p> <p>d. Identify and sort the animals into their different uses such as food, where they live and body coverings</p> <p>e. identify and describe the common living things in the environment using their sense of; sight, smell, hearing, feeling and tasting</p>	<p><i>Students will achieve this standard when they for example;</i></p> <p>a. select a flowering plant and describe the work of each part such as roots carry water and food into the plant</p> <p>b. talk about the uses of different parts of the plant such as leaves for medicine and branches for firewood</p> <p>c. describe how animals can use their senses to find food, tasting and feeling things such as dog smell food.</p> <p>d. use their senses to sort objects into groups such as smooth, rough, good and bad smell, sour and sweet</p> <p>e. discuss and explain why plants and animals need food, shelter, water and sunlight.</p>	<p><i>Students will achieve this standard when they for example;</i></p> <p>a. describe what happens when the environment cannot meet or sustain plants, animals, and human needs.</p> <p>b. explain the importance of plants to other living things such as air that we breathe to live</p> <p>c. explain that living things depend on each other such as birds eat insects to live.</p> <p>d. describe the external parts of different animal bones</p> <p>e. describe the behaviours and life cycles of different animals such as frogs and butterflies</p>	
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Identify and sort the animals into their different uses such as food, where they live and what they eat</li> </ul>	<ul style="list-style-type: none"> <li>Select a flowing plant and describe the work of each part such as roots carry water and food into the plant.</li> </ul>	<ul style="list-style-type: none"> <li>Explain what will happen when one of the plant or animal needs are not met.</li> </ul>

**Unit 2: Environment**

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.3.2</b> Explore the physical features of their local area and identify the different types of living things that live there</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> explore and name the different land forms in their local environment such as mountains, rivers, lakes and valleys</p> <p><b>b.</b> find out and talk about the man-made changes in their local environment</p> <p><b>c.</b> Find out and talk about the natural changes in their environment such as landslides, flood and rise in sea level .</p> <p><b>d.</b> Identify the different kinds of fruits and flowers that are produced in different types of weather</p> <p><b>e.</b> Talk about how and when weather and climate change affects their community such as flood, landslide, drought and rise in sea level</p>	<p><b>1.3.2</b> Investigate and understand the special effects of weather and climate on a particular habitat</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss and identify the types of plants that live in a particular area such as swamp, grassland, mountain and seashore</p> <p><b>b.</b> explore and identify living things that live or grow in a particular area such as frogs like cool and damp places</p> <p><b>c.</b> Discuss the common types of weather such as windy, sunny, and rainy in their local community</p> <p><b>d.</b> Talk about how the changes in weather and climate affecting living things such as food crops and water supply</p> <p><b>e.</b> invite a guest speaker to talk to them about natural disasters</p>	<p><b>2.3.2</b> Investigate and understand that natural resources in a particular area are limited and explain how these happen</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> Explore and identify living things that live or grow in a particular area such as frogs like cool and damp places.</p> <p><b>b.</b> List and draw animals that live in a particular habitat such as grassland animals.</p> <p><b>c.</b> Talk and write about why plants grow, and animals including people live in a particular type of habitat.</p> <p><b>d.</b> Talk and write about why plants and animals die or move out from their original habitat.</p> <p><b>e.</b> Talk about and make posters about bad practices that affect the environment such as burning bushes and vehicle tyres.</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Identify the different kinds of fruits and flowers that are produced in different types of weather</li> </ul>	<ul style="list-style-type: none"> <li>Draw and explain how natural disasters such as volcano eruption and flood affect their community</li> </ul>	<ul style="list-style-type: none"> <li>Make posters and talk about bad practices in the community that cause danger to animal and plant life</li> </ul>

