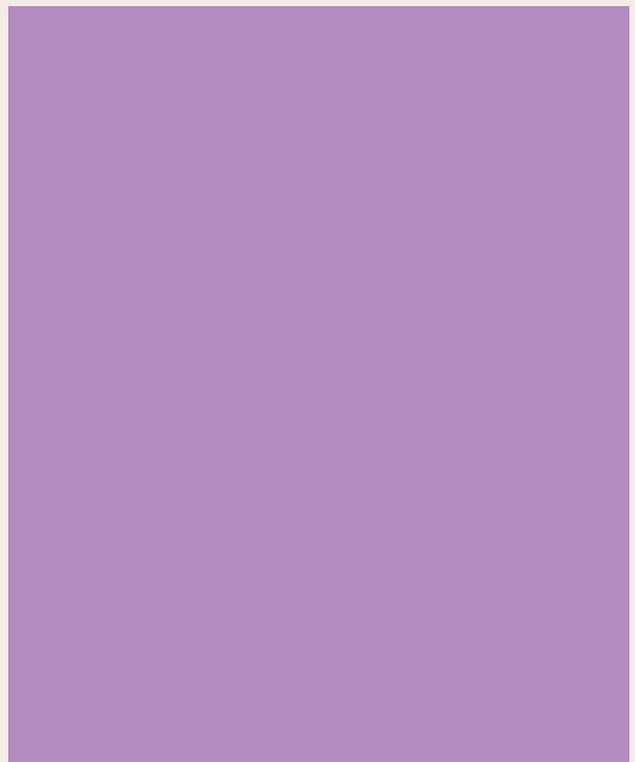# Social Science

Teacher Guide

Primary
Grade 4

Standards Based

Papua New Guinea
Department of Education

Social Science
Teacher Guide

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Acknowledgement

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Secretary's Message

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

This Teacher Guide has been realigned, repositioned and replaced with standard based statements to improve knowledge skills and competency in Social Science for students in this grade. The course will help students to learn about their own society and how it functions. They understand the importance of rules in ensuring that people live harmoniously with each other in their communities. Students develop an understanding of cultures and learn to respect and have pride in their culture. Learning Social Science helps students to understand and promote sustainable use of the environment and resources.

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

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

I commend and approve this Grade 4 Social Science Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.

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DR. UKE W KOMBRA, PhD

Secretary for Education

Introduction

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

How to Use the Teacher Guide
You must use this teacher guide with the syllabus when planning Social Science lessons. In your planning and preparation, consider the following:

- how the lesson will be delivered
- the time required to undertake different activities
- how to engage students so that learning is active and participatory
- the materials and resources required for the lesson
- how the blackboard will be organized
- depth of knowledge to be acquired
- the necessary skills and attitudes to model
- how to assess what is taught

Use this teacher guide to help you design your teaching programs, lesson and assessment plans. Therefore, you need to:

- read this teacher guide and the syllabus carefully to understand the content and what you will require for your classroom teaching

- become familiar with the syllabus strands, units, topics and lesson topics

- read and understand the content standards and performance standards

- read and understand how the assessment plans and tasks are structured so that you can design appropriate assessment plans

- read and understand the structure and content of sample guided lessons

Links
The Grade 4 Social Science content builds on from Grade 3 and ensures a progression in the development of knowledge and skills. It is very important to ensure that learning is contextual so that the knowledge, understanding, skills acquired are meaningful and practical to students.
Social Science course is also linked to other subjects like English, Science, MAL, Health, Physical Education and others.

Nature of Primary Social Science
Primary Social Science is an active course that students learn through active participation in their learning activities, whether, in the classroom or in the community. Students are involved in gathering information from the lessons, community members and by participating in cultural and community activities. Primary Social Science enables students to:

- be active and informed citizens in the future
- develop an appreciation of and sense of responsibility for their people and the community
- understand cultural and physical sustainability
- develop an awareness of national identity and national building
- understand the process of gathering, analyzing and presenting information
- effectively manage and use the environment to achieve a sustainable way of life now and in future.

The seven sub-sections in this teacher guide are:

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

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

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

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

5. Yearly Assessment Plan
Specific assessment tasks are set out for the year

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

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

These samples model the requirements for you to follow.

Key Features

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

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

Teaching and learning

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

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

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

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

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

Table 1: Social Science Process

Gathering information	Analyzing, evaluating information and making judgments	Presenting information or taking action on the new information
• interview resource people from the community • excursions to places of interests which are relevant to content and performance standards • conduct survey on a particular issue • read newspapers, books and other media sources for particular information • brainstorm to gather information	• compare the information from interview and note areas of general agreement and areas of conflicting information • summarize the information using maps, graphs, diagrams and text • present the information in a table and identify conclusions that can be made and any other interesting information • summarize the information	• Present the information to an audience. The information may include students or teachers points of view on a topic • present the information in the form of posters • act on the analysis of survey findings by raising awareness of the issue • present the information using the graphs, tables, pictures, oral or written reports

Brainstorming

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

Debates

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

i. *Class debates* - All class members are involved. Each student states a point of view and provides a supporting argument.

ii. *Debating in two groups* - An issue or topic is identified. The class forms two groups according to their chosen point of view. Each side presents one persuasive statement. Then students are given the opportunity to change sides.

Design

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

Diary

Students maintain a record of the progress of a project. They observe and write down its progress at various stages and reflect on changes. Parents should be informed and can help the child.

Graphic Organizers

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

KWL Charts

This is a useful strategy for organizing thoughts at the beginning of a unit and reflecting on what has been learned at its conclusion. KWL stands for:
• What we **k**now about a topic already?

• What we **w**ant to know about the topic?

• What we have **l**earnt from the topic?

Homework

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

Planning and Programing

Planning and programming is organizing the content from the syllabus into a teachable plan. The Social Science programming for Grade 4 consists of:

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

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

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

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Specific assessment tasks are set out for the year

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

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

These samples model the requirements for you to follow.

This section presents an overview of the content for grade four students as set out in the Primary Social Science Syllabus. The subject content is organized in five (5) strands:
- Community and Organization
- Trade
- Culture and Society
- Environment and Resources
- History and Origins

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

Table 2: Content Overview for Grade 4

Grade 4		
Strand	**Unit**	**Topic**
Community and Organization	People and groups	Work people do
	Relationships	Behaviors and relationships
	Rules, Roles and Responsibilities	Roles and responsibilities
Trade	Needs and wants	Meeting needs and wants of different people
	Production	Goods produced from cash crops
	Trade and Communication	Transport in trade
Culture and Society	Customs and societies	Customs and ceremonies
	Beliefs and values	Changes in culture
Environment and Resources	The environment	Natural and man-made features of the district
	Resources	Renewable and non-renewable resources
	Working with maps	Reading and using maps – The scale and direction
History and Origins	Events and stories of the past	History of the local community

Yearly Overview

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

Term 1	Week	Strand	Unit	Content Standards
		Community & Organization		
	2	Community and Organization	People and Groups	**4.1.1**
	3	Community and Organization	People and Groups	**4.1.1**
	4	Community and Organization	People and Groups	**4.1.1**
	5	Community and Organization	Relationships	**4.1.2**
	6	Community and Organization	Relationships	**4.1.2**
	7	Community and Organization	Relationships	**4.1.2**
	8	Community and Organization	Rules, Roles and Responsibilities	**4.1.3**
	9	Community and Organization	Rules, Roles and Responsibilities	**4.1.3**
Term 2	**Week**	**Strand**	**Unit**	**Content Standards**
	10	Community and Organization	Rules, Roles and Responsibilities	**4.1.3**
		Trade		
	11	Trade	Needs and wants	**4.2.1**
	12	Trade	Needs and wants	**4.2.1**
	13	Trade	Needs and wants	**4.2.1**
	14	Trade	Production	**4.2.2**
	15	Trade	Production	**4.2.2**
	16	Trade	Production	**4.2.2**
	17	Trade	Trade and Communication	**4.2.3**
	18	Trade	Trade and Communication	**4.2.3**
Term 3	**Week**	**Strand**	**Unit**	**Content Standards**
	19	Trade	Trade and Communication	**4.2.3**
		Culture & Society		
	20	Culture & Society	Customs and societies	**4.3.1**
	21	Culture & Society	Customs and societies	**4.3.1**
	22	Culture & Society	Customs and societies	**4.3.1**
	23	Culture & Society	Beliefs and Values	**4.3.2**
	24	Culture & Society	Beliefs and Values	**4.3.2**
	25	Culture & Society	Beliefs and Values	**4.3.2**
		Environment & Resources		
	26	Environment & Resources	The environment	**4.4.1**
	27	Environment & Resources	The environment	**4.4.1**

Term 4	Week	Strand	Unit	Content Standards
	28	Environment & Resources	The environment	**4.4.1**
	29	Environment & Resources	Resources	**4.4.2**
	30	Environment & Resources	Resources	**4.4.2**
	31	Environment & Resources	Resources	**4.4.2**
	32	Environment & Resources	Working with maps	**4.4.3**
	33	Environment & Resources	Working with maps	**4.4.3**
	34	Environment & Resources	Working with maps	**4.4.3**
History & Origins				
	35	History & Origins	Events and stories of the past	**4.5.1**
	36	History & Origins	Events and stories of the past	**4.5.1**

Termly Overview

The termly overview is a plan of an instructional program for teaching. It provides the teacher with the specific units, content standards and performance standards suggested to be planned and delivered within a term. The term overview is organised by:

- Week
- Strand
- Unit
- Topic
- Content standards
- Performance standards

Week	Strand	Unit	Topic	Content Standards	Performance Standards
Term one overview					
2	Community and Organization	People and Groups	Work people do	**4.1.1**	**a, b, d**
3	Community and Organization	People and Groups	Work people do	**4.1.1**	**c**
4	Community and Organization	People and Groups	Work people do	**4.1.1**	**a, e**
5	Community and Organization	Relationships	Behaviours and Relationships	**4.1.2**	**a, b, c**
6	Community and Organization	Relationships	Behaviours and Relationships	**4.1.2**	**b, d**
7	Community and Organization	Relationships	Behaviours and Relationships	**4.1.2**	**a, b**
8	Community and Organization	Rules, Roles and Responsibilities	Roles and Responsibilities	**4.1.3**	**a, b**
9	Community and Organization	Rules, Roles and Responsibilities	Roles and Responsibilities	**4.1.3**	**b, c**
Term two overview					
10	Community and Organization	Rules, Roles and Responsibilities	Roles and Responsibilities	**4.1.3**	**b, c**
11	Trade	Needs and Wants	Meeting needs and wants of different people	**4.2.1**	**a, b**
12	Trade	Needs and Wants	Meeting needs and wants of different people	**4.2.1**	**c**
13	Trade	Needs and Wants	Meeting needs and wants of different people	**4.2.1**	**b, d, e**

14	Trade	Production	Goods produced from cash crops	**4.2.2**	**a, b**
15	Trade	Production	Goods produced from cash crops	**4.2.2**	**c, d**
16	Trade	Production	Goods produced from cash crops	**4.2.2**	**a, d**
17	Trade	Trade and Communication	Transport in trade	**4.2.3**	**a**
18	Trade	Trade and Communication	Transport in trade	**4.2.3**	**b, c**
Term three overview					
19	Trade	Trade and Communication	Transport in trade	**4.2.3**	**a, b, c**
20	Culture and Society	Customs and Societies	Customs and Ceremonies	**4.3.1**	**a, b**
21	Culture and Society	Customs and Societies	Customs and Ceremonies	**4.3.1**	**a, b**
22	Culture and society	Customs and Societies	Customs and Ceremonies	**4.3.1**	**b, c**
23	Culture and Society	Beliefs and Values	Changes in culture	**4.3.2**	**a, b, d**
24	Culture and Society	Beliefs and Values	Changes in culture	**4.3.2**	**b, d**
25	Culture and Society	Beliefs and Values	Changes in culture	**4.3.2**	**b, d**
26	Environment and Resources	The environment	Natural and man-made features of the district	**4.4.1**	**a, b**
27	Environment and Resources	The environment	Natural and man-made features of the district	**4.4.1**	**a, b**
Term four overview					
28	Environment and Resources	The environment	Natural and man-made features of the district	**4.4.1**	**b**
29	Environment and resources	Resources	Renewable and non-renewable resources	**4.4.2**	**a**
30	Environment and resources	Resources	Renewable and non-renewable resources	**4.4.2**	**a, b**
31	Environment and resources	Resources	Renewable and non-renewable resources	**4.4.2**	**b, c**
32	Environment and resources	Working with maps	Reading and using maps – The key and direction	**4.4.3**	**a, e**
33	Environment and resources	Working with maps	Reading and using maps – The key and direction	**4.4.3**	**a, b**
34	Environment and resources	Working with maps	Reading and using maps – The key and direction	**4.4.3**	**a, b, c, e**
35	History and Origins	Events and stories of the past	History of the local community	**4.5.1**	**a, b, c, d**
36	History and Origins	Events and stories of the past	History of the local community	**4.5.1**	**a, b, c, d**

Yearly Lesson Overview

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

Term	Unit	Topic	Lesson No.	Lesson topic	Week	No. of weeks
1	People and groups	Work people do	1	Gardeners and farmers	2	8 Weeks
			2	Missionaries		
			3	Government workers		
			4	Non-government workers		
			5	**Revision**		
	People and groups	Work people do	6	What is a job?	3	
			7	Paid jobs		
			8	Unpaid jobs		
			9	Volunteer work		
			10	**Revision**		
	People and groups	Work people do	11	Work of community leaders	4	
			12	Who are community leaders?		
			13	Church leaders		
			14	Ward Councillors		
			15	**Revision**		
	Relationships	Behaviour and Relationships	16	Good behaviours in school	5	
			17	I am responsible		
			18	I respect myself		
			19	I respect others		
			20	**Revision**		
	Relationships	Behavior and Relationships	21	Good behaviours	6	
			22	Good manners		
			23	What is tolerance?		
			24	Caring for others		
			25	**Revision**		
	Relationships	Behavior and Relationships	26	Behaviours	7	
			27	Taking drugs		
			28	Stealing		
			29	Bad manners		
			30	**Revision**		

Term	Unit	Main topic	Lesson No.	Lesson topic	Week	No. of weeks
	People and groups	Roles and Responsibilities	31	What are roles and responsibilities?	8	
			32	Roles and responsibilities of parents		
			33	Roles and responsibilities of children		
			34	Roles and responsibilities of friends		
			35	**Revision**		
	People and groups	Roles and Responsibilities	36	Roles and responsibilities of leaders	9	
			37	Roles and responsibilities of groups in the community		
			38	Roles and responsibilities of NGOs		
			39	Roles and responsibilities of businesses		
			40	**Revision**		
Term	**Unit**	**Main topic**	**Lesson No.**	**Lesson topic**	**Week**	**No. of weeks**
2	People and groups	Roles and Responsibilities	41	Roles and responsibilities of government	10	9 **Weeks**
			42	Roles and responsibilities of the education department		
			43	Roles and responsibilities of the police		
			44	Roles and responsibilities of Health Department		
			45	Revision		
	Needs and wants	Meeting needs and wants of different people	46	What is trade?	11	
			47	Needs of children		
			48	Needs of young people and adults		
			49	Meeting needs and wants		
			50	**Revision**		

