

Language Strand

Unit 6: Implementing the Syllabus

Module 6.2 Integrating the Four Macro-skills of Language

Module 6.3 Planning and Programming for Integrated Language Learning



Lecturer Support Material

Acknowledgements

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Unit outline

Unit	#	Modules
Unit 6 Implementing the Curriculum	6.1	Bilingual Education and Bridging to English (Core)
	6.2	Integration Strategies for the Four Macro-skills of Language (Core)
	6.3	Planning and Programming for Integrated Teaching (Core)

Icons



Read or research



Write or summarise



Activity or discussion



Suggestions for lecturers

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Modules 6.2 and 6.3

Rationale

Integrating the four macro-skills of language is most effectively done at the programming and planning, and timetabling stages, that is, before any teaching commences. For this reason, the two modules 6.2 and 6.3 are constructed in such a way that Module 6:2 incorporates Integrating the four macro-skills into programming and planning for the Lower Primary Grades; Module 6:3 incorporates Integrating the four macro-skills into programming and planning for the Upper Primary Grades.

It is essential that students have a firm grounding in and commitment to thorough preparation for teaching to meet their responsibilities as professionals in a rapidly changing world. These modules are designed to help students begin to understand the importance of thorough planning for teaching, and to gain some experience of the process before they take up their first school appointments.

How to use this module

Part A - Lower Primary Grades

There are three approaches of differing complexity to planning for Lower Primary. These are:

- programming and planning using a text focus
- programming and planning using a theme focus
- language across the curriculum approach.

Part B - Upper Primary Grades

The approach recommended by the Department of Education for Upper Primary is that of Language across the Curriculum. This approach is outlined in detail in this module.

Both modules take a 'hands-on' approach, that is, as the students work through the material, they carry out the steps recommended for programming and planning, and integration of the 4 macro-skills.

It is recommended that:

- students will work in groups of no more than five or six; the smaller the group, the more involvement of individual students
- each group will choose a particular text focus from, e.g. Environmental Studies, Community Studies or some other text they think will interest the children
- each group will go through the process from planning a Unit Overview (brainstorm) to a weekly/daily timetable, following the steps outlined in the material
- the students will need to have access to the Lower Primary and Upper Primary Syllabus documents, along with the Language Resource Book and any published materials that have examples of strategies to use for encouraging children to be language learners, e.g. *Choosing Literacy Strategies that work*

- students need to learn to identify assessment points and strategies for each of the recommended Approaches. This is particularly relevant since assessment provides the information on which to base later teaching/learning content and strategies. They can be guided back to Module 5:3 Assessing Reading to identify assessment points, and to plan assessment strategies to include in their programming and planning.
- students need to learn to identify and build in the stages of the teaching/learning cycle to the approaches.

PART A – Lower Primary Programming and Planning

Section 1. Approaches to planning

There is no one ‘right’ way to program, but there are some elements in common in the programming of effective teachers. At some time in their programming, all effective teachers consider the following elements:

WHAT they are trying to do: the *outcomes* they intend students to achieve; the *attitudes, concepts, facts and skills* they want the children to learn. Some teachers talk about *content* and *processes* when they describe the ‘what’ of programming.

HOW they intend to achieve the ‘what’: what *teaching/learning activities* they should plan; how they will assess and record the evidence of the children’s learning; what *physical environment* they will set up to encourage effective learning; what *resources, both physical and human*, they will use in the process.

WHY they are doing what they have said they will do; the *assumptions about language learning* that they hold, and that forms the basis for their planning; the *needs, interests, experiences and abilities* of individual children which they are continually taking into account; the particular *social and cultural community context* of their school; the *requirements* of their school and Department policy documents.

Keep in mind that, an effective class program should reflect the teacher’s understandings of:

- how children learn
- what makes children effective learners
- the particular needs of the children in the class, and how best to meet their needs
- the importance of a positive classroom environment
- the cyclic processes of teaching: assessing, planning, recording, evaluating, reporting
- the effective use of human and physical resources, and the planning and design of effective learning activities

When beginning programming, teachers could ask themselves these questions:

- Who is this program for? (the principal, talking with parents, other teachers, myself, the children)
- How much detail do I need to write?
- Is my program flexible enough so that I can add to it if I notice something new about a child?
- Are my yearly and term plans useful in helping me to write my weekly and daily plans?