Unit 3: Science In the Home

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p>	<p><b>P.3.3</b> Investigate and explain in own words the types of energy found in the home through simple machines</p>	<p><b>1.3.3</b> Investigate and understand how objects move when different types of force are applied</p>	<p><b>2.3.3</b> Investigate and demonstrate how energy and force are applied in everyday life</p>
<p><b>Performance Standards</b></p>	<p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> name and draw the types of simple machines that make work at home and school easier such as tin opener, screw driver and a pair of scissors</p> <p><b>b.</b> talk about how work can be done easily using simple machines</p> <p><b>d.</b> list and talk about good and bad things that simple machines can do such as using a pair of scissors may cut your finger</p>	<p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> identify the types of force around them such as wind force and force of running water.</p> <p><b>b.</b> compare and sort objects according to their weight, shape and size</p> <p><b>c.</b> explore and explain what happens when force is used to move heavy or light objects</p> <p><b>d.</b> describe through simple experiments on how force can move things and change their directions.</p>	<p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> carry out simple experiments and talk about how and why things float or sink</p> <p><b>b.</b> demonstrate that air or wind can speed things up or slow things down such as sailing boat</p> <p><b>c.</b> make a simple propeller using coconut leaves or cutting plastic cup strips to learn about wind speed.</p> <p><b>d.</b> use a magnet to see what types of objects it can pick up</p> <p><b>e.</b> use plastic ruler or plastic hair comb to demonstrate how these can pick papers</p> <p><b>f.</b> show through simple experiment that heat can travel through objects such as cooking pots and metal rods</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Identify and describe natural and man-made sources of energy such as heat, light and sound</li> </ul>	<ul style="list-style-type: none"> <li>Describe through simple experiments on how force can move things and change their directions</li> </ul>	<ul style="list-style-type: none"> <li>Show through simple experiments about how and why things move faster or slower on different types of surfaces such as cement floor and table top</li> </ul>



**Strand 4: Healthy Individual and Community**

**Unit 1: Personal Hygiene**

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.4.1</b> Know and explain the importance of personal cleanliness and hygiene practices, rest ,care and safety</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> name the different parts of their body and describe what and how we use and care for them</p> <p><b>b.</b> create rules for care, safety and personal hygiene practices .healthy mouth and teeth rules. eg; brush teeth two times a day.</p> <p><b>c.</b> talk about the importance of cleanliness, mouth and other body parts injury, free clothes and clean toiletries</p> <p><b>d.</b> discuss why it is important to have good food, enough rest after work and play, clean air and clean water</p> <p><b>e.</b> talk about their own bodies and dramatize ways of keeping them clean or draw how to care for them</p>	<p><b>1.4.1</b> Understand that food, air, shelter and water are as important as work and play which contribute to having a healthy body</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> draw parts of the mouth and say how each part helps us to eat our food.</p> <p><b>b.</b> discuss why it is important to have good food, enough rest after work and play, clean air and clean water</p> <p><b>c.</b> use picture to show how they can use clean air and water to keep their bodies healthy and clean</p> <p><b>d.</b> display and discuss pictures of food and drinks from the shop that can cause tooth decay and other health problems .</p> <p><b>e.</b> identify and list of food from the garden that helps keep the teeth and mouth healthy.</p>	<p><b>2.4.1</b> Recognize that human beings differ physically in their growth from one individual to another</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss different stages of growth, for an example, baby, child, older brother and father</p> <p><b>b.</b> talk about and dramatize different things human beings do when they are growing up</p> <p><b>c.</b> share experiences about things that help young children grow healthy and the things people do to maintain healthy growth.</p> <p><b>d.</b> discuss causes of unhealthy problems and get students to come up with different ways to solve the problem- eg young children sick with malaria</p> <p><b>e.</b> list and discuss foods in the food groups that nourishes the body for healthy growth</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>• Talk about the importance of keeping clean any two (2) body parts and say what the body parts are. For example - mouth and ears</li> </ul>	<ul style="list-style-type: none"> <li>• Draw one food that can cause tooth decay and one food that can help the teeth to grow well.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify foods in the three main list food groups that nourishes the body for healthy healthy growth</li> </ul>