	Needs and wants	Meeting needs and wants of different people	51	Exchange or trade	12	
			52	Trading Places		
			53	Market places		
			54	Shopping centres		
			55	**Revision**		
	Needs and wants	Meeting needs and wants of different people	56	Traditional barter	13	
			57	Modern barter exchange		
			58	Modern ways of trading		
			59	Trade routes		
			60	**Revision**		
	Production	Goods produced from cash crops	61	KWL on cash crops	14	
			62	What is a cash crop?		
			63	Where are the cash crops?		
			64	Plantation work		
			65	**Revision**		
	Production	Goods produced from cash crops	66	Where did this coffee come from?	15	
			67	Where was this coconut oil made?		
			68	Where are PNG's products made?		
			69	Project: A cash crop - Introduction		
			70	**Revision**		
	Production	Goods produced from cash crops	71	Project: A cash crop	16	
			72	Project: A cash crop		
			73	Project: A cash crop		
			74	Project: A cash crop - Presentation		
			75	**Revision** – KWL on cash crops: 'Learnt'		
	Trade and Communication	Transport in trade	76	Transport used in traditional trade	17	
			77	Modern types of transport		
			78	Advantages and disadvantages of transport used in the past		

Term	Unit	Main topic	Lesson No.	Lesson topic	Week	No. of weeks
			79	Advantages and disadvantages of transport used in modern trade		
			80	**Revision**		
	Trade and Communication	Transport in trade	81	Moving goods and services	18	
			82	Transporting goods by land		
			83	Transporting goods by sea		
			84	Transporting goods by air		
			85	**Revision**		
Term	**Unit**	**Main topic**	**Lesson No.**	**Lesson topic**	**Week**	**No. of weeks**
3	Trade and Communication	Transport in trade	86	Traditional trade	19	9 Weeks
			87	A traditional trading song		
			88	What did traditional transport look like?		
			89	Story about a trading voyage		
			90	**Revision**		
	Customs and Societies	Customs and Ceremonies	91	Bride price or wedding?	20	
			92	Religious practices		
			93	Customs about birth		
			94	Marriage customs		
			95	**Revision**		
	Customs and societies	Customs and Ceremonies	96	What are ceremonies?	21	
			97	What are initiations?		
			98	Types of ceremonies		
			99	Types of initiations		
			100	**Revision**		
	Customs and societies	Customs and Ceremonies	101	What is a ritual?	22	
			102	What are taboos?		
			103	Types of rituals		
			104	Types of taboos		
			105	**Revision**		

	Beliefs and Values	Changes in culture	**106**	Changing house styles	**23**	
			107	Modern House		
			108	Highlands House		
			109	Coastal House		
			110	**Revision**		
	Beliefs and Values	Changes in culture	**111**	Ways of dressing	**24**	
			112	Modern dressing		
			113	Traditional food		
			114	Modern food		
			115	**Revision**		
	Beliefs and Values	Changes in culture	**116**	Traditional lifestyle	**25**	
			117	Modern lifestyle		
			118	Impact of modern culture		
			119	Traditional and modern lifestyle		
			120	**Revision**		
	The environment	Natural and man-made features of the district	**121**	Trees and forests	**26**	
			122	Vegetation		
			123	Water		
			124	Land		
			125	**Revision**		
	The environment	Natural and man-made features of the district	**126**	Plants in the district	**27**	
			127	Vegetation – plants special to the district		
			128	Land – animals special to the district		
			129	Environment - birds and reptiles special to the district		
			130	**Revision**		

Term	Unit	Main topic	Lesson No.	Lesson topic	Week	No. of weeks
4	The environment	Natural and man-made features of the district	**131**	Where are the villages and towns?	**28**	
			132	Buildings		
			133	Where are the roads, bridges and wharves?		
			134	What are our landmarks?		
			135	**Revision**		
	Resources	Renewable and non-renewable resources	**136**	Things around us	**29**	
			137	What is a resource?		
			138	Renewable resource - Water		
			139	Renewable resource - land		
			140	**Revision**		
	Resources	Renewable and non-renewable resources	**141**	What are renewable and non-renewable resources?	**30**	
			142	Non-renewable resources on the land - Plants		
			143	Non-renewable resources on the land - animals		
			144	Non-renewable resources from the air		
			145	**Revision**		
	Resources	Renewable and non-renewable resources	**146**	What are rivers, lakes and sea?	**31**	
			147	Natural resources - rivers		
			148	Natural resources - lakes		
			149	Natural resources - sea		
			150	**Revision**		
	Working with maps	Reading and using maps – The scale and direction	**151**	Read a map – What is the key?	**32**	
			152	What does this sign mean?		
			153	Signs again!		
			154	Where is it?		
			155	**Revision**		

	Working with maps	Reading and using maps – The scale and direction	**156**	What is a scale?	**33**	
			157	Scale for a map		
			158	How far is that place?		
			159	Using the scale		
			160	**Revision**		
	Working with maps	Reading and using maps – The scale and direction	**161**	How far is it really?	**34**	
			162	Use the scale again		
			163	Let's write a scale		
			164	I can read a map		
			165	**Revision**		
	Events and stories of the past	History of the local community	**166**	What is history?	**35**	
			167	Early settlers		
			168	Clans in the local community		
			169	Tribes in the community		
			170	**Revision**		
	Events and stories of the past	History of the local community	**171**	My story – a guest speaker	**36**	
			172	What was life like in the past?		
			173	Let's use a timeline		
			174	Events in the history of the district		
			175	Revision		

Weekly Plan

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

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

• Units
• Content standards
• Performance Standards
• Lesson Topics

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

Sample weekly overview

Term: ____   Week: _____   Date:_____   Year:_____

Subject	Unit	Content Standards	Performance Standards	Lesson No:	Lesson Topic
Social Science				1	
				2	
				3	
				4	
				5	
Mathematics				1	
				2	
				3	
				4	
				5	
				6	
English				1	
				2	
				3	
				4	
				5	
				6	
				7	
Science				1	
				2	
				3	
				4	
				5	
Health				1	
				2	
				3	
Arts				1	
				2	
				3	
				4	
Physical Edu.				1	
				2	
				3	

Timetable

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

Subject Time allocations

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

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

Daily plan (Sample Timetable)

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

Subject time allocation and time analysis

Subjects	Min Per Less	Recommended Time	Plus minutes (+)	Minus minutes (-)
Listening	3x 15	45		
Talking	4x 15	60	15	
Oral expression	2x 15	30		
Reading	5x30	150		
Written Sentences	5x30	150		
Hand writing	1x15	15	15	
Spelling	2x15	30	15	
Written Expression	1x30	30		
Mathematics	8x30	240		
Science	3x30+1x60	150	15	
S/Science	5x30	150		
Health	3x30	90		30
Arts	3x30 + 1x45	135		
Physical Education	2x30 + 1x60	120		
Sports	1x 60	60		
R/Education	1x 60	60		
Assembly	5x 15	75		
Block Time	4x15	60		30

Guided Lessons

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

1. Sample guided lessons

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

The guided lessons for grade 5 are sample lessons developed from the performances standards derived from the content standards statements prescribed in the syllabus. They are only lesson guides to guide and direct the teacher to teach the content of the lesson in a sequential manner providing appropriate students learning activities to demonstrate concepts, skills, attitudes and values appropriate for the grade level. The teacher is given an option to either follow the guided lesson or use the guided lesson to plan their own lessons accordingly.

2. Knowledge, Skills, Attitudes & Values (KSAVs)

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

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

3. Topics

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

4. Lesson Topics

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

Term: 1   Week: 2

Guided Lesson

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

Topic: Work people do

Assessment Task 1 Identify the type of work people do from given or provided pictures

Lesson Topic: Gardeners and Farmers

Content Standard: 4.1.1 Demonstrate an understanding of the different types of work people do.

Performance Standard: 4.1.1 (a) Identify and describe the types of work people do in different places.

(b) Describe work in substance and business activities.

Lesson Objective: By the end of the lesson students can:
• name the types of work gardeners and farmers do.

Knowledge	Skills	Attitudes/ Values
• Different people do different work • Subsistence farming is producing food in small quantities for consumption • Commercial farming is the production of crops in large quantities and is for sale	• Identify different types of work • Differentiate subsistence and commercial farming • Classify products	• Respect people who do different jobs • Appreciate work of people • Value the work and services

Reference: Primary Social Science Syllabus
Teaching materials: Pictures of people doing different jobs; subsistence gardening and commercial farming
Teaching and learning activities

Part of lesson	Teacher's activities *Teacher will …*	Student's activities *Students will …*
Introduction (5 minutes)	Revise previous lesson by playing 'True or False' game. Introduce the new topic	Answer questions asked by the teacher
Body: (20 minutes)	• Show pictures of people on different types of farms and gardens • Ask students to name the jobs the people in the pictures are doing. • List the answers on the board • Highlight pictures of farming and subsistence gardening • Write the responses on the board in two lists – subsistence gardening and commercial farming	• Study the pictures and name the jobs people are doing • Point out some similarities and differences between farming and subsistence gardening
Conclusion (5 minutes)	Go through the two lists	1-2 students name the jobs farmers and gardeners are doing in the pictures. Students copy the table from the board.

Evaluation: ………………………………………………………………………………………

Teacher's Notes:

Jobs are paid work, jobs are also known as occupations. Jobs are tasks that people do to make money, or to get paid and to do something to fulfill their needs and wants. There are many different jobs. People who have jobs are paid regularly on fortnightly or monthly basis. Paid jobs are jobs that people do to get paid. Unpaid jobs are jobs that people do but do not get paid. Volunteer jobs are jobs were people willing want to help without any form of payment. People must work to get paid or work to sustain and feed themselves.

Knowledge Skills Attitudes & Values (KSAV)

Lessons 2, 3, 4 & 5

Unit 1: People and groups   **Time**: 30 minutes

Topic: Work people do

Content Standard: 4.1.1 Demonstrate an understanding of the different types of work people do.

Assessment Task 1 Identify the type of work people do from the given or provided pictures.

Lesson #	Lesson Topic	Lesson objective	Performance standards	Knowledge	Skills	Attitudes and Values
		Students can:				
2	Missionaries	Describe the work of missionaries.	**4.1.1 (a)** Identify and describe the types of work people do in different places	• Missions are special jobs given to people to do • Missionaries are priests, apostles, pastors and preachers • There are different churches	• Identify work of missionaries • List work done by missionaries • Name different church groups	• Accept work of missions • Appreciate work and services provided • Consider the efforts
3	Government workers	List the types of work people do in government.	**4.1.1 (a)** Identify and describe the types of work people do in different places	• Government workers are people who work for the government • There are different workers for different jobs • Government workers get paid from the government	• Identify people who work for the government • List examples of government workers • Name some government workers	• Appreciate work of government workers • Value different types of work
4	Non-government workers	Identify non-government workers and list the types of work they do	**4.1.1 (d)** Describe work provided by government, NGOs and private organizations	• Non-government workers are people who work for private and non-government organizations • Examples are bank tellers, waiters, etc. • Some NGO workers work without pay e.g. those who work for charity groups	• Identify non-government workers • List work of non-government organizations • Name some non-government workers	• Appreciate work of non-government organizations • Value their contribution in terms of work
5	**Revision, evaluation and follow up**					

Term: 1   Week: 3

Knowledge Skills Attitudes & Values (KSAV)

Lessons 6, 7, 8, 9 & 10   **Unit 1:** People and Groups   **Time:** 30 minutes

Topic: Work people do

Content Standard: 4.1.1 Demonstrate an understanding of the different types of work people do.

Assessment Task 2 List one example each of paid, unpaid and volunteer jobs.

Lesson #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
6	What is a job?	define the word *job* and identify different types of jobs people do	**4.1.1 (c)** Describe paid unpaid and volunteer work.	• Jobs are work or employment • There many different types of jobs • People earn money from doing different jobs • Job is another name for work	• Identify different jobs • List • Categorize types of jobs or work • Name examples of jobs	• Appreciate different work people do • Value work people do
7	Paid Jobs	Name examples of paid jobs.	**4.1.1(c)** Describe paid and unpaid jobs and volunteer work	• Paid jobs are jobs that people do and receive a regular wage or salary • There are many paid jobs	• Identify paid jobs • List examples of each • Name some work that are paid jobs	• Appreciate paid jobs people do • Value the types of work • Respect people who work
8	Unpaid jobs	Identify non-government workers and list the types of work they do	**4.1.1 (c)** Describe paid and unpaid jobs and volunteer work	• People in unpaid jobs do not receive a wage or salary • Unpaid jobs are done for free • Unpaid jobs can be volunteer work • Job is another name for work people do	• Identify unpaid jobs • List example of unpaid jobs • Name jobs that are unpaid	• Appreciate work others do that are not paid • Value their contributions
9	Volunteer work	Identify and state examples of volunteer work	**4.1.1(c)** Describe paid and unpaid jobs and volunteer work	• No monetary payment is made for volunteer jobs or work • People offer and agree to do these jobs • Volunteers are helpers • People enjoy the work and do the jobs willingly	• Describe what volunteer workers are • List examples of volunteer work • Identify some examples of volunteer work	• Appreciate volunteer works • Accept the types of work volunteers do • Tolerate work of this people
10	**Revision, evaluation and follow up**					

Term: 1   Week: 4

Knowledge Skills Attitudes & Values (KSAV)
Lessons 11,12, 13, 14 & 15
Unit 1: Work people do   **Time:** 30 minutes
Topic: Work of Community leaders
Content Standard: 4.1.1 Demonstrate an understanding of the different types of work people do
Assessment Task 3 Match the type of work to 'individual', 'group' or 'organization'. Use words (text) or pictures.

Lesson #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
11	Work of community leaders	Name some leaders in the community and list some of their jobs.	(e) Describe the work of community leaders	• People live in a community • There are leaders in the community • Leaders are decision makers • People follow leaders • Leaders are in charge of others	• List what makes up a community • Name people and what people do in the community • Identify leaders and special people in the community	• Appreciate the community people live • Allow leaders to make decisions • Tolerate the work of community leaders Accept the decisions of leaders and community members
12	Who are the community leaders?	Identify, describe and list types of community leaders	**4.1.1 (e)** Describe the work of community leaders	• Leaders lead and serve a group of people • Leaders make decisions • There are leaders for different groups or purposes	• Describe work of leaders • List some leaders in the community • Identify other types of leaders	• Appreciate work of community leaders • Acknowledge the effort and commitment
13	Church Leaders	Identify and name church leaders and state the work of the church leaders.	**4.1.1 (e)** Describe the work of community leaders	• Work is time spent in doing something • Church leaders work to serve people spiritually • There are other types of work in the church • Church leaders do special jobs	• List leaders of churches • Identify work of church leaders	• Appreciate work of leaders • Respect different leaders • Value the work of church leaders
14	Ward Councilors	Identify ward councilors and state the roles as leaders in the community.	**4.1.1 (e)** Describe the work of community leaders	• Types of work done by ward councilor • Governs a local area • Elected by people • Member of local government council • Brings services from the LLG	• Describe work of councilors • Identify the councilor of the local area • List names of councilors	• Appreciate the ward councilors • Tolerate their contributions • Value their effort and tasks they do
15	**Revision, evaluation and follow up**					

Term: 1   Week: 5

Guided Lesson

Lesson No: 16   Unit 2: Relationships   **Time:** 30 minutes

Topic: Behavior and relationships

Assessment Task 4 Identify good and negative behaviours in pictures

Lesson Topic: Good behaviours in school

Content Standard: 4.1.2 Demonstrate an understanding of behavior and relationships

Performance Standard: 4.1.2 (a) Understand the terms behaviour, positive and negative behaviours and relationships
(b) Describe different types of behaviour

Lesson Objective: By the end of the lesson, students can list some positive behavior and demonstrate these behaviours when interacting with others

Knowledge	Skills	Attitudes/ Values
• Behaviours are conducts and actions • Good behaviours and acceptable behaviours such as, helping others, being responsible, respecting others and their rights.	• Identify good and acceptable behaviors • List examples of behaviors that please others • Practice good behaviors	• Conduct good behaviors • Respect others with positive attitudes • Accept good behaviors

Reference: Primary Social Science Syllabus
Teaching materials: Images or pictures showing positive behaviours such as helping others

Teaching and Learning activities:

Part of lesson	Teacher's activities *Teacher will …*	Student's activities *Students will …*
Introduction	Show these words on flash cards: *work, paid jobs, unpaid jobs*	Say the words and suggest or guess their meanings.
Body	Explain and give examples of positive/acceptable behaviours Explain the group activity: Demonstrate in a role play acceptable behaviours, in and out of class	Discuss and list some more examples of positive/acceptable behaviours In groups, discuss the storyline for their role plays and practice. Put on their role plays.
Conclusion	Ask students to identify the 'acceptable behaviors from the role plays.	Suggest 'acceptable behaviours from role plays.