Most teachers seem to work from ‘the big picture’, to planning the details that make up the big picture. There is no one way of moving from the overview to the details; teachers seem to take different steps. But there are some things in common in the process. There are usually several different documents involved in a complete set of plans, as the Table below shows.

Levels of programming	Forms of documentation
Planning for a semester or a year	Yearly or semester planner/ long-term overview
Planning for a term at a time	Term overview or term planner
Planning for 5 – 10 weeks	Unit overview/unit of work
Planning in the short term – a week /day	Weekly program/ daily program/ daily work pad/daybook/timetable proforma
Planning for the needs of individual learners	Learners’ diary/anecdotal record book

1.1 Yearly overview

In the *Yearly Overview* are included all the kinds of information that need to be documented only once and reviewed term by term. Possible items to be included are:

- The teacher’s philosophy of learning/teaching
- The teacher’s beliefs about how children learn language
- An analysis of the children in the class and their learning needs
- A rationale or set of goals for the year
- A list of outcomes to be achieved



6.2/3 Activity 1

Lower Primary focus:

- *Refer to the Lower Primary Language Syllabus document, pages 7, 8 and 9 for an Overview of the Language Objectives for both Vernacular and English, Grade by Grade.*
- *Refer to the same document, pages 11 – 50 for more detailed information of yearly Objectives*

- *Select one objective from the list on page 7, (e.g. the first dot point), and trace the expectations for the language development of children from Grade 3 through to Grade 5.*

Upper Primary focus:

- *Refer to the Upper Primary Language Syllabus document, pages for an Overview of the Language Outcomes to be attained in both Vernacular and English, Grade by Grade.*
-

1.2 Term overview

The *term overview* or term topic planner expands on the yearly plan, but not with the detail that is included in a plan for a unit of work. At the beginning of a new term, an effective teacher looks closely at the:

- outcomes
- skills
- understandings and attitudes

to be developed over the term. This is the time to consult checklists of text types or lists of skills to be taught. It is also time to reflect back on what was achieved in the previous term, as a means for setting direction for the new term's work.

1.3 Units of work

Units of work do not have to run for the same length of time; sometimes a focus may last for a whole term, or just a few weeks within a term. The Unit is the *vehicle* for presenting the curriculum content and process in a meaningful and organised way throughout the year. It also provides an organised means of regular assessment of children's work as they complete the planned activities.

1.4 The weekly or daily program

Effective teachers do regular detailed planning, usually for about a week at a time. Some teachers prefer to plan at the beginning of the week for the whole week; others prefer to plan one day at a time from a Unit Overview. Specifically, a weekly program outlines the particular plan of action for the week, and is developed from the Unit Overview. It is then possible to draw up a very detailed daily plan, fleshing out the weekly plan. However, whatever plan is followed, it is necessary to allow a degree of flexibility so that children's particular interests, when these become known, can be built into the programming.

In the programming and planning that we are to develop, we will start with a Unit Overview of just a short period, say two - three weeks, and move to the weekly and daily planning.

Section 2. Introduction to the three recommended approaches to programming and planning

2.1 Whole text (or text focus) approach

Steps to take when planning a series of lessons, using a text focus

1. Select the text you want to study with the children. This should be a story/poem etc. with a strong story line and interesting so that it catches the children's interest and imagination.
2. Use a piece of butcher's paper (newsprint) and brainstorm all of the information, resources and ideas you can think of that will help you in your timetabling. This becomes your *Unit Overview*. For this, you decide:
 - what Grade you are planning to teach. This is important, because each grade has different allocations of time for English and Vernacular/Tok Pisin. You will need this information when you draw up your weekly timetable.
 - objectives
3. Go to the Language Syllabus for the particular Grade you are preparing for. In the Lower Primary Syllabus, this information is found in:
 - pp. 11 – 22 for Grade 3;
 - pp. 23 – 35 for Grade 4;
 - pp. 36 – 50 for Grade 5.
4. Select one Language Teaching Objective for the Vernacular and one for English language from each of the four macro-skills categories. You do not need to cover every one of the eight areas listed below; be selective according to the text you have chosen, and what you think are the children's learning needs at this time. The headings in the Syllabus document are:
 - attentive listening
 - improving and strengthening speaking skills
 - listening to respond
 - listening and speaking for pleasure
 - learning to read
 - reading for pleasure
 - reading for information (literal meaning)
 - reading to develop creative response
5. List the Vernacular Objectives in the top left-hand corner of your brainstorm sheet. List the English language Objectives in the top right-hand corner of the sheet.
6. Draw a circle in the centre of the brainstorm sheet, and put the name of the text you have chosen in the circle.
7. Jot down as many Learning Experiences (activities with a teaching/learning focus) for each of the four macro-skills areas, that the text you have selected suggests to you. Decide which ones are suitable for this text, or that can be