Unit 2 : Things that Harm Us

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.4.2</b> Identify harmful things in the home or local community and say how these things harm us</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> identify harmful things in the environment and say why they are harmful. For example - old tins and broken bottles, dogs and snakes bite people</p> <p><b>b.</b> discuss all the dangerous things found in and around the students homes.</p> <p><b>c.</b> list some common insects and plants that can harm them.</p> <p><b>d.</b> explain and discuss how plants and animal can harm themselves</p> <p><b>e.</b> describe and role play what can happen to them if they play with harmful things in the home or school.</p>	<p><b>1.4.2</b> Understand the importance of making healthy choices and explain how these choices help to prevent some health problems</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> describe how to prevent dangerous things from harming them and others.</p> <p><b>b.</b> display pictures and talk about things that are small but harm the bodies badly eg. mosquitoes germs and flies.</p> <p><b>c.</b> visit clinics and talk about sicknesses that can be prevented and treated while a few like HIV cannot be cured.</p> <p><b>d.</b> identify and discuss reasons for covering food, having fly wire on windows, mosquitos nets for sleeping, keep house clean.</p> <p><b>e.</b> discuss and make up role-plays of characters in the community who use poisonous and harmful things.</p>	<p><b>2.4.2</b> Recognize dangerous activities and practices in the community and suggest ways on how to prevent accidents and related problems</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss and list reasons for asking parents to help when handling dangerous things.</p> <p><b>b.</b> talk about cuts from blades, bites from animals, poison from plants, drugs, and alcohol that cause harm on people.</p> <p><b>c.</b> identify activities that need the use of dangerous tools and discuss how to use them and who to supervise when using these tools or equipment</p> <p><b>d.</b> discuss ways of how to treat a dog bite or a cut from sharp blade and various ways of cleaning /bandaging an injury, why someone with an injury should go to a health centre.</p> <p><b>e.</b> identify and explain things you should keep in a first aid box.</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Explain, discuss and identify ways on how plants and animals can harm themselves</li> </ul>	<ul style="list-style-type: none"> <li>Display pictures and talk about things that are small but can harm our bodies badly for example mosquitoes germs , flies</li> </ul>	<ul style="list-style-type: none"> <li>Explain reasons for covering food, putting fly wire on windows and putting mosquitos nets at night for and while sleeping</li> </ul>

**Unit 3: Food and Food Hygiene**

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.4.3</b> Be aware and develop an understanding of the importance of eating healthy foods</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss food in the garden that grow on trees ,in the ground crawl on other plants or sticks to grow</p> <p><b>b.</b> discuss healthy foods and unhealthy foods you have in you homes and say what happens if you eat unhealthy foods</p> <p><b>c.</b> list all the food in your home you get from the garden that you eat with their skin, shell, cover, food in your home that you peel before cooking/eating</p> <p><b>d.</b> discuss and identify foods from the garden that can be cooked either boiled or roasted over the fire</p> <p><b>e.</b> discuss and identify ways of keeping food clean, preparing a simple meal from garden and store food</p> <p><b>f.</b> discuss common ways your family cook at home and say why and name the types of food you normally eat daily</p>	<p><b>1.4.3</b> Know that there are a variety of local and other foods that can be grouped</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss and name all the food in their home that they get from the garden, market, animals on land, sea and stores.</p> <p><b>b.</b> discuss healthy foods for good growth and list of unhealthy food that are bad for your body</p> <p><b>c.</b> discuss and role play where most unhealthy foods come from and why children like them.</p> <p><b>d.</b> discuss the simple steps involved in cooking different types of food, such as rice in a pot</p> <p><b>e.</b> discuss and draw ways of keeping water clean when preparing and cooking, for drinking.</p> <p><b>f.</b> discuss reasons for making mumus/ cooking in the earth oven, frying and boiling foods and say which is liked</p>	<p><b>2.4.3</b> Understand and describe why the body needs well prepared and nutritious food</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> name some fruits, meat and some parts from animals you know are good for healthy growth.</p> <p><b>b.</b> discuss why drinking a lot of water is healthy and why drinking plenty of alcohol is not good for healthy growth</p> <p><b>c.</b> talk and write about garden foods, animals and fish, their storage and how they are cooked.</p> <p><b>d.</b> discuss, write and draw different storing methods used in the villages and in towns.</p> <p><b>e.</b> describe ways of cooking store, garden and sea foods and types of food prepared for meals</p> <p><b>f.</b> explain why you do not cook fruits over the fire, boil all green leaves , add coconut milk when cooking food before eating.</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>List and discuss healthy foods and unhealthy foods you have in you homes and say what happens if you eat unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and draw ways of keeping water clean when preparing and cooking, for drinking, say why clean water is important</li> </ul>	<ul style="list-style-type: none"> <li>Discuss , write and draw different storing methods used in the villages and in towns</li> </ul>