Evaluation: …………………………………………………………………………………………

Teacher's Notes:

Behaviors are the ways in which a person or group of people respond to a specific set of conditions. It is the way someone behaves towards a condition. Behaviors can be good or negative. Good behaviors are acceptable and are good behaviors. Negative behaviors are unacceptable and are not tolerated. Being kind, respecting others, helping someone in need etc. are examples of good relationships and behaviors that are acceptable by others.

Positive behaviors must be demonstrated at all times in different places and in different situations. Our behaviors must be acceptable and must be accepted by others. Good behaviors promote good relationships and confidence when interacting with others. Good behaviors are acceptable by all. Being kind, respecting others and helping others etc. are examples of good relationships and behaviors that are acceptable by others.

Knowledge Skills Attitudes & Values (KSAV)

Lessons 17, 18, 19 & 20   **Unit 2:** Relationships   **Time:** 30 minutes

Topic: Behaviours and relationships

Content Standard: 4.1.2 Demonstrate an understanding of behaviours and relationships

Assessment Task 4 Identify good and negative behaviors in pictures

Lesson #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
17	I am responsible	Practice and show they can be relied upon	**4.1.2 (c)** Describe behavior that promote positive and negative relationships in family, groups and community	• show responsibility for school work and helping at home • Comply to tasks given by parents and teachers • good behavior in family and other groups	• Identify your responsibilities • Demonstrate your responsibilities	• Appreciate good behaviors • Value good behaviors • Use good manners and behaviors at all times
18	I respect myself	Demonstrate they respect for themselves	**4.1.2 (b)** Describe different types of behavior	• Use respectful words when talking about self and others • Take care of their physical body • Have pride in self, family, class and school	• Show respect for others • Demonstrate respect in different groups	• Respect yourself and value yourself as an important person
19	I respect others	Demonstrate they respect for others	**4.1.2 (c)** Describe behavior that promote positive and negative relationships in family, groups and community	• Use respectful words when talking about others • Behave respectfully towards others • Have pride in self, family, class and school	• Show respectful behaviors/ manners • Display good characters	• Appreciate good behaviors by others • Respect and have pride for others
20	**Revision, evaluation and follow up**					

Term 1:   Week 6

Knowledge Skills Attitudes & Values (KSAV)
Lessons 21, 22, 23, 24 & 25
Unit 2: Relationships   **Time:** 30 minutes
Topic: Behavior and relationships
Content Standard: 4.1.2 Demonstrate an understanding of behavior and relationships.
Assessment Task 5 Match type of behavior to positive or negative relationships.

Lesson #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
21	Good behaviours	List some good and acceptable behaviors	**4.1.2** (b) Describe different types of behaviors (c) Describe behaviors that promote positive behaviors	• Good manners • Acceptable actions • Good conduct	• Identify good manners • Show good manners • Perform acceptable actions • Apply good conduct	• Respect others • Value what others do • Accept good and acceptable behaviors
22	Good manners	Identify and list polite manners and demonstrate polite manners.	**4.1.2 (c)** describe behavior that promote positive and negative relationships in family, groups and community	• Respectful • Well mannered • Good manners • Gracious • Pleasing attitudes • Being kind	• Identify good manners • Demonstrate acceptable behaviors • Develop good relationships	• Appreciate good manners • Value the significance of good manners • Use good manners
23	What is tolerance?	Learn how to show and be tolerant towards other beliefs etc.	**4.1.2 (b)** describe different types of behavior	• Accept other church denominations • Patient and understanding of adults • Respect those living around them • Respect other beliefs and values • Concerned for others	• Show considerate and tolerance to others • Demonstrate good behaviors	• Respect and tolerate others views and actions • Accept being tolerant to others behaviors
24	Caring for others	Identify and list examples of how they can help others.	**4.1.2 (c)** describe behavior that promote positive and negative relationships in family, groups and community	• Kind to others • Helpful when others are in need • Passionate • Concerned for others • Loving others	• Show caring attitudes to others • Display caring character	• Appreciate caring attitude • Develop caring habits • Accept caring for others
25	**Revision, evaluation and follow up**					

Term 1   Week 7

Knowledge Skills Attitudes & Values (KSAV)

Lessons 26, 27, 28, 29 & 30

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

Topic: Behaviour and relationships

Content Standard: 4.1.2 Demonstrate an understanding of behavior and relationships.

Assessment Task 6 Demonstrate good behaviours in a role play

Lesson #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
26	Behaviors	Give examples each of good and bad relationships.	**4.1.2 (b)** Describe different types of behaviors **(d)** Identify activities that promote good and bad relationships	• Good Behaviors; sharing, honest, polite, humble, helping • Good behaviors build strong relationships	• Classify behaviors good and bad • Develop good relationship • Role play good relationships	• Accept good relationships • Appreciate rules, rules guide peoples characters
27	Taking drugs	Identify and list examples of helpful and harmful drugs	**4.1.2 (b)** Describe different types of behavior **(d)** Identify activities that promote good and bad relationships	• Good drugs are such as medicines help to cure sicknesses • Bad drugs such as marijuana destroy our bodies and make us behave in unacceptable ways	• Identify drugs that are harmful • List drugs seen used in local area • Name examples of bad drugs	• Tolerate good drugs • Accept good drugs as medicines
28	Stealing	Explain the effects of stealing	**4.1.2 (b)** Describe different types of behavior **(d)** Identify activities that promote good and bad relationships	• Bad behaviours result in negative relationships • Negative behaviours are unacceptable • Punishment and penalties can be given for negative behaviours	• Identify bad and negative behaviors • Distinguish good behaviors from bad • Select and demonstrate good behaviors only	• Value positive behaviours • Respect consequences of negative behaviors • Disregard negative behaviors
29	Bad Manners	Identify and name bad manners and propose how to improve bad manners	**4.1.2 (b)** Describe different types of behavior **(d)** Identify activities that promote good and bad relationships	• Bad behaviours are unacceptable • Encourage positive behaviours • There are consequences for bad behaviours • Good manners should be encourages	• Identify bad manners and propose for good manners • Distinguish good from bad manners	• Appreciate positive behaviours • Value positive approaches • Disregard and reframe from bad manners
30	**Revision,**					

Term 1:   Week 8

Guided Lesson

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

Topic: Roles and Responsibilities

Assessment Task 7 Name an example of a role and a responsibility of parents.

Lesson Topic: What are roles and responsibilities?

Content Standard: 4.1.3 Describe the roles and responsibilities of individuals and groups in the community

Performance Standard: 4.1.3 (a) Explain the terms, 'roles' and 'responsibilities'

(b) Describe roles and responsibilities of individuals and leaders

Lesson objective: By the end of the lesson, students can:
- Explain and give examples of 'roles' and 'responsibilities'

Knowledge	Skills	Attitudes/ Values
Roles are expected tasks, work or functions that someone does. Responsibility/responsible is being accountable to someone or for something. Every individual has roles and responsibilities to perform. People have different roles and responsibilities to perform in the family and the community.	• Identify roles and responsibilities • Describe roles and responsibilities of members etc.	Value, respect and appreciate the roles and responsibilities of individuals and members of the community

Reference: Junior Primary Social Science Syllabus
Teaching materials: Pictures of different people demonstrating their roles and responsibilities
Teaching and learning activities:

Part of lesson	Teacher's activities *Students will …*	Student's activities *Teacher will …*
	Ask lead up questions to gauge students' interest. What do you do to help your parents? What do your parents do for you?	Answer questions asked by the teacher
Body	Introduce the words - *Role* and *responsibility* Students practice saying the words. Students try to explain or define the two words. They can use a dictionary. Give examples of roles and responsibilities of a teacher. Write these on the board. Explain the activity: Brainstorm roles and responsibilities of students. Write students' responses on the board.	Say the two new words. Try explaining the meaning of the two words. Use the dictionary. Brainstorm of roles and responsibilities of students. Discuss the roles and responsibilities. Which do you enjoy or remember quite easily? Which is hard to do all the time? Why? Copy the table from the board.
Conclusion	Explain the homework	Homework: 2 Roles and 2 responsibilities of their parents/guardian or grandparents.

Evaluation: ……………………………………………………………………………………………………

Teachers Notes:
Roles are specific functions or tasks people do. Responsibilities are accountabilities that someone demonstrates. Individuals have roles and responsibilities that must be done. At school the teachers have their roles and responsibilities. Teacher's role is to teach, while the head teachers have their
responsibilities in managing the school. Other organizations have their roles and responsibilities that they must demonstrate.

Knowledge Skills Attitudes & Values (KSAV)

Lessons 32, 33, 34 & 35

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

Topic: Roles and Responsibilities

Content Standard: 4.1.3 Describe the roles and responsibilities of individuals and groups in their community

Assessment Task 7 Name an example of a role and a responsibility of parents

Lesson#	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
32	Roles and responsibilities of parents	Describe roles and responsibilities of parents	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders	• Roles are specific functions of an individual or group. • Responsibilities are accountabilities, what someone is expected to do. • Responsibility is being responsible for doing or making something happen.	• Identify different roles and responsibilities • Describe the roles and responsibilities of different people and groups	• Value the roles and responsibilities • Respect what individuals and groups do executing their roles and responsibilities
33	Roles and responsibilities of children	Describe roles and responsibilities of children	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders	• Roles are specific functions of an individual or group. • Responsibilities are accountabilities, what someone is expected to do. • Responsibility is being responsible for doing or making something happen.	• Identify different roles and responsibilities	• Value the roles and responsibilities • Respect what individuals and groups do executing their roles and responsibilities

| 34 | Roles and responsibilities of friends | Describe roles and responsibilities of a class captain | **4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders | • Roles are specific functions of an individual or group.
• Responsibilities are accountabilities, what someone is expected to do.
• Responsibility is being responsible for doing or making something happen. | • Describe the roles and responsibilities of different people and groups | • Value the roles and responsibilities of different groups |
| 35 | **Revision** | | | | | |

Term 1   Week 9

Knowledge Skills Attitudes & Values (KSAV)
Lessons 36, 37, 38, 39 & 40
Unit 3: Rules, Roles and Responsibilities   **Time:** 30 minutes
Topic: Roles and Responsibilities
Content Standard: 4.1.3 Describe the roles and responsibilities of individuals and groups in their community
Assessment Task 8 Match a list of individuals, groups and organizations with their responsibilities

Lesson#	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
36	Roles and responsibilities of leaders	Describe roles and responsibilities of leaders	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups and organizations in the community	• Leaders make decisions • Leaders make peace • Leaders lead their communities in all activities • Leaders give speech in public places • Leaders solve problems	• Identify the roles and responsibilities of leaders • Describe the tasks of leaders	• Value and respect leaders
37	Roles and responsibilities of groups in the community	Describe roles and responsibilities of churches and other groups	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups and organizations in the community	• Churches preach the word of God to the people • Churches provide education • Churches provide health services	• Identify roles and responsibilities of the churches • Describe the work of the churches	• Value and respect groups

38	Roles and responsibilities of NGOs	Describe roles and responsibilities of NGOs	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)**Describe the roles and responsibilities of groups and organizations in the community	• Non-Government Organizations provide education • Non-Government Organizations provide health services • NGOs teach people to be good citizens • NGOs provide care centers	• Identify roles and responsibilities of Non-Government Organizations • Describe what they do	• Value and respect groups and non-government organizations
39	Roles and responsibilities of businesses	Describe roles and responsibilities of businesses	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups and organizations in the community	• Businesses provide services like schools, health centers, produce and provide goods and services people need • Sponsor sports • Provide entertainment	• Identify roles and responsibilities of businesses • Describe what these businesses do.	• Value and respect groups
40	**Revision**					

Term 2   Week 1

Knowledge Skills Attitudes & Values (KSAV)

Lesson No: 41, 42, 43, 44 & 45

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

Topic: Roles and Responsibilities

Content Standard: 4.1.3 Describe the roles and responsibilities of groups and organizations in the community

Assessment Task 9 List one role and one responsibility of the Papua New Guinea defense Force

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Lesson#	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
41	Roles and responsibilities of government	Describe roles and responsibilities of the local or community government	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups and organizations in the community	• Papua New Guinea Defense Force (PNGDF) • Protect its citizens • Provide services Schools, roads, bridges, hospitals, airports and wharves	• Identify roles and responsibilities of the government • Describe work of the government	• Value and respect roles and responsibilities of the government
42	Roles and responsibilities of the education department	Describe roles and responsibilities of the education department	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups etc.	National department of Education (NDoE) • Provide education services so that all children are educated.	• Identify roles and responsibilities of the education department • Describe the work of the department	• Value and respect the roles and responsibilities of the education department
43	Roles and responsibilities of the police	Describe roles and responsibilities of police	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups etc.	Royal Papua New Guinea Constabulary (RPNGC) • Maintain law and order • Protect people from harm	• Identify the roles and responsibilities of the police • Describe the work of the police	• Value and respect the roles and responsibilities of the police department
44	Roles and responsibilities of the Health Department	Describe roles and responsibilities of health department	**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups etc.	National Department of Health (NDoH) • Provide health services • Make sure all citizens are free from any form of sicknesses • Makes aware nesses on diseases	• Identify the roles and responsibilities of the health department • Describe the work of the health department	• Value and respect the roles and responsibilities
45	**Revision**					

Strand 2: Trading – Guided lessons and KSAVs

Term 2 Week 2

Guided Lesson

Lesson No: 46	**Unit 1:** Needs and wants	**Time:** 30 minutes

Topic: Meeting needs and wants of different people   **Lesson Topic:** What is trade?