adapted. Start with Vernacular language, since the children will be more advanced in that language than in English.

8. Check the Learning Cycle to make sure you have a spread of Learning Experiences across the stages of the learning cycle (see Module 6:1, p. 60 for a diagram of the Learning Cycle).
9. Rule up a separate sheet of paper in this way:

Vernacular Language Learning Experiences		English Language Learning Experiences	
Listening/Speaking	Reading/Writing	Listening/Speaking	Reading/Writing

10. Enter each of the Learning Experiences you plan to use in the appropriate box on the Table.
 - This will help you check that you have a good balance between the macro-skills categories in each language before you start your Timetabling.
 - It will also make it easier for you to ensure that you engage the children in a new learning experience in the oral mode before expecting them to be able to carry out a reading/writing task using that information.

Note: Refer to Appendix A Module 6.1 for *Notes for Planning Programs for Bridging between Two Languages* for assistance when using the information from the Table above in weekly/daily timetabling.

11. Decide on your assessment points and strategies:
 - Decide which Objectives/Outcomes you will assess
 - Which learning experiences will allow you to do the different kinds of assessment you plan?
12. Make a list of the physical resources you will need, e.g.
 - Translate the story into Tok Pisin/Vernacular language before using the English version;
 - What other equipment will you need?
 - Where will you get support material from – the School Library? Other?
 - What human resources will you call on? (i.e. community elders /professionals)

Programming for language using whole text

Vernacular language planning

1. Objectives. Children will be able to:

- Listen to identify main characters in story
- Recall the sequence of events in the story
- Retell the story, with appropriate sequence of events
- Join in group negotiation of innovated text
- Write independently a similar story

2. Learning experiences in Vernacular

- Children listen to the story read over 2-3 days;
- Children respond to oral cloze, leaving out, e.g.
 - Nouns
 - Pronouns
 - Names of characters
 - 'Action' words etc.
- Dramatise the story as teacher narrates
- Children add dialogue in replays
- Discussion: which part of the story do children like best? Give reasons; record
- Do character web of main characters
- draw a picture of one character in story, write a short narrative, giving details about their part in the story
- Do a Story Map of sequence of events. Write in captions in vernacular
- Group negotiated innovated text
- Discuss structure of story: genre of traditional narrative – make up a 'Prompt Board' for display in classroom
- Discuss purpose of stories – entertainment; moral
- Build up bilingual word list
- Cut up paragraphs of story; in groups, children put in correct story order.
- Discuss one or more of the animals in the story from factual texts in the library
- Build up children's knowledge of factual text – oral description then written description of one or more of the native animals in the text



English language planning

1. Objectives. Children will be able to:

- Listen to an extended English text with understanding
- Pronounce the names of animals in English
- Give simple answers to 'why' questions based on the story
- Role play the story, using simple English sentences

2. Learning experiences in English

- After development of story in Vernacular, tell the story in English, over several days
- List English vocabulary for animal characters; English Action words etc
- Children draw their favourite character, write simple English caption, e.g. "This is Old Mother Bandicoot. She was clever". (Children may need help from teacher, peers)
- From 'Big Book' prepared in English, read the story to the children over several days
- Encourage children to join in and read along with the teacher in English
- Children retell the story, using simple English when they are ready
- Group negotiated simplified text in English – narrative
- Reconstruct story from deconstructed simple English text
- Language experience – draw a picture from the story, tell the teacher about their picture, teacher