Unit 4 : Family and Community health

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.4.4</b> Identify and discuss things people do to keep their homes and community clean, healthy and safe</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> talk about and list and draw places in the house /homes that must be kept clean daily</p> <p><b>b.</b> discuss ways of keeping their bedrooms, classrooms, home surroundings clean( how many times in a week you should clean your room/home</p> <p><b>c.</b> discuss what they should do when school health patrol teams visit their school</p> <p><b>d.</b> discuss health services ( vaccine, clean water ) they need to get at their school and how it helps them</p> <p><b>e.</b> discuss and explain why it is bad to throw rubbish into the sea and the river</p>	<p><b>1.4.4</b> Understand and say why people provide good health care services for the family and community</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> talk about how the family/ies and community can work together to keep the community clean.</p> <p><b>b.</b> describe health goods on display say how they are used, what does it do for the community</p> <p><b>c.</b> talk about the health services that are provided in the community for the people, by the people (aid post ).</p> <p><b>d.</b> organise and invite visits by health clinic staff to their school for health care ( vaccination/ de worming) programs</p> <p><b>e.</b> discuss and role play the services that are provided by their local Aid Post, Clinic or the health Centre</p> <p><b>f.</b> discuss and name some of the health services and committees they have access to in their communities</p>	<p><b>2.4.4</b> Understand the relationship between family and community health and say how these promote a healthy or unhealthy lifestyle</p> <p><i>Students will achieve this standard when they for example;</i></p> <p><b>a.</b> discuss one sickness they can get if their home environment is unclean</p> <p><b>b.</b> name some of the insects, germs or harmful things that can live in your home if your home is unclean</p> <p><b>c.</b> discuss and draw some products for protecting homes/ communities from pests, eg mosquito coils.</p> <p><b>d.</b> discuss and write simple messages about keeping community or home clean, services or products that are use.</p> <p><b>e.</b> discuss some of the activities that take place when health teams visit their school and communities eg immunization- what it is, or baby clinic -clinic days</p> <p><b>f.</b> discuss and identify products and services the community use or provide to keep their communities clean.</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>Talk about and list and draw places in the house /homes that must be kept clean daily</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and name some of the health services and committees they have access to in their communities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and draw some goods for protecting homes/communities from pests, eg mosquito coils</li> </ul>

**Strand 5 : Movement and Physical Activity**

**Unit 1 : Movement concepts and skills**

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.5.1</b> Explore and demonstrate simple loco motor movements and concepts in general space</p> <p><i>Students will achieve this standard when they, for example;</i></p> <ul style="list-style-type: none"> <li>a. explore in a general space different loco motor body movements such as, walking running, jumping and crawling</li> <li>b. discuss different loco movements, which body parts perform them and get volunteers to demonstrate their favourite movement</li> <li>c. using local materials make 3 path straight, and curved pathways to walk, run, jump and hop along</li> <li>d. work in pairs or alone and find a different way of walking, running jumping on the toes, heels and ball of the feet.</li> <li>e. talk about different body shapes such as wide, narrow, curved straight and twisted in a self or general space.</li> <li>f. perform simple movement skills for games such as run and touch a friend, walk and throw a ball, jump and catch a ball</li> </ul>	<p><b>1.5.1</b> Link a series of loco motor and non-loco-motor movements and concepts to perform a simple movement sequence and pattern</p> <p><i>Students will achieve this standard when they, for example;</i></p> <ul style="list-style-type: none"> <li>a. identify 2 or 3 movements form groups and pairs, create and perform movement sequence.</li> <li>b. identify loco motor and non-loco motor movement performed by, one, two, three, or more body parts such as crawling and perform them</li> <li>c. perform fast, slow and light movements in self-space or along a chosen pathway, straight, curved and zigzag.</li> <li>d. perform simple movement patterns for example walk lightly, run slow or fast, backward and forward and side ways.</li> <li>e. perform stationery movements using body parts for example arm swing, bend from the neck, waist and knees</li> <li>f. perform common ball handling skills; for example, dribbling, catching, kicking</li> </ul>	<p><b>2.5.1</b> Demonstrate basic movement skills with improvised equipment in movement games and activities</p> <p><i>Students will achieve this standard when they, for example;</i></p> <ul style="list-style-type: none"> <li>a. demonstrate eye-hand, eye-leg coordination movements in self or general space, such as throw or bat a ball, jump an catch a ball jump over obstacle run and stop moving ball.</li> <li>b. demonstrate how to run, walk jump, hop with light , fast and slow movements and sudden stop</li> <li>c. perform loco-motor and non-loco-motor movement patterns and sequences with a friend or alone such as run-jump-and throw( sequence),</li> <li>d. explore and perform various balance movements with/ without equipment or partner</li> <li>e. demonstrate stationery movements such as bending, curling, twisting using whole body and body parts with a friend or equipment</li> <li>f. demonstrate basic movements skills for play in a modified game for example, dodging, jumping and catching,</li> </ul>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>• Using local materials make 3 paths straight, zigzag and curved pathways to walk, run, jump and hop along</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple movement patterns for example walk lightly, run slow or fast, backward and forward and side ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to run, walk jump, hop with light , fast and slow movements and sudden stop</li> </ul>