Assessment Task 10 Match concept or term to the pictures provided – *market, barter, goods, services and money*.
Content Standard: 4.2.1. Explain how trade meets basic needs and wants.
Performance Standards: 4.2.1 (a) Describe common terms used in trading – trading, exchange, barter, market
 (b) Identify the purpose of exchange or trade.

Lesson Objective: By the end of the lesson, students can:
- describe the barter trading or exchange

Knowledge	Skills	Attitudes/ Values
Buying and selling or bartering goods and services Exchanging or giving and receiving something in return	• Describe how people buy, sell or barter goods and services • Explain how transaction takes place	• Appreciate buying and selling • Value the goods and services used in trade

Reference: Primary Social Science Syllabus

Teaching Materials

Teaching and learning activities

Part of the lesson	Teacher Instruction	Student Activities
Introduction	Set up 'part of a store' on the desk. Ask volunteers to come and pretend to buy.	Take part in the role play
Body	Ask questions about the 'pretend' store to identify terms like 'trade', 'exchange', etc. Write the meanings on the board. Explain the word, 'barter'. Explain the task: Group work - Role play bartering Write guiding questions on the board: What was exchanged? Who was involved? Where might the exchange take place? Do you think it was a fair exchange?	Help to define or describe the terms: trade, exchange, barter, market Prepare a short role play on bartering. Put on the role plays. Use guiding questions to make notes of each role play.
Conclusion	Ask: Why do people trade or exchange goods?	Students should identify that trading helps to meet needs and wants.

Evaluation: ………………………………………………………………………………………………………

Teacher's notes:

Trade is when people buy and sell goods and services. People trade to satisfy their needs and wants. People buy to have goods and services they need and sell when they have surplus. Buying and selling takes place every day in market places, shops and on road sides.

Trading is exchange of goods for goods or goods for services. Trade takes place everywhere. When people trade it helps and provides goods and services to meet their needs and wants. People either sell their goods and services or buy and use the goods and services provided by others to satisfy their needs and wants. Trading takes place in the markets, shopping centers, on road sides in public places where people gather and meet.

Knowledge Skills Attitudes & Values (KSAV)

Lessons 47, 48, 49 & 50 **Unit 1:** Needs and wants **Time:** 30 minutes

Topic: Meeting needs and wants of different people

Content Standard: 4.2.1. Explain how trade meets basic needs and wants

Assessment Task 10 Match concept or term to the pictures provided – *market, barter, goods, services and money*.

Lesson #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
47	Needs of children	List the needs and wants of different people-children	**4.2.1 (b)** Identify the purpose of trade or exchange	• Needs are essential requirements for survival • Wants are those items or things people can live without • List of needs and wants for children	• List needs of children • Identify what these needs are • Explain why these needs are important	• Appreciate needs provided by others • Value the signicance of these needs
48	Needs of young people and adults	List the needs and wants of different people-young people and adults	**4.2.1 (b)** Identify the purpose of trade or exchange	• Needs are essential requirements for survival • Wants are those items or things people can live without • List of needs and wants for adults and young people	• List needs of young people and adults • Identify what these needs are • Explain the importance of these needs	• Accept and provide needs for young people and adults
49	Meeting needs of people	Describe how people's needs are met	**4.2.1 (b)** Identify the purpose of trade or exchange	• Trade and exchange is a way of meeting needs and wants	• List needs of different people • Identify these needs • Explain what these needs are	• Appreciate people who meet the needs of others
50	**Revision**					

Term 2   Week 3

Knowledge Skills Attitudes & Values (KSAV)

Lessons 51, 52, 53, 54 & 55   Unit 1: Needs and wants   **Time**: 30 minutes

Topic: Meeting needs and wants of different people

Content Standard: 4.2.1. Explain how trade meets basic needs and wants.

Assessment Tasks 11 Name the trading places in the community and list one type of goods that is traded at each place of trading.

Lesson #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
51	Exchange or trade	List a variety of places where goods are exchanged or traded.	**4.2.1(c)** Identify places where trading takes place.	• Trading places are places where exchange of good and services takes place. • Stores, shop, markets and tucker boxes are places of trade. • Trading also takes place when people gather for celebration such as bride price • People sell things along the road sides.	• Name different trading places • Explain what items are traded • Differentiate formal and informal trading activities	• Respect places of trade. • Value the importance of trade

52	Trading places	Identify and describe places that are used for trading	**4.2.1(c)** Identify places where trading takes place. .	• Trading places are places where exchanging of good and services are taking place. • Stores, shop, markets and tucker boxes are places of trade. • Trading also takes place when people gather for celebration such as bride price • People sell things along the road sides.	• Name places of trade • Explain the activity in the trading places. • Name the kinds of goods that are sold in the trading places	• Recognize the trading areas. • Respect the places of trade.
53	Market places	Identify and list different types of market places	**4.2.1(c)** Identify places where trading takes place.	• Markets are places where people buy and sell goods. • Market is set by the council or city authority for people to sell and buy goods such as garden crops. • There are different types of markets – craft market, betel-nut market etc. • People sell goods to make money	• Differentiate between different types of markets • Describe goods sold in different markets	• Recognize various markets in their local area • Respect buyers and sellers at the market • Appreciate various goods offered for sale
54	Shopping centers	Identify and describe different types of shopping centers and list some things traded.	**4.2.1(c)** Identify places where trading takes place	• Shops are big stores where varieties of goods are sold. • There are different types of shops like food shops, clothing shops, grocery etc. • In shops they use money as a medium of exchange • Shops are retailing or whole selling.	• Explain how money is used as a medium of exchange • Name goods that are sold in different shops • Describe different shops	• Appreciate variety of shops and goods sold • Accept money as a medium of exchange
55	**Revision,**					

Term 2 Week 4

Knowledge Skills Attitudes & Values (KSAV)
Lessons 56, 57, 58, 59 & 60   **Unit 1:** Needs and wants   **Time:** 30 minutes
Topic: Meeting needs and wants of different people
Content Standard: 4.2.1. Explain how trade meets basic needs and wants.
Assessment Task 12 Write a short story about a traditional trading activity (Guiding questions and information to be provided)

Lesson. #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
56		Explain traditional barter system List some items used in traditional barter.	**4.2.1 (b)** Identify the purpose of exchange or trade. **(e)** Explain different forms of currency used in trade.	• Trade in the past was to establish relationships, sharing the surplus, trade to get what they did not have. • Bartering was the exchange of goods for other goods. • Money was not used in the past but goods were exchanged for other goods.	• Explain trading practices and how items were traded • Describe items and forms of money used in trading	•Appreciate and respect traditional ways of trading •Value items of trade
57	Modern barter exchange	List some examples of modern 'barter' exchange	**4.2.1 (d)** Describe changes in barter	• Barter was the exchange of goods for goods usually food items • Barter can be exchange of food for service • Modern examples can be 'basket to basket' in church fund raising	•List modern ways of trade •Explain how trading takes place •Describe trading practices	• Appreciate items of in trading
58	Modern ways of trading	Identify examples of modern trading practices	**4.2.1. (e)** Explain different forms of currencies used in trade	• Buying and selling today involves money. • Money is the modern currency used in the trade of goods and services. • Exchanging goods for goods or goods for money. • People trade in business • People trade to meet their needs and wants.	•Explain modern ways of trading •Describe modern trading methods	• Appreciate modern ways of trade

59	Trade routes	Identify local and provincial trade routes	**4.2.1.** **(b)** Identify the purpose of exchange or trade **(d)** Describe changes in barter	• Traditional trade routes e.g. Hiri trade route, Kula Ring and many local routes • Modern trade and transport have changed traditional trade routes • Modern communication has improved trade • Through trade routes people's needs and wants were met	• Explain some trade routes • Name items traded in these trade routes • Draw trade items	• Appreciate trade routes and value the significance of the trade routes
60	**Revision**					

Term 2 Week 5

Guided Lesson

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

Topic: Goods produced from cash crops

Assessment Task 13 Study a map of PNG showing where cash crops are grown. Complete the table of cash crops and place each is grown.

Lesson Topic: Cash crops

Content Standard: 4.2.2. Explain how cash goods are produced from cash crops.

Performance Standard: 4.2.2 (a) Describe a cash crop.
(b) Identify the common cash crops in the area or PNG.

Lesson Objective: By the end of the lesson, students can:
• explain what a cash crop is and give an example of a cash crop

Knowledge	Skills	Attitudes
• Cash crop – growing a crop on a large scale for sale • Cash crops are important to the PNG's economy as a source of revenue • Cash crops are mostly in the primary industry • Examples of cash crops; coffee, tea, cocoa, vanilla	• Identify what cash crops are • Name some cash crops • Describe the processes of growing or harvesting cash crops	• Value cash crops as cash generating resources

Teaching Materials ~~Aids~~: Pictures of farming activities

Reference: Primary Social Science Syllabus

Teaching and Learning Activities

Part of the lesson	Teacher Instruction	Student Activities
Introduction	a. Display a cash crop – cocoa pod, coconut, palm oil nuts or a product. b. Ask students to share what they know about the product.	a. Study the products and describe the product on display
Body	c. Draw a KWL chart on the board. Explain how the KWL chart is used in learning. d. Begin filling in the 'Know' part with all suggestions from the 'Introduction'	b. Add more to 'Know' part of KWL chart. c. Add what they want to know, the 'Want to know' part of the chart.
Conclusion	e. Explains when the 'L' column will be filled in.	d. Describe what a KWL chart is. e. Identify own 'Want to know' item.

Evaluation: …………………………………

> **Knowledge Skills Attitudes & Values (KSAV)**
>
> **Lessons 62, 63 & 64**   **Unit 2:** Production   **Time:** 30 minutes
>
> **Topic:** Goods produced from cash crops
>
> **Content Standard: 4.2.2.** Explain how cash goods are produced from cash crops
>
> **Assessment Tasks 13** Study a map of PNG showing where cash crops are grown. Complete the table of cas place each is grown.

Lesson #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
62	What is a cash crop?	Describe what a cash is with an example	**4.2.2 (a)** Describe a cash crop **(b)** Identify common cash crops in their area or PNG	• Cash crops are coconuts/copra, coffee, cocoa, rubber, palm oil, etc. • Cash crops are grown on plantations • Cash crops are sold overseas.	• Name cash crops • Draw some cash crops	• Value cash crops
63	Where are the cash crops grown?	Identify and name some cash crops from a map	**4.2.2 (a)** Describe a cash crop **(b)** Identify common cash crops in their area or PNG	• Coffee is mainly grown in the highlands especially, in Western and Eastern highlands and Simbu province • Vanilla is grown in Sepik	• Name major cash crops on a map • Draw some cash crops	• Appreciate cash crops as cash generating resources

64	Plantation work	Name cash crops in Papua New Guinea	**4.2.2 (a)** Describe a cash crop **(b)** Identify common cash crops in their area or PNG	• A lot of unskilled workers work on plantations • Workers are needed to clean the place, plant, weed and harvest the crop. • Some machinery is used in some cash crop plantations • Plantations are large areas planted with one type of crop for sale • Plantations are huge farms	• Define what a plantation is • Describe crops grown on plantations • Identify common plantations	• Value work provided on plantations
65	**Revision**					

Term 2 Week 6

Knowledge Skills Attitudes & Values (KSAV)

Lessons 66, 67, 68, 69 & 70

Unit 1: Production   **Time:** 30 minutes

Topic: Goods produced from cash crops

Content Standard: 4.2.2 Explain how cash goods are produced from cash crops

Assessment Task 14 Identify cash crops from pictures.

Lesson#	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
66	Coffee- Where did coffee come from?	Describe the cash crop - coffee	**4.2.2 (d)** Identify products made from cash crops	• Cash crops are sold overseas and products made from cash crops are sold back to PNG • PNG cash crops are made into many products	Identify cash crop – coffee Describe how coffee is produced	• Value our cash crops • Appreciate products made from cash crops

67	~~Where was this coconut oil~~ Where are PNGs products made?	~~Identify products made from cash crops~~ Identify where coconut oil is made	**4.2.2 (d)** Identify products made from cash crops	• Some cash crops are processed into products in PNG • Coconut oil is an example of this product.	Identify the cash crop copra Describe how coconut oil is produced	• Value local products • Appreciate products made from cash crops
68	Papua New Guinea products	Plot on a map of the province or PNG, where local products are manufactured	**4.2.2 (c)** Describe how a cash crop is grown, harvested and processed **4.2.2 (d)** Identify products made from cash crops	• Local processing of cash crops • Examples are Soap, chocolate,	Identify products made from cash crops Describe finished products made from cash crops	• Value local products • Appreciate products made from cash crops
69	Project: A Cash Crop	Setting the project - Research information and present it with graphs or maps	**4.2.2 (c)** Describe how a cash crop is grown, harvested and processed **(d)** Identify products made from cash crops	• Cash crops are grown for export to earn revenue for the country • A lot of people are employed on plantations • Many products are made from cash crops	Identify products made from cash crops Describe finished products made from cash crops	• Appreciate Working cooperatively in groups. • Demonstrate confidence.
70	**Revision,**					

Term 2 Week 7

Knowledge, Skills, Attitudes And Values (KSAV)
Lessons 71, 72, 73, 74 & 75

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

Topic: Goods produced from cash crops.

Content Standard: 4.2.2 Explain how goods are produced from cash crops.

Assessment Task 15 Project: A cash crop in PNG

Lesson #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
71 - 73	Project – A cash crop	Research information a cash crop and present it with graphs or maps	**4.2.2 (a)** Describe a cash crop **(d)** Identify products made from cash crops	• Steps involved in growing a selected cash crops • Steps in processing • Final products	Research different types of cash crops	• Working cooperatively in groups. • Demonstrate confidence.
74	Project – A cash crop	Projects handed in for marking.	**4.2.2 (a)** Describe a cash crop **(d)** Identify products made from cash crops	• Simple research skills • Presentation of projects.	Research different types of cash crops	• Working cooperatively in groups. • Demonstrate confidence.
75	**Revision**					

Term 2 Week 8

Guided Lesson

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

Topic: Transport in trade
Assessment Task 16 Name one advantage and one disadvantage of one type of transport used for trading in the past.
Lesson Topic: Transport used in traditional trade.
Content Standard: 4.2.3 Describe transport methods used in trade.
Performance Standard: 4.2.3 (a) Identify types of transport used in traditional and modern trade.

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

- name types of transport used for trading in the past.

Knowledge	Skills	Values/Attitudes
• Importance of transport in trade • Examples of transport used in the past • Difficulties encountered with transport during trading in the past	• State examples of past transports • Name some transport types • Draw transports used in traditional trade • Describe how the transports were used	• Value the important of past transports • Appreciate the use of past transport types

Teaching Materials: Pictures of transport used in the past and Lesson notes written on charts
Reference: Primary Social Science Syllabus

Teaching and Learning Activities

Part of the lesson	Teacher Instructions	Student Activities
Introduction	a. Tell a story (imaginary) about trading in the past. (could be based on Hiri trade or other local trade expeditions) b. Ask questions about the story	a. Listen to story and answer questions about the story.

Body	c. Organize students to work in groups
	d. Explain the task
	  - name 2 types of transport used in the past for trading
	  - draw these transport types
	  - list one problem with each transport type.
		In groups, work on the task. Make sure you:
		  - Choose a group leader
		  - Note taker
		  - 2-3 drawers or artists.

Conclusion	b. Ask groups to present their group work c. Summarize the lesson by building on from what students have presented. d. Collect all groups' work.	e. Group leader presents the group's work f. Hand in their work or help teacher to put them up for display.

Evaluation: ……………………………………………………………………………………………

Teacher's Notes:

Transport is the movement of people, goods and services from one place to the other. Transport plays an important role in delivering goods and services from one place to the other. Transports in the past were quite difficult. There were advantages and disadvantages of transporting goods and services. The most obvious transport used was by people. People had to move certain goods and services from one place to the other.

Knowledge Skills Attitudes & Values (KSAV)

Lessons 77, 78, 79 & 80

Unit 2: Trade and Communication   **Time:** 30 minutes

Topic: Transport in trade

Content Standard: 4.2.3 Identify types of transport used in trade.

Assessment Task 16 Name one advantage and one disadvantage of one type of transport used for trading in the past.

Lesson #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
77	Modern types of transport	Name different types of transport used in trading	**4.2.3 (a)** Identify types of transport used in traditional and modern trade	• Transport used today include ship, aero plane, tractor, trucks, horses, donkeys, canoes,	• Name modern transport types	• Appreciate transport types of the past
78	Advantages and disadvantages of transport used in the past	Name some advantages and disadvantages of transport in the past	**4.2.3 (a)** Identify types of transport used in traditional and modern trade	Advantages - No fuel required - Did not cost money Disadvantages -small amounts of cargo could be moved -Only manual labor was used - took long time to reach destination	Identify advantages and disadvantages of transport List examples of past transport.	• Respect transport used in the past • Value their contributions
79	Advantages and disadvantages of transport used in modern trade	Name some advantages and disadvantages of transport used in modern trade	**4.2.3 (a)** Identify types of transport used in traditional and modern trade	Advantages -Can move cargoes fast from one place to the other -Machines and big trucks are used to transport many things at once Disadvantage -A lot of fuel is required -Need money to pay for its use	List advantages and disadvantages Name examples of transport	• Respect transport used in the past • Value their contributions
80	**Revision,**					

Term 2 Week 9

Knowledge Skills Attitudes & Values (KSAV)

Lessons 81, 82, 83, 84 & 85

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

Topic: Transport in Trade

Content Standard: 4.2.3 Identify types of transport used in trade.

Assessment Task 17 Name the most appropriate method of transport for each product listed.

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
81	Moving goods and services	Identify transport suitable for different types of goods	**4.2.3. (b)** Identify types of transport appropriate for trading in different places.	• Transporting goods and services play an important role in development. • Goods and services are moved by transportation. • Different environments require different types of transport. • Different type of goods and services require different types of transport.	• Describe different transport types that transport goods and service • Name examples of transports	Respect and appreciate types of transport used.
82	Transporting goods by land	Describe how goods are moved over land	**4.2.3 (c)** Identify types of transport appropriate for different types of goods and services	• Types of land transport • Advantages and disadvantages of land transport	• Name sea transport • Draw sea transport • State examples of sea transport	• Appreciate using land transport • Value the significance of using transport
83	Transporting goods by sea	Describe how goods are moved or transported over the sea	**4.2.3 (c)** Identify types of transport appropriate for different types of goods and services	• Types of sea Transport • Advantages and disadvantages of sea transport	• Name sea transports • List examples of sea transports	• Appreciate using sea transport • Value the significance of using the sea transport
84	Transporting goods by air	Describe and explain how goods are moved or transported by air	**4.2.3 (c)** Identify types of transport appropriate for different types of goods and services	• Air transport • Advantages and disadvantages of air transport	• Name and draw air transports • List examples of air transports	• Appreciate using air transport • Value the significance of using the air transport
85	**Revision,**					

Term 3   Week 1

Knowledge Skills Attitudes & Values (KSAV)		
Lessons 86, 87, 88, 89 & 90 Unit 3: Trade and Communication		**Time:** 30 minutes
Topic: Transport in trade		
Content Standard: 4.2.3 Identify types of transport used in trade.		
Assessment Task 18 Write a story, in a 4-frame comic strip, about trading on a traditional trade voyage.		

Lsn. #	Lesson Topic	Lesson Objective	Performance Standards	Knowledge	Skills	Attitudes / Values
86	Traditional trade	Identify some traditional trade items and describe how these were transported to the buyer.	**(a)** Identify types of transport used in traditional and modern trade. **(b)** Identify types of transport appropriate for trading in different places.	• Shells like Kina and Toea were used as traditional money. • Shells were exchanged for other items. • Shells like the kina shell reached the highlands as an important item of trade. • Transport for traded include large sailing canoes, use of animals or walking	• Describe items of importance used in trading • List examples of traditional money and items used in trading • Name some examples	• Value the important of traditional money and items used in trading • Respect past items of importance • Accept kina and toea as currency
87	Traditional trading	Learn and perform a traditional trading song	**4.2.3 (a)** Identify types of transport used in traditional and modern trade	• Ceremonies and rituals associated with trading voyages • Individuals with special artistic skills composed and sang these songs or told the stories	• Sing a traditional song • Perform dances and rhythm to the song	• Value our cultural heritage and traditional trading songs
88	What did traditional transport look like?	Draw an example of traditional trading transport	**4.2.3 (a)** Identify types of transport used in traditional and modern trade	• Skilled builders built huge canoes or lakatois or other water transport for trading	• Identify traditional transports • Describe traditional transports • Draw past transports	• Value past transport used in trading
89	Story about a trading voyage	Write a story in 4-frame cartoon about hardships on trading voyages	**4.2.3 (a)** Identify types of transport used in traditional and modern trade **(c)** Identify appropriate transport for different types of goods and services	• Traditional transport were strong enough for long voyages even during rough weather	• Identify differed types of used • Describe how these transports were used	• Value past transport used in trading
90	**Revision**					

Strand 3 Cultures and Society

Term 3 Week 2

Guided Lesson

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

Topic: Customs and ceremonies

Assessment Task 19 Oral presentation - Share a short story about a local custom or ceremony.

Lesson Topic: Bride price and wedding?

Content Standard 4.3.1 Demonstrate knowledge of different customs and ceremonies.

Performance Standard: 4.3.1 (a) Describe customs and ceremonies related to events of significance.
                    (b) Identify and describe different ceremonies.

Lesson Objective: By the end of the lesson, students can: identify and describe customs for a significant event

Knowledge	Skills	Attitudes/ Values
• Feasts during special celebrations • Food and items in bride price • Marriage and celebrations	• Describe the bride price ceremonies in their cultures • List items used in a marriage ceremony	• Participate in marriage ceremonies • Respect different marriage ceremonies

Reference: Primary Social Science Syllabus
Teaching materials: Pictures of cultural events on taboos, feasts, food and marriage
Teaching and Learning activities

Part of lesson	Teacher's activities *Teacher will …*	Student's activities *Students will …*
Introduction:	Recap on previous lesson through questions. Ask students if they've attended marriage ceremonies like bride price, wedding, etc.	Share one thing they learnt in the previous lesson. Students share their experiences – talk about what they liked, some of the things that happened.
Body:	Ask about information students have left out. Note information in a table, like below, on the board. **No.** **Marriage ceremony** **What people do** 1 Bride price, Gather food, money and items 2 Wedding All relatives and families gather together with food and celebrate, Attend a church ceremony or another place Add other marriage ceremonies like dowry payments.	Continue to share about marriage ceremonies What are similarities and differences between the two marriage ceremonies?
Conclusion	Note similarities and differences on the board.	Talk about which they prefer and why?

Evaluation; ……
Teacher's Notes
Events are happenings or occasions that happen to celebrate or commemorate.
Customs are practices or routines of activities in particular cultures and societies.
Bride price is a cultural practise in many societies. Bride price is the payment to the bride's families.
In Papua New Guinea bride price is a common cultural activity.
Ceremonies are formal events to celebrate happenings or an event, for example a wedding ceremony or a bride price ceremony. Ceremonies are forms of actions or behaviors that are expected or observed on a formal occasion. Official opening of church, a school or health center are examples of ceremonies.

Rituals are formal established behaviors, for example; in a religious practice, there are rituals that must be formalized before observing or demonstrating.
When preparing this lesson the teacher should note that different communities practice different ceremonial rituals. These rituals are associated with cultural expectations such as like becoming manhood in some societies.

Knowledge Skills Attitudes & VALUES (KSAV)

Lessons 92, 93, 94 & 95   **Unit 1:** Customs and societies   **Time:** 30 minutes

Topic: Customs and ceremonies

Content Standard: 4.3.1 Demonstrate knowledge about different customs and ceremonies

Assessment Task 19 Oral presentation - Share a short story about a local custom or ceremony.

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
92	Religious practices	Describe religious practices	**4.3.1 (b)** Identify and describe different ceremonies and customs	• Worship • Singing songs • Preaching the word of God • meditating	• Identify the practices of religion • List examples of religious practices • Name some religions	• Appreciate religious practices • Accept religious doctrines • Value the teachings • Participate in religious activities
93	Customs about birth	Describe practices and ceremonies related to birth.	**4.3.1 (b)** Identify and describe different ceremonies and customs	• New babies are born • Celebration of new born • Thanks giving • Birthday parties	• Identify customs about birth • List examples of customs practiced	• Appreciate customs of birth • Value the significance of birth • Accept new born as members of a society
94	Marriage customs	Describe a marriage ceremony	**4.3.1 (a)** Describe customs and ceremonies related to significance	• Wedding • Bride price • Exchange of food and goods • Celebrations	• Describe customs of marriage • List activities in marriage • Illustrate a marriage ceremony	• Value the importance of marriage • Participate in customs of marriage • Accept rules of marriage
95	**Revision**					

Term 3 Week 3

Knowledge Skills Attitudes & Values (KSAV)

Lessons 96, 97, 98, 99 & 100

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

Topic: Customs and Ceremonies

Content Standard: 4.3.1 Demonstrate knowledge about different customs and ceremonies.

Assessment Task 20 Demonstrate an example of an initiation in a role play.

Lsn. #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
96	What are ceremonies?	Differentiate between a normal and a special ceremony.	**4.3.1 (a)** Describe customs and ceremonies related to events of significance. **(b)** Identify and describe different ceremonies and customs from their own and other cultures	• Ceremonies • Normal ceremony • Special ceremony	• Describe ceremonies • Identify different types of ceremonies	• Appreciate different ceremonies • Appreciate ceremonies of local cultures • Respect different ceremonies
97	What are initiations?	Define what initiation means and describe initiations ceremonies	**4.3.1 (b)** Identify and describe different ceremonies and customs	• Ceremonies • Initiations are beginning or introduction of doing something new • Processes of initiations	• Identify different types of initiation ceremonies	• Respect traditional & modern initiations • Develop appreciation for different initiations • Respect local cultures • Maintain good communication strategies
98	Types of ceremonies	Describe and list types of ceremonies	**4.3.1(a)** Describe customs and ceremonies related to events of significance	• Ceremonies are formalities • Initiations are the beginning or starting of…	• Describe types of ceremonies • Identify ceremonies of the local area	• Appreciate traditional practices • Develop a sense of belongingness • Respect types of ceremonies • Accept cultural practices
99	Types of initiations	Demonstrate in role play initiation ceremonies	**4.3.1 (b)** Identify and describe different ceremonies and customs	• Initiations • Baptism • Confirmations (Specific to Catholic Church) • Cultural ceremonies	• Describe different types of initiations • Explain activities done in different initiations	• Appreciate Christianity • Accept moral principles • Belief in ethical and moral values

100	**Revision**

Term 3 Week 4

Knowledge Skills Attitudes Values (KSAV)

Lessons 101, 102, 103,104 & 105   **Unit 1:** Customs and Societies   **Time:** 30 minutes

Topic: Customs and Ceremonies

Content Standard: 4.3.1 Demonstrate knowledge about different customs and ceremonies

Assessment Tasks 21 Draw a flow chart to show the steps in a ritual.

Performance Standard: 4.3.1 (c) Explain the importance of taboos and describe examples from their society or culture.

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
101	What is a ritual?	Define the word ritual and give examples of rituals practiced in the local community.	**4.3.1 (b)** Identify and describe different ceremonies and customs.	• Rituals are the system of set procedures and actions of a group in a society • Rituals are performance of formal acts	• Describe rituals and initiations • Identify rituals of the local community • List examples of rituals	• Appreciate rituals of a society • Accept moral principles • Belief in ethical and moral values • Value ceremonial rituals
102	What is a taboo?	Define the word taboo and list taboos of the local community	**4.3.1 (c)** Explain the importance of taboos and describe examples from their society or culture	• Taboos are forbidding of certain things such as food • Taboos restrict or ban things people should not do or use • Taboos are different in different societies	• Describe taboos in the local area • Identify taboos • List examples of taboos	• Appreciate taboos • Accept moral principles • Belief in ethical and moral values • Value cultural taboos
103	Types of rituals	Name and describe rituals practiced in the local community	**4.3.1 (c)** Explain the importance of taboos and describe examples from their society or culture	• Rituals are the system of set procedures and actions • Rituals are performance of formal acts • Rituals are associated with ceremonies and cultural events • Christian rituals	• Describe types of rituals • Identify rituals • List some rituals of local area	• Appreciate rituals • Accept moral principles • Belief in ethical and moral values • Value rituals
104	Types of taboos	Describe and list taboos of the local area	**4.3.1(c)** Explain the importance of taboos and describe examples from their society or culture	• Forbidden on use of certain things • Forbidden or restriction on some foods • Sacred places • Religion have some restrictions in their teachings	• Describe taboos • Identify taboos • List examples of taboos practiced in the local area	• Appreciate rituals • Accept moral principles • Belief in ethical and moral values • Value rituals
105	**Revision**					

Term 3 Week 5

Guided Lesson

Lesson No.106   **Unit 2**: Beliefs and Values   **Time**: 30 Minutes

Topic: Changes in culture   **Lesson Topic:** Changing house styles

Assessment Task 22 Describe changes shown in the pairs of pictures

Content Standard: 4.3.2 Describe how local cultures are changing

Performance Standard: 4.3.2 (a) Identify and describe the cultures of the community.
(b) Identify changes to culture.

Lesson Objective: By the end the lesson, students can describe the materials used to construct traditional houses.

Knowledge	Skills	Attitudes/Values
• Describe differences between modern and traditional houses. • Materials used in building traditional houses	• Describe types of houses or buildings • Differentiate types of houses and the materials used in building • List examples of types of houses	• Appreciate traditional houses • Appreciate living in these houses. • Appreciate local materials as resources for building a house. • Appreciate modern house styles • Value the importance of housing

Reference: Primary Social Science Syllabus
Teaching Materials: Locally found materials like timber, leaves, sticks, bark of trees, pictures of different types of houses

Teaching and learning activities

Lesson Part	Teacher Instructions *Teacher will …*	Students Activities *Students will …*
Introduction	• Introduce topic. • Teacher tells students where she/he lives. • Find out where individual students live. (i.e. village or town)	Students describe where they live.
Body	• Show students pictures of traditional and modern houses and ask them to describe the differences. • Ask students to list materials used in both traditional and modern houses. • Ask students to draw a sketch of the house they live in. • Explain the important purpose of both modern and traditional homes.	• Students sort houses into modern and traditional. • List some materials used in building traditional and modern homes. • Draw sketch of their family home.
Conclusion	• Summarize key concepts. • Explain that it doesn't matter where a family lives. Traditional houses are as good as modern homes	Present materials used in the construction of a traditional house

Evaluation: ……………………………………………………………………………………………………

Teacher's Notes:

Culture has changed in many things. The houses that people live in, the food that people prefer to have and many more has caused changes in culture.