Unit 2 : Games

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.5.2</b> Perform basic ball skills through participation in traditional and lead up games</p> <p><i>Students will achieve this standard when they, for example;</i></p> <p><b>a.</b> identify local traditional games and play them</p> <p><b>b.</b> play simple chasing and lead up games; for example ‘what’s the time mr pukpuk’ or ‘piggy bag ‘</p> <p><b>c.</b> create own rules and play various circuit games</p> <p><b>d.</b> play simple chasing and lead up games</p> <p><b>e.</b> play simple traditional games with improvised equipment or without</p>	<p><b>1.5.2</b> Recognize and participate in minor games and activities with rules and identify where they play</p> <p><i>Students will achieve this standard when they, for example;</i></p> <p><b>a.</b> play various traditional game from another community</p> <p><b>b.</b> discuss and display in the classroom some of the improvised sports equipment used to play traditional or lead up games</p> <p><b>c.</b> use improvised equipment to play lead up and minor games with simple rules, eg ‘ tunnel ball,</p> <p><b>d.</b> perform simple game skills eg throwing catching, batting, kicking</p> <p><b>e.</b> play circuit games such as charlie chaplin, egg and spoon race</p>	<p><b>2.5.2</b> Demonstrate good sportsmanship and fair-play through participation in modified sports</p> <p><i>Students will achieve this standard when they, for example;</i></p> <p><b>a.</b> play traditional games from another province with minor ball games</p> <p><b>b.</b> discuss various rules in various sports they and others play</p> <p><b>c.</b> modified games have different rules and town competitions sports have different rules</p> <p><b>d.</b> use rules to play some modified games with and without equipment</p> <p><b>e.</b> demonstrate modified games ball handling skills with improvised equipment or partner</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>• Play simple traditional games with improvised equipment or without</li> </ul>	<ul style="list-style-type: none"> <li>• Make and display in the classroom some of the improvised sports equipment used to play traditional or lead up games</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate modified games ball handling skills with improvised equipment or partner</li> </ul>

## Elementary Syllabus

### Unit 3: Fitness for Health

Grade	Elementary Prep	Elementary 1	Elementary 2
<p><b>Content Standard</b></p> <p><b>Performance Standards</b></p>	<p><b>P.5.3</b> Understand and describe actions of how the individuals feel after participating in a physical activity</p> <p><i>Students will achieve this standard when they, for example;</i></p> <p><b>a.</b> talk about what is seen and felt in the body after taking part in physical activities such as playing games, carry load, run on the spot.</p> <p><b>b.</b> talk about leisure activities people do in the community; for example watch tv, reading books go for a walk</p> <p><b>c.</b> share and list some recreation or leisure activities people do in the community outdoor</p> <p><b>d.</b> identify leisure activities people do in the community; such as watch tv, reading books go for a walk and swim</p>	<p><b>1.53</b> Recognize and identify various physical activities in the community and say how these activities keep a body fit and healthy</p> <p><i>Students will achieve this standard when they, for example;</i></p> <p><b>a.</b> discuss and identify places in the community where the public go to do fitness exercise such as weight lifting, road running, aerobics</p> <p><b>b.</b> discuss simple fitness activities they like to perform to keep their body healthy and fit</p> <p><b>c.</b> talk a fitness exercise program plan class participate in simple a class and implement it before or after classes.</p> <p><b>d.</b> identify recreation activities make simple plans for a recreation activity such as 'going for a picnic' going fishing on the weekend.</p> <p><b>e.</b> discuss, name and perform simple fitness exercises to keep the body fit.</p>	<p><b>2.5.3</b> Describe and perform physical activities people can participate in for leisure and recreation</p> <p><i>Students will achieve this standard when they, for example;</i></p> <p><b>a.</b> talk about using simple rules and times to do exercises for body fitness such as five push-ups for boys, 3 sit ups for girls with or without a partner</p> <p><b>b.</b> choose from pictures and discuss one fitness activity some good sports men and women do to keep fit to perform well such as Toea Wisil, Dika Toua, Steven Gari</p> <p><b>c.</b> discuss and draw up in groups a plan for a selected community fitness program such as sports programs for youths and young adults or outdoor activities canoeing, and hiking,</p> <p><b>d.</b> describe simple ways of how the body must be cared for to stay physically fit and healthy such as what food to eat, rest and work</p> <p><b>e.</b> discuss leisure and recreation activities good for fitness program awareness such as aerobics, sports and dart clubs</p> <p><b>f.</b> discuss and draw up simple fitness plans for the class, such as simple aerobics on Mondays 15 mins before class finishes e day</p>
<p><b>Assessment Task</b></p>	<ul style="list-style-type: none"> <li>• Talk about local community activities people do to stay fit for example working in the garden, playing games</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss simple fitness activities they like to perform to keep their body healthy and fit</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the body feels straight after performing a fitness or other activity</li> </ul>

## Assessment and Reporting

Assessment and Reporting practices described for standards Based Curriculum can be referenced to the National Assessment and Reporting Policy and other support materials produced by National Department of Education.