Clothes people wear has also changed in many societies. In traditional societies in Papua New Guinea people still wear traditional clothes, people also have adapted to wearing modern clothes.

Knowledge Skills Attitudes Values (KSAV)

Lessons 107, 108, 109 & 100

Unit 2 : Beliefs and values   Time: 30 minutes

Main Topic: Changes in culture

Content Standard: 4.3.2 Describe how local cultures are changing

Assessment Tasks 22 Describe changes shown in the pairs of pictures

Lsn. #	Lesson Topic	Lesson objective _Students can:_	Performance Standards	Knowledge	Skills	Attitudes / Values
107	Modern House	Describe the materials used in constructing modern houses.	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	• Materials used in building modern houses • modern house • traditional house	• Categorize types of houses • Identify different types of houses • Classify traditional and modern houses	• Appreciate having a home • Accept people living in different homes. • Develop respect for people living in traditional houses.
108	Highlands House	Describe the materials used in constructing traditional highlands houses.	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	• Houses in different locations and regions. • Reason for differences in construction. • Materials used in building houses • Houses in the highlands	• Identify houses in different cultures • Model a highlands house from found materials	• Accept different types of houses • Respect where people live.
109	Coastal House	Describe the materials used in constructing traditional coastal houses.	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	• Houses in different locations and regions. • Reason for differences in construction. • Coastal houses	• Identify houses on the coast differences • Modell a coastal house from found materials	• Accept different types of houses • Respect where people live.
110	**Revision**					

Term 3 Week 6

Knowledge Skills Attitudes Values (KSAV)

Lessons 112, 113, 114 & 115

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

Topic: Changes in culture

Content Standard: 4.3.2 Describe how local cultures are changing

Assessment Task 23 Identify a piece of clothing from the past and the present. State a reason for wanting not wanting each piece.

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
111	Ways of dressing	Describe how people dressed and decorated themselves for special occasions.	**4.3.2 (b)** Identify changes to culture. **(d)** Describe the effects of technology and modern influences on culture.	• Different types of traditional clothes • Traditional clothes for different purposes • Traditional clothes from plants and animals • Traditional costumes	• Describe traditional clothes • List examples of clothes • Categorize clothes from plants and animals	• Appreciate clothes of different societies • Respect clothes of other cultures
112	Modern dressing	Describe contemporary dressing and list examples of clothes people wear	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	• Different types of modern clothes • Modern clothes for different purposes • Materials used for making these clothes • Clothes are used to cover and protect our bodies	• Describe modern dressing • List dressing types • Categorize dressing types into different groups	• appreciate modern dressing
113	Traditional food	Identify traditional foods and list some reasons changes in their diet	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	• Traditional foods are grown in the garden • Fishing and hunting are traditional ways of gathering food • Traditional foods are taken direct from the garden, sea, river or the forest	• Identify traditional foods • List example • Classify and group food groups	• Appreciate traditional food • Accept traditional meals
114	Modern food	Identify modern foods and list some reasons for changes in diet	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	• Processed food • Variety of food available • Food from other countries • Fast food outlets	• Identify modern food • List examples • Classify and group them	• Appreciate modern food • Accept modern meals
115	**Revision**					

Term 3 Week 7

Knowledge Skills Attitudes Values (KSAV)

Lessons 116, 117, 118, 119 & 120   **Unit :** Beliefs and values   **Time**: 30 minutes

Topic: Changes in culture

Content Standard: 4.3.2 Describe how local cultures are changing

Assessment Task 24 Name one example of leisure activity enjoyed now and another example enjoyed in the past

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Lsn. #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
116	Traditional lifestyle	Identify and describe the traditional lifestyle of the community	**4.3.2 (b)** Identify changes to culture	The traditional way of doing things in a particular society The traditional routines of daily life Traditional ways of cooking, feast ways of life	Identify traditional lifestyles Describe traditional lifestyles in local area	Appreciate traditional lifestyles
117	Modern lifestyle	Describe contemporary dressing and list examples of clothes people wear	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	The modern or current ways of doing things in a particular society The current routines of daily life	Identify modern lifestyles List examples of modern lifestyles Distinguish differences	Appreciate way of life Tolerate present day lifestyle practices Value the uniqueness of different lifestyles
118	Impact of modern culture	Describe how modern influences have affected culture	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	Modern cultures have influenced traditional cultures e.g. types of shelter, clothes, food, jobs, recreation, communication, etc.	Identify and list modern cultures Distinguish the differences	Appreciate way of life Tolerate present day lifestyle practices Value the uniqueness
119	Traditional and modern lifestyles	Compare past and present lifestyles.	**4.3.2 (d)** Describe the effects of technology and modern influences on culture	The modern or current way of life in a particular society The current routines of daily life Way of life in a traditional society The traditional routines of daily life	Identify traditional and modern lifestyles Distinguish the differences	Appreciate way of life Tolerate present day lifestyle practices Value the uniqueness of different lifestyles
120	**Revision**					

Strand 4: Environment and Resources

Term 3 Week 8

Guided Lesson

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

Topic: Natural and man-made features of the district **Lesson Topic:** Trees and Forests

Assessment Task 25 List natural features of the district

Content Standard 4.4.1 Identify the natural and man-made features of the district.

Performance Standard: 4.4.1 (a) Describe the natural and manmade features

(b) Identify and describe the natural and man-made features of the environment in the district

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

- recognize forests as a valuable part of the natural environment
- name different types of forests from the local environment

Knowledge	Skills	Attitudes/ Values
• Forests are mainly trees • Forest are valuable natural resources • Forests are a source of oxygen	Identify valuable forest Name some plants List useful things in the forest	Appreciate that forests provide shade and are a source of oxygen

Reference: Primary Social Science Syllabus
Materials: Pictures of forests and trees and other vegetation

Teaching and learning activities

Part of lesson	Teacher's activities *Teacher will*	Student's activities *Students will*
Introduction	• Show pictures of different forests	• Study the pictures of forests • Describe what they see in the pictures

Body	• Explain the assessment task:
	  • Draw a picture of a forest
	  • Write the name of the tree or forest across the top of the drawing as the title
	  • Add uses of trees or forest to the drawing and label.
		• Brainstorm some useful things about trees and forests e.g. source of oxygen, shade, timber, firewood, home to animals, etc.
		
		• Do the assessment task, individually

Conclusion	• Go through the uses of trees and the forests	• Show their pictures to the others. • Hand in the drawings for marking

Evaluation

Teacher's Notes
- Names of valuable forest trees such as Pinewood, Kwila, eaglewood,
- Forests are mainly trees
- Forests produce oxygen and provide shade
- Forests are home to animals, insects and birds

Plants are living things that can grow and nourish from the soil. Plants do not move. Most plants have green leaves. Plants are everywhere; plants come in different forms, size and shapes. Flowers and trees are just some examples of plants that grow around us. Plants are useful and have many purpose and uses.

Knowledge Skills Attitudes Values (KSAV)

Lessons 122, 123, 124 & 125

Unit : The environment   **Time:** 30 minutes

Topic: Natural and man-made features of the district

Content Standard: 4.4.1 Identify the natural and man-made features of the district.

Assessment Task 25 List natural features of the district.

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
122	Vegetation	Identify and describe the vegetation of the district	**4.4.1 (a)** Describe the environment of the district (**b**) Describe the natural and man-made features of the district	• Vegetation – trees, grassland, etc • Types of trees or forest and grasses common in the area	• Observe different types of vegetation • discover the uses of vegetation	• Value the natural vegetation as a resource
123	Water	Identify and describe the sources of water in the district	**4.4.1 (a)** describe the environment of the district **(b)** Describe the natural and man-made features of the district	• Water is a natural resource • Water comes in different forms • Water sources eg rivers, sea, lakes, etc	• Identify water sources • List the uses of water	• Appreciate that water is a source of life and a resource
124	Land	Describe land as a valuable resource and list some common features	**4.4.1 (a)** describe the environment of the district **(b)** Describe the natural and man-made features of the district	• Land is a natural resource and good for gardening • Shape of the land eg mountains, hills, plains, etc	• Identify the land and the uses of land • Describe how land be used	• Appreciate land as a useful natural resource • Value the uses of land
125	**Revision**					

Term 3 Week 9

Knowledge Skills Attitudes Values (KSAV)

Lessons 126, 127, 128, 129 & 130

Unit 1 : The environment   **Time:** 30 minutes

Topic: Natural and man-made features of the district

Content Standard: **4.4.1** Identify the natural and man-made features of the district

Assessment Task 26 Draw two examples of natural features special to the district

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
126	Natural and man-made features of the district	List different kinds of plants found in the natural environment of the district	**4.4.1 (a)** Describe the environment of the district **(b)** Identify and describe the describe the natural and man-made features of the district	• Different kinds of environment • Different plant species	Name different environments Identify plants in different environments	• Enjoy plants • Appreciate different kinds of plants • Respect plants in the natural environment • Have pride in the plants around
127	Vegetation - Plants special to the district	Name and describe plants special to the district	**4.4.1 (b)** Identify and describe the natural and man-made features of the district	• Special plants, why are they special • Useful plants • Use of different types of plants	• List special and important pants • Identify and collect samples	• Appreciate animals and the uses of animals • Accept animals as a source of food • Protect animals
128	Land - animals special to the district	Name and describe animals special to the district	**4.4.1 (b)** Identify and describe the natural and man-made features of the district	• Special animals why are they special • Types of animals • Uses of animals • Group animals into groups	• Identify animals in the local area • List examples of animals	• Appreciate animals and the uses of animals • Accept animals as a source of food • Protect animals

| 129 | Environment – birds, reptiles and mammals special to the district | Name and describe birds, reptiles and mammals special to the district | **4.4.1 (b)** Identify and describe the natural and man-made features of the district | • Special birds, reptiles and mammals why are they special
• Types of birds
• Uses of birds
• Reptiles what are they?
• Mammals what are they? | • Identify animals
• Group animals into groups | • Appreciate animals and the uses of animals
• Accept animals as a source of food
• Protect animals |
| 130 | **Revision** | | | | | |

Term 4 Week 1

Knowledge Skills Attitudes Values (KSAV)

Lessons 131, 132, 133, 134 & 135: Unit : The environment **Time:** 30 minutes
Topic: Natural and man-made features of the district.
Content Standard: 4 .4.1. Identify the natural and man-made features of the district
Assessment Tasks 27 Draw and name landmarks of the district.

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
			Students can:			
131	Where are the villages and towns?	Identify the different settlements in the district	**4.4.1 (b)** Identify and describe the natural and man-made features of the district	• Settlements are villages, hamlets, district centers, towns, and cities • Identify the above on a map	• Identify where people live • Locate some settlement places	• Value places where people live • Appreciate the uses of manmade features.
132	Buildings	Identify and locate the different kinds of buildings and their uses	**4.4.1 (b)** identify and describe the natural and man-made features of the district	• Schools, hospitals, offices, shops, markets, etc. • Uses – educations, health, food, other wants, etc. • Identify these on a map	• Identify different types of buildings • Locate where the buildings are found • List ways of using buildings	• Value places where people live • Appreciate the uses of different types of buildings.
133	Where are the roads, bridges and wharves?	Identify the roads, bridges and wharves	**4.4.1 (b)** identify and describe the natural and man-made features of the district	• Transport and communication • State of these infrastructure •	• Identify roads, bridges and wharves • List the uses of manmade features	• Value manmade features • Appreciate the uses of manmade features
134	What are our landmarks?	Identify and name the landmarks of the district	**4.4.1 (b)** identify and describe the natural and man-made features of the district	• Name and locate these in the district • Locate landmarks on a map	• Identify local landmarks • Describe the importance of the landmarks	• Value places where people live • Appreciate the significance of landmarks

135	**Revision**

Term 4 Week 2

Guided Lesson
Lesson No: 136   **Unit:** Resources   **Time:** 30 minutes
Topic: Renewable and non-renewable resources   **Lesson Topic:** Things around us
Assessment Task 28 List examples of renewable resources in the district
Content Standard: **4.4.2.** Describe renewable and non-renewable resources
Performance Standard:4.4.2 (a) Explain 'renewable' and 'non-renewable resources' (b) identify renewable and non-renewable resources

Lesson Objective: By the end of the lesson, students can describe their local environment

Knowledge	Skills	Attitudes/ Values
• Environment is all the things around us • Environment is made up of living and non-living things • Environment has natural and man-made features • Environment has resources	• Identify features in the environment • Describe the uses and the different types of environment	• Appreciate all thing in the natural and manmade environment • Care for the environment we live in

Reference: Primary Social Science Syllabus
Materials: Pictures of different environment

Teaching and learning activities

Part of lesson	Teacher's activities	Student's activities
Introduction	• Take students outdoors – just outside the classroom • Ask students what they see	• Observe the environment around their school • Take note of their surroundings
Body	• Note students' comments on the board • Introduce the topic for the 3 weeks, this week and this lesson	• Talk about what they saw • Draw the environment of the school, highlighting natural and man-made features
Conclusion	• Point out resources from their drawings	

Evaluation: ………………………………………………………………………………………………

Teacher's Notes:

Environment is all the things around us; environment is either natural or manmade. Things in the environment can be used. People and animals depend on the environment for their living. The environment contains manmade and natural things. Natural environment includes all the plants, mountains, valleys, the rivers and the sea. Manmade environment contains things built by human beings. Things in both the two environments are useful for to use.

Knowledge Skills Attitudes Values (KSAV)

Lessons 137, 138, 139 & 140

Unit : Resources   **Time:** 30 minutes

Topic: Renewable and non-renewable resources

Content Standard: 4.4.2. Describe renewable and non-renewable resources

Assessment Task 28 List examples of renewable resources in the district

Lsn. #	Lesson Topic	Lesson objective	Performance Standards			
		Students can:				
137	What is a resource?	Identify a resource	**4.4.2 (a)** explain 'renewable' and 'non-renewable'	• A resource is a useful thing. • Resource is a supply of things that we can use	• Identify resources • Describe the uses of resources • Explain renewable and nonrenewable resources	• Value all resources • Care for resources that we use
138	Renewable resource - Water	Explain water as a renewable resource	**4.4.2 (a)** explain 'renewable' and 'non-renewable'	• Seas, rivers, lakes • Underground sources of water • Marine life • Fresh drinking water	• Identify uses of water • Describe ways of using water	• Value and care for water and its uses
139	Renewable resource - Land	Explain land as a renewable resource	**4.4.2 (a)** explain 'renewable' and 'non-renewable'	• Soil on land • Uses of land • Land has many uses	• Identify uses of land	• Value land as a useful resource • Appreciate what the land can provide
140	**Revision**					

Term 4 Week 3

Knowledge Skills Attitudes Values (KSAV)

Lessons 141, 142, 143, 144 & 145	**Unit:** Resources	**Time:** 30 minutes

Topic: Renewable and non-renewable resources

Assessment Task 29 Identify renewable and non-renewable resources from a list of items

Content Standard: 4.4.2. Describe renewable and non-renewable resources

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
			Students can:			
141	What are renewable and non-renewable resources?	Describe renewable and non-renewable resources	**4.4.2 (a)** Explain 'renewable' and 'non-renewable' resources	• Define 'renewable' and 'non-renewable' resources • Examples of the two types of resources	• Identify renewable and nonrenewable resources • Describe some uses of these resources	• Value renewable and nonrenewable resources • Care for resources
142	Non-renewable resources on the land	List non-renewable resources from the land	**4.4.2. (b)** Identify renewable and non-renewable resources	• Soil is a resource • Resources from the land include plants, animals, etc. • Plants produce oxygen • Plants are a source of food, medicine and other uses • Plants protect the soil	• Identify uses of land • List ways land can be used	• Value the importance of soil • Appreciate the uses of land
143	Non-renewable resources on the land	List other non-renewable resources from the land	**4.4.2. (b)** Identify renewable and non-renewable resources	• Animals that live on the land are non-renewable • Uses of animals	• Identify uses of land • List ways land can be used	• Value the importance of soil • Appreciate the uses of land
144	Non-renewable resources from the air	List non-renewable resources from the air	**4.4.2. (b)** Identify renewable and non-renewable resources	• Air is an important resource • All living things need air for survival • Birds are a resource • Their survival depends on air, the vegetation and other animals	• Identify uses of air • List ways air can be used	• Value the importance of air • Appreciate the uses of air
145	**Revision**					

Term 4 week 4

Knowledge Skills Attitudes Values (KSAV)

Lessons 147, 148, 149 & 150
Unit 2: Resources   **Time:** 30 minutes
Topic: Renewable and non-renewable resources
Assessment Task 30 List resources from lakes, rivers and the sea and their uses
Content Standard: 4.4.2. Describe renewable and non-renewable resources

Lsn. #	Lesson Topic	Lesson objective	Performance Standards	Knowledge	Skills	Attitudes / Values
		Students can:				
146	What are rivers, lakes and sea?	describe the difference between the three sources of water; river, lake and sea	**4.4.2 (b)** Identify renewable and non-renewable resources; describe how people use resources	• Water is a liquid • Understand the difference between river, lake, and sea • A resource and a basic need • Water sustains all living things • Plants and animals need water	• Identify water sources • Describe how water is useful • List ways of using water	• Appreciate what water provides • Value water as a basic need for survival • Care for water sources
147	Natural resources - rivers	List different types of resources that can be obtained from rivers.	**4.4.2 (c)** Describe how people use resources	• Rivers are natural resources • People benefit from rivers in many ways • People use rivers for fishing, washing and as a means of transport • Rivers can cause damage to life, food gardens and houses during flooding	• Describe natural resources • Identify rivers as useful resource • List resources the river provides	• Appreciate what the river provides • Value resources of the river
148	Natural resources - lakes	Identify and list different types of resources that can be obtained from lakes	**4.4.2 (c)** Describe how people use resources	• Lakes are natural resources • People benefit from lakes in many ways • effects of natural events on people living around the lakes	• Describe natural resources • Identify lakes as useful resource • List resources the lakes provide	• Appreciate what the lake provides • Value resources of the lake
149	Natural resources - the sea	Identify and list different types of resources that can be obtained from the sea.	**4.4.2 (c)** Describe how people use resources	• Seas are natural resources • People benefit from seas in many ways • Natural events affect people who live near the sea	• Describe natural resources • Identify sea as a useful resource • List resources the sea provides	• Appreciate what the sea provides • Value resources of the sea
150	**Revision**					

Term 4 Week 5

Guided Lesson

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

Topic: Reading and using maps – The scale and direction   **Lesson Topic:** Read a map – What is the key?

Assessment Task 31 Use the key to name objects or places on a map.

Content Standard: **4.4.3** Demonstrate mapping skills – use the scale to read a map.

Performance Standard: 4.4.3 (a) Use a scale to calculate distance on a map **(e)** Read a map;

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

- use the key to name and locate objects and places on a map

Knowledge	Skills	Attitudes/ Values
• Know what a map is and its purpose • Read the key for a map • locate the north direction on maps • locate places on a map using the cardinal points	• Identify scale and direction on a map • Describe the use of a scale • Locate places and things on a map	• Appreciate the use of maps • Value significant information on maps

Reference: Primary Social Science Syllabus
Materials: Maps – a variety of maps: samples drawn, street maps from Telephone directory

Teaching and Learning activities

Part of lesson	Student's activities	Teacher's activities
Introduction	• Study the map or maps and answer questions	• Show the last map used – map of the classroom • Ask questions about 'key' and 'north' direction
Body	• In pairs or small groups, do exercises on the use of the 'key' of a map • Check answers with teacher	• Revise they purpose of 'key' - use a variety of maps (drawn) - give exercise to students the use of the key - they could work in pairs or small groups (number of copies of maps)
Conclusion	• Identify the 'north' direction on maps shown by teacher.	• Revise the 'north' direction • Summarize the purpose of 'key' and 'north' direction on a map

Evaluation: ………………………………………………………………...…………………………………

Teacher's Notes:
Maps are useful geographical diagrams that shows all or part of the Earth's surface with geographical features. Name of places, sea, vegetation, climate and many more. Maps also show direction, scale and symbols to identify information. A key on a map represents real objects or things. Maps are useful and provide much useful information.
A scale on a map is useful. A scale represents real distance on the ground, in the sea or in the air. A scale is a system of measurement based on a series of marks laid down at regular intervals and representing numerical values.

Knowledge Skills Attitudes & Values (KSAV)

Lessons 152, 153, 154 & 155

Unit 2: Working with maps   **Time:** 30 minutes

Topic: Reading and using maps – use a scale and direction

Content Standard: 4.4.3. Demonstrate mapping skills – use the scale to read a map

Assessment Task 31 Use the key to name objects or places on a map

Lsn. #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
152	What do this symbols mean?	Explain the meanings of symbols	**4.4.3 (e)** Read a map	• Symbols represent real things or objects • The key on a map uses symbols	• Read a map • Interpret a key	• Appreciate the use of maps • Value significant information on maps
153	Symbols again	Explain the meanings of symbols	**4.4.3 (e)** Read a map	• Symbols represent real things or objects • The key on a map uses symbols	Read a map • Interpret a key	• Appreciate the use of maps • Value significant information on maps
154	Where is it?	Follow and write directions	**4.4.3 (e)** Read a map	• Cardinal points are North, South, East, West • Following directions	Read a map Interpret a key Use cardinal points	• Appreciate the use of maps • Value significant information on maps
155	**Revision**					

Term 4 Week 6

Knowledge Skills Attitudes & Values (KSAV)

Lessons 156, 157, 158, 159 & 160	
Unit 2: Working with maps **Time:** 30 minutes	**69**

Topic: Reading and using maps – use a scale and direction

Content Standard: 4.4.3. Demonstrate mapping skills – use the scale to read a map.

Assessment Task 32 Formulate units for a scale to calculate distance.

Lsn. #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
156	What is a scale?	Identify and read the scale on a map	**4.4.3 (a)** Explain the use of a scale on a map **(b)** Calculate distances on a map. **(e)** Locate places and objects on a map.	• A map has a scale • The scale allow users to calculate real distance on a map	• Read a map • Interpret symbols on a map	Value maps as useful resources for locating information
157	Scale on a map	Identify the scale on a map	**4.4.3 (a)** explain the scale **(b)**use the scale to calculate distances on a map	• Maps have a scale • Scale is used to calculate real distances	Read a map Interpret a scale Calculate/ multiplication	Value the use of a scale as it provides vital information on maps.
158	How far is a-place?	Read the scale and calculate distances	**4.4.3 (a)** Explain the scale **(b)** Use the scale to calculate distances on a map	• Maps have scale • Scale is used to calculate real distances	Read a map Interpret a scale Calculate/ multiplication	Appreciate the use of scale in measuring distance.
159	Using the scale	Read the scale and calculate distances	**4.4.3(a)** explain the scale **(b)**use the scale to calculate distances on a map	• Maps have scale • Scale is used to calculate real distances	Read a map Interpret a scale Calculate/ multiplication	Value the use of a scale as it provides vital information on maps. Appreciate the use of scale in measuring distance.
160	**Revision**					

Term 4 Week 7

Knowledge Skills Attitudes & Values (KSAV)

Lessons 161, 162, 163, 164 & 165
Unit 2: Working with maps   **Time:** 30 minutes
Topic: Reading and using maps – use a scale and direction
Content Standard: 4.4.3 Demonstrate mapping skills – use the scale to read a map
Assessment Task 33 Use scale to calculate distances on a map. **STOPPED 1:30 PM FRIDAY**

Lsn. #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
161	How far is it?	Calculate distances and write an example of a scale	**(a)** Explain the use of a scale on a map **(b)** Use the scale to calculate distances on a map.	• A map has a scale • The scale allow users to calculate real distance on a map	• Read a map • Interpret information on a map	Value the use of maps as it provides useful information
162	Using scale on a map	Calculate distances using a scale	**4.4.3 (b)** Use the scale to measure distances on a map	• A map has a scale A scale is used to calculate distances	Read a map. Interpret a scale. Calculate distances.	Value scale as the units represent real distances
163	Writing units on a scale	Write a simple scale for a map of the library ~~or~~ assembly area or an area	**4.4.3 (b) Use** the scale to measure distances on a map (c) develop a simple scale	• A map has a scale A scale is used to calculate distances	Read a map Interpret a scale Calculate distances	Appreciate using a scale with given units to measure distance
164	Reading a map	Revise scale, key and direction	**4.4.3(a)** Explain the scale **(b)** Use the scale to measure distances on a map **(e)** Read a map	• A map has a scale • A scale is used to calculate distances	Read a map Interpret a scale Calculate distance	Value the importance of reading maps. Tolerate using mapping skills
165	**Revision**					

Strand 5: History and Origin

Term 4 Week 8

Guided Lesson

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

Topic: History of the local community   **Lesson Topic:** What is history?

Assessment Task 34 Draw an item used in the past in the community or by a tribe, clan or ethnic group

Content Standard: 4.5.1 Describe the history of the local community.

Performance Standard: 4.5.1 (c) Describe the history of the local community through photographs, pictures, newspaper articles and stories.

Lesson Objective: By the end of the lesson, students can recall what history is and how history is recorded.

Knowledge	Skills	Attitudes/ Values
• History is about the past • History is important for us to make life better • History is recorded in many ways eg photographs, drawings, recordings of songs and dances, written accounts, original documents like birth certificates, real objects, stories, etc.	• Listen to past stories • Listen and take notes of significant information	• Respect past life and cultures • Value past sties and events • Appreciate past records

Reference: Primary Social Science Syllabus
Teaching materials: Pictures or illustrations of different ethnic groups, video or slide shows
Teaching and Learning activities:

Part of lesson	Teacher's activities *Teacher will …*	Student's activities *Students will …*
Introduction	Show pictures of life in the past or samples of traditional artifacts.	Describe what they see in the pictures or what the artifact is and what it might have been used for. Estimate or guess the time of the picture or how old the artifact is.
Body	Explain what history is (revision) List suggestions on the board. Show pictures or photographs of people and their house styles of the past.	Discuss how we know about people and their lives, objects or animals or vegetation. Discuss why the clothes and houses were like that etc.
Conclusion	Talk about history and evidence that help people to describe the past.	Ask parents or grandparents or someone else if they saw the flag raised on independence day or what they remember about the day.

Evaluation: ………………………………………………………………………………………………

Teacher's Notes:

History is about what has happened. It is about the study of past events. History gives ideas on what to build on from and learn to adapt and develop new ways do doing and making things. History tells us many things about lives of the early people, their cultures and the way they managed and governed their daily lives.

Knowledge Skills Attitudes & Values (KSAV)

Lessons 167, 168, 169 & 170	
Unit 1: Events and stories of the past	**Time:** 30 minutes
Topic: History of local community	
Content Standard: 4.5.1 Describe the history of the local community	
Assessment Task 34 Draw an item used in the past in the community or by a tribe, clan or ethnic group.	

Lsn. #	Lesson Topic	Lesson objective *students can;*	Performance Standards	Knowledge	Skills	Attitudes / Values
167	Early settlers	Collect information about how the community came to be.	**4.5.1 (b)** Identify the original inhabitants of the place **(a)** Describe the history of the local community from photographs and stories	• History is about the past happenings • Events of long ago • Past records • People study the past to make decisions about the future	• Identify people of the past • List early settlers and how they lived	• Respect settlers of the past • Value the cultures and customs of the past • Appreciate life of early settlers
168	Clans in the local community	Identify and name the clan and family groups they belong to	**4.5.1 (d)** Identify the original inhabitants of the place **(a)**Describe the history of the local community from photographs and stories	• Group of families from a common ancestor • Group of people with the same aim or interest • People who are all members of a particular family	• Identify different groups of people and clans • List examples of cultural groupings	• Respect clans and other groups in the community • Value what these groups do • Appreciate clans and groups as members of a community
169	Tribes in the community	Name and describe the different tribes in the community	**4.5.1 (d)** Identify the original inhabitants of the place **(c)**Describe the history of the local community from photographs, …, stories	• Group of people with same culture and history • Belonging to a traditional cultural group • Group of people who share the same culture	• Identify tribes and other groups • List the tribes and different groups • ~~Distinguish~~ • Group the groups into provinces, cultures etc.	• Respect tribes and other groups in the community • Value what the tribe and different groups do in the community • Appreciate contributions of the tribe and people in the community
170	**Revision**					

Term 4 Week 9

Knowledge Skills Attitudes & Values (KSAV)

Lessons 171, 172, 173, 174 & 175
Unit 2: Events and stories from the past   **Time:** 30 minutes
Topic: History of local community
Content Standard: 4.5.1 Describe the history of the local community.
Assessment Task 35 Draw a timeline and plot the dates given and label the events.
Performance Standard: 4.5.1 (a) Describe the history of the local community through photographs, pictures, newspaper articles and stories. **(d)** Read a timeline.

Lsn. #	Lesson Topic	Lesson objective *Students can:*	Performance Standards	Knowledge	Skills	Attitudes / Values
171	My story – a guest speaker	Discuss the history of a place through the stories of a guest speaker	**4.5.1 (a)** Describe the history of the local community through photographs, pictures, newspaper articles and stories **(b)** Describe the history of the local community.	History is about the past. People talk about their lives and the changes they have witnessed. Sources of evidence of life in the past. History is about what has happened	Identify past events and information List important past events	• Respect past history • Value the significance of the past • Appreciate and value past events
172	What was life like in the past?	Identify aspects of life and describe what it was and why.	**4.5.1(e)** Read a timeline of events in the history of the place	• What is a timeline? • What does it show?	• Identify events on a timeline • List or plot in special events etc. • Read or interpret timeline	• Respect past life styles • Value the cultures of the past • Appreciate past culture and customs
173	Let's use a timeline	Plot dates on a timeline	**4.5.1 (c)** Identify and explain some significant dates in the history of the community	• How old is the district? • Dates of significant events in the district • Draw a timeline and plot dates of events on it	• Draw a timeline and insert events	Have pride in the history of the district. Value timeline as an important tool in reading past events
174	Significant events in history of the district	Identify and plot in a timeline significant events in the history of the district	**4.5.1 (c)** Identify and explain some significant dates in the history of community	• Identify the significant events in the history of the district • Draw a timeline and plot the dates of the events on the it	• Draw a timeline and show significant events of the community	Value the history of the district
175	Revision					

Assessment

Assessment, Recording and Reporting

Assessment and reporting is an essential part of a curriculum in schools that students follow. A well planned curriculum must have equally planned and developed assessment procedures.

Assessment and reporting is for:

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

What is an effective assessment practice? [useful information for syllabus]
Effective and informative assessment practice has the following attributes.

- **It is balanced, comprehensive and varied**
  Effective assessment involves teachers using a variety of assessment strategies and provides students multiple opportunities, in varying contexts, to demonstrate what they know and understand and can do in relation to the syllabus standards and benchmarks.

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

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

- **It is fair**
  Teachers should ensure equal opportunity for success regardless of students' age, gender, physical or other disability, culture, background, language, socio-economic status or geographic locations. Students should have time to practice the skill and receive feedback before their work is marked.

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

- **It values teacher judgement**
  Good assessment practice involves teachers making judgements, on the weight of assessment evidence and well-defined standards, about student progress towards the achievement of the standards.
  The reliability of teacher judgement is enhanced when teachers cooperatively develop shared understanding of of a benchmark or standard. This can be developed through cooperative programming sessions and discussing samples of student work and achievements within grades and subjects and between schools.

- **It recognises individual achievement and progress**
  Students should be provided with different opportunities to demonstrate their achievement of standards. Using a wide range of tasks ensures all standards are covered and individual learning needs are catered for. Effective assessment and reporting practice is sensitive to the self-esteem and general well-being of students and providing honest and constructive feedback.
  Values and attitudes standards are an important part of learning that should be assessed and reported. They are distinct from knowledge, understanding and skill standards.

What is an effective assessment plan?
The following steps may assist in the development of an assessment plan:
- Identify the syllabus standards that a unit covers.
- Design teaching and learning experiences for the unit.
- Consider the extent to which the unit will challenge and extent all the students.
- Decide which teaching and learning activities will provide good assessment information.
- Select a manageable range of assessment strategies.
- How to gather and record the assessment evidence to make an informed decision about student progress towards achieving the relevant syllabus standards.

Assessment strategies include:

1. Anecdotal records
Objective narrative records of student performances, strengths, needs, progress and negative/positive behavior.

2. Checklists, scales or charts
Identification and recording of students' achievement can be through rubric levels, letter grade or numerical value, or simply by 'acceptable or unacceptable'.

3. Conferences
Meetings between the student, parent, teacher and others where progress is checked and goals for growth are established and agreed upon.

4. Contracts
Agreements or goals (verbal or written) set by the teacher, parents and the student.

5. Games
Games are excellent opportunities for simulations and small and large group assessment.

6. Peer evaluation
Assessment by students about one another's performance relative to stated criteria and performance standards

7. ortfolios
Collections of student work that exhibit the students' efforts, progress and achievements in one or more areas

8. Rubrics
A set of guidelines for measuring achievement. Rubrics should state the content standard (s) with clear performance criteria and a rating scale or checklist.

Assessment Overview

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

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

In Social Science lessons, you should give an assessment task each week. The revision lesson is a suitable time for students to do this

Yearly Assessment Tasks

Week	Strand	Unit	Performance standards	Assessment task
1	Planning, preparation , registration and class organization			
2	Community and Organization	People and Groups	**4.1.1 (a)** Identify and describe the types of work people do in different places	**Assessment Task 1** Identify the type of work people do from pictures
3			**4.1.1 (c)** Describe paid, unpaid and volunteer work	**Assessment Task 2** List one example each of paid, unpaid and volunteer jobs
4			**4.1.1 (a)** Identify and describe the types of work people do in different places (e) Describe the work of community leaders	**Assessment Task 3** Match the type of work to 'individual' or 'group' or 'organization'. Use words or pictures
5		Relationships	**4.1.2 (a)** Understand the terms behavior, positive and negative behaviors and relationships (b) Describe different types of behavior	**Assessment Task 4** Identify good and negative behaviours in pictures

6				**4.1.2 (c)** Describe behaviours that promote positive and negative relationships in the family, groups and community	**Assessment Task 5** Match type of behavior to positive or negative relationships
7				**4.1.2 (b)** Describe different types of behaviours **(d)** Identify activities that promote good or bad relationships	**Assessment Task 6** Demonstrate good behaviours in a role play
8			Rules, Roles and Responsibilities	**4.1.3 (a)** Explain the terms, roles and responsibilities **(b)** Describe the roles and responsibilities of individuals and leaders	**Assessment Task 7** Name an example of a role and a responsibility of parents
9				**4.1.3 (b)** Describe the roles and responsibilities of individuals and leaders **(c)** Describe the roles and responsibilities of groups and organizations in the community	**Assessment Task 8** Match a list of individuals, groups and organizations with their responsibilities
10				**4.1.3 (c)** Describe the roles and responsibilities of groups and organizations in the community	**Assessment Task 9** List one role and one responsibility of an organization

11	Trade	Needs and Wants		**4.2.1 (a)** Describe common terms used in trading – trade, exchange, barter, market **(b)** Identify the purpose of exchange or trade	**Assessment Task 10** Match concept or term to the pictures provided – market, barter, goods
12				**4.2.1 (c)** Identify places where trading takes place	**Assessment Task 11** Name the trading places in the community and list one type of goods that is traded at each place of trading.
13				**4.2.1 (b)** Identify the purpose of exchange or trade **(d)** Describe changes in barter	**Assessment Task 12** Write a short story about a traditional trading activity (Guiding questions must be provided)

14			Productions	**4.2.2 (a)** Describe a cash crop **(b)** Identify the common cash crops in the area or PNG	**Assessment Task 13** Study a map of PNG showing where cash crops are grown. Complete the table of cash crops and place each is grown.
15				**4.2.2 (d)** Identify products made from cash crops	**Assessment Task 14** Identify cash crops from pictures of crops and manufactured or processed goods.
16				**4.2.2 (c)** Describe how a cash crop is grown, harvested and processed **(d)** Identify products made from cash crops	**Assessment Task 15** Project: A cash crop in PNG

17		Trade and Communication	**4.2.3 (a)** Identify types of transport used in traditional and modern trade	**Assessment Task 16** Name one advantage and one disadvantage of one type of transport used for trading in the past.
18			**4.2.3** **(b)** Identify type of transport appropriate for different types of goods and services.	**Assessment Task 17** Name the most appropriate method of transport for each product listed.
19			**4.2.3 (a)** Identify types of transport used in traditional and modern trade **(b)** Identify types of transport appropriate for trading in different places	**Assessment Task 18** Write a story, in a 4-frame comic strip, about trading on a traditional trade voyage.

20	Culture and Society	Customs and societies	**4.3.1 (a)** Describe customs and ceremonies related to events of significance **(b)** Identify and describe different ceremonies	**Assessment Task 19** Oral presentation - Share a short story about a local custom or ceremony.
21			**4.3.1 (a)** Describe customs and ceremonies related to events of significance	**Assessment task 20** Demonstrate an example of an initiation in a role play.
22			**4.3.1 (b)** Identify and describe different ceremonies and customs **(c)** Explain the importance of taboos and rituals and describe examples from their society or culture.	**Assessment Task 21** Draw a flow chart to show the steps in a ritual.

23		Beliefs and Values	**4.3.2 (a)** Identify and describe the cultures of the community **(b)** Identify changes to culture	**Assessment Task 22** Describe changes shown in the pairs of pictures
24			**4.3.2 (d)** Describe the effects of technology and modern influences on culture	**Assessment Task 23** Identify a piece of clothing from the past and the present. State a reason for liking each piece and not liking each piece
25			**4.3.2 (b)** Identify changes to culture	**Assessment Task 24** Name one example of leisure activity enjoyed now and another example enjoyed in the past

			Outcome	Assessment
26	Environment and Resources	The environment	**4.4.1 (a)** Describe the environment of the district **(b)** Identify and describe the natural and man-made features of the district	**Assessment Task 25** List five natural features of the district
27			**4.4.1 (a)** Describe the environment of the district **(b)** Identify and describe the natural and man-made features of the district	**Assessment Task 26** Draw two examples of natural features special to the district
28			**4.4.1 (c)** Identify and describe landmarks of the district	**Assessment Task 27** Draw and name three landmarks of the district.

29		Resources	**4.4.2 (a)** Explain renewable and non-renewable resources **(b)** Identify renewable and non-renewable resources	**Assessment Task 28** List three examples of renewable resources in the district
30			**4.4.2 (a)** Explain 'renewable' and 'non-renewable' resources **(b)** Identify renewable and non-renewable resources	**Assessment Task 29** Identify renewable and non-renewable resources from a list of items
31			**4.4.2 (b)** Identify renewable and non-renewable resources **(c)** Describe how people use these resources	**Assessment Task 30** List resources from lakes, rivers and the sea and their uses

32		Working with maps	**4.4.3 (a)** Use a scale to calculate distance on a map **(e)** Read a map;	**Assessment Task 31** Use the key to name objects or places on a map
33			**4.4.3 (a)** Explain the use of scale on a map **(b)** Calculate distances on a map	**Assessment Task 32** Use the scale to calculate distances on a map
34			**4.4.3 (a)** Explain the use of scale on a map **(b)** Calculate distances on a map	**Assessment Task 33** Use the scale to calculate distances on a map.

35	History and Origins	Events and stories of the past	**4.5.1(c)** Describe the history of the local community through photographs and pictures, newspaper articles, stories from residents	**Assessment Task 34** Draw an item used in the past in the community or by a tribe, clan or ethnic group
36			**4.5.1 (c)** Identify and explain some significant dates in the history of the community **(d)** Read a timeline of events in the history of the place	**Assessment Task 35** Draw a timeline and plot the dates given and label the events

Resources

No	Teacher Resources	Student Resources
	Grade 4 Social Science syllabus and teachers guide	Local found materials (appropriate for lessons)
	Pictures and illustrations of different topics (will vary)	Collection of pictures and illustrations
	Community resource people (councillors and community elders)	Student text books and resource books
	Concrete objects (will vary per topic)	Model of objects, things and items suitable for lessons. This will vary by lessons.
	Models of objects, things appropriate for lessons etc.	Activity books
	Maps, compass directions	
	Resource documents to suit different lessons	
	Resources from the environment	
	Supplementary books	
	Technological equipment	
	Appropriate sites for excursions	
	Other items of significance	

Glossary

Words	Meaning
Behavior	The way that someone thinks, does things etc.
Cash crop	Is an agricultural crop which is grown for sale to return a profit?
Ceremony	A formal act or set of acts performed as prescribed by ritual or custom
Characteristics	A special quality or trait that makes a person, thing, or group different from others
Clan	A large group of people who are related
Drugs	A drug (legal, controlled, or illegal) with the primary intention of altering the state of consciousness through alteration of the mind. Examples of drugs are prescribed medicines (legal) or cocaine (illegal)
Fertilizers	Chemical, plant or animal wastes that are used to make plants grow well
Forest	A thick growth of trees and bushes that covers a large area
Frost	A thin layer of ice that forms on the ground, on grass, etc., when the air becomes cold
Globe	Is a three-dimensional, spherical, scale model of Earth
History	A systematic accounts of the past events relating to human affairs
Initiation	It is a cultural/customary event that makes a young person becomes a man or woman in the community
Landforms	Natural physical features of the earth's surface, for example, valleys, plateaus, mountains, plains, hills, etc.
Landslide	Is the movement of rock, debris or earth down a slope?
Manners	A way of doing, being done, or happening
Process	A systematic series of actions that follows a step by step method
Ritual	1. A sequence of activities involving gestures, words, and objects, performed in a sequestered place, and performed according to set sequence."
Root crop	A group of plants with tubers on the underground stems or on the side roots that are used for food, for fodder, or in the manufacture of raw materials
Shelter	Something, especially a structure, that provides cover or protection, as from the weather
Sketch	A hasty or undetailed drawing or painting often made as a preliminary study
Taboo	Strict rules/laws set by the community based on social customs and beliefs
Trade	The activity or process of buying, selling, or exchanging goods or services
Transaction	1. Financial transaction, an agreement, communication, or movement carried out between a buyer and a seller to exchange an asset for payment
Tribe	1. A unit of sociopolitical organization consisting of a number of families, clans, or other groups who share a common ancestry and culture
Vegetation	Plants considered collectively, especially those found in a particular area or habitat
Virtues	A quality considered morally good or desirable in a person
Volcano	Is a mountain with a hole where lava (hot, liquid rock) comes from a magma chamber under the ground?
Volunteer	A person who voluntarily offers himself or herself for a service normally for free or at low cost

Reference

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Appendix

Templates and samples

Template for Guided Lesson

Term ……….   Week ……..

Lesson No: …………   **Strand :** ………………………   **Unit :** ……………………………………………

Topic: ……………………………..   **Lesson Topic:** ………………………………….   **Time:** ……………..

Content Standard: …………………………………………………………………………………………………

Performance Standard: ………………………………………………………………………………………..

Assessment task(s): ………………………………………………………………………………………..

Lesson Objective: ………………………………………………………………………………………………

Knowledge	Skills	Attitudes/ Values

Reference
Teaching materials
Teaching and Learning activities

Part of lesson	Student's activities *Students will …*	Teacher's activities *Teacher will …*
Introduction		
Body		
Conclusion		

Evaluation ………………………………………………………………………………………………

Teachers Notes

Template for Knowledge, Skills, Attitudes and Values (KSAV)

Content Standard: …………………………………………………………………………………………...…..

Performance Standard: ………………………………………………………...…………………………….…..

Unit: …………………………………………………………...……………...………………………………..…

Topic: ………………………………………...……………...………………………………………………………

Lesson No:	Lesson Topic	Knowledge	Skills	Attitudes / Values
	Revision			

Sample Assessment Task

Assessment Task sample: 1 (a) and (b)

Assessment method: Students work Sample

Recording and Reporting Method: Checklist

Strand: Community and Organization

Unit 1: People and groups

Content Standards: 4.1.1 Demonstrate knowledge of the different types of work people do

Performance Standards: 4.1.1 (a) Identify and describe the types of work people do in different places

Assessment Task sample: 1 (a) Draw an arrow to match the word with the correct meaning on the right.
Assessment Task sample: 1 (b) Name two other types of work people do and describe each of them in a sentence.

Marking code or Key	Assessment task 1 (a) Assessment criteria 1 Correctly match the word/ job with the description	Assessment task 1 (b) Assessment criteria 2 Name two more jobs	Assessment task 1 (b) Assessment criteria 3 Describe each job in a sentence
A = Achieved	All correctly matched	2 jobs correctly named	2 jobs correctly described
PA = Partly Achieved	1-3 correctly matched	1 job correctly named	1 job correctly described
NA = Not achieved	None correct	No correct answers	No or incorrect descriptions

Class Checklist sample for Assessment Task 1.

Assessment Task 1 (a) Draw an arrow to match the word with the correct meaning on the right. (b) Name two other types of work people do and describe each of them in a sentence.				
Names of Students		**Assessment Criteria 1**	**Assessment Criteria 2**	**Assessment Criteria 3**
No.	Name			
	David			
	Emanuel			
	Anna			
	John			
	Maggie			