### Assessment

Standards Based Assessment is a learning focused system and is an on-going process of collecting and interpreting information about students' achievements. It assumes that all students are capable of reaching a certain expectation and measure of learning. It also focuses on what students know and are able to do, at the same time assessment practices must identify areas where students need to improve.

Assessment is a collection of information for a purpose in relation to improve students learning and achievement. Those dealing with assessment should know the following:

- How teachers collect information about the students.
- How we collect information about the impact of the resources.
- We give test to collect written evidence but one evidence does not tell you everything.

Teachers must also use multiply assessment methods and strategies to provide sufficient evidence about student's progress and achievement in learning. National benchmarking or end-of term tests are examples of assessment of learning.

The focus of assessment in SBC for Elementary include:

- Assessment **As/In** learning.
- Assessment **for** learning.
- Assessment **of** learning.

### Assessment As and In learning

Assessment **As/In** learning means that students are involved in assessing their own progress and the work of other students in the class.

It is designed to inform students what they do well and what they need to improve on daily/weekly as integral part of everyday teaching and learning such as exercises, activities or experiments students do or practice each lesson. This method help Teachers to identify those students who need extra help and those who need to be further challenged in their learning.



Teachers need to identify those students who need extra help and those who need to be further challenged in their learning.

Teachers identify learning problems as they arise so students can be given help straight away to improve their work. Normally referred to as formative assessment.

### **Assessment for learning**

**Assessment for learning** is on-going assessment. It is the assessment that teachers do every day during their teaching and at the end of the lesson.

A common form of assessment for learning is “diagnostic assessment”. Diagnostic assessment measures a student’s current knowledge and skill for the purpose of identifying a suitable program of learning.

It is generally carried out throughout a course or project. Also referred to as Formative assessment and is used to aid learning. In an educational setting, formative assessment might be a teacher or peer group or the learner, providing feedback on a student’s work would not necessarily be used for grading purposes. It can take the form diagnostic or standardized tests.

### **Assessment of learning**

**Assessment of learning** is also called summative assessment. It is designed to provide a summary of students learning over a set period of time and is generally carried out at the end of a course or project. It is typically used to assign students a course grade. It summarizes student learning for a particular purpose such as;

- end of term or end of year reports,
- grade 2, 8,10 or 12 certificates in levels of schooling.

National benchmarking or end of term tests are examples of Assessment of Learning. You can monitor student progress with a checklist. The checklist tests the understanding of the lessons. some examples of assessment tools that you can use such as student portfolio, progressive chart and oral presentations.

## **Benchmarking**

Benchmark is the level that every student at the end of Elementary Two should reach.

By the end of Elementary Two the student should achieve the standards as set in the syllabus for the five strands;

- Arts and Craft,
- My Community,
- My Environment,
- Healthy Individuals and Community and,
- Movement and Physical Activity.

## **Assessment Methods**

The following are different types of assessment methods that teachers can use to assess the child's performance in their class:

- Observation.
- Teacher-student conference.
- Written and art work samples.

## **Recording and Reporting**

These are the assessment recording methods the teacher can use to record the student's learning progress:

- Checklists.
- Portfolios – written and artwork samples.
- Written comments.

This recorded information can then be used to report to the parents and guardians. The Teacher Guides provide some samples of recording and reporting methods. These samples can help you to inform parents of their student's learning progress.

## **Evaluation**

The teacher will do a self-evaluation on the effectiveness of their teaching through the students achievements.

## **Reference**

National Department of Education (1994) *Elementary Attainment Targets*

National Department of Education (1998) *Elementary Scope and Sequence*

National Department of Education (2003) *Culture and Community Outcomes-based Syllabus*

National Department of Education (1998) *Curriculum Overview*

National Department of Education (2006) *Teacher Resource Book- Culture and Community*

National Department of Education (2006) *Teacher Resource Book- Movement and Games activity*

National Department of Education-*Report of the Task Force For the Review of Outcomes –Based Education* (2013)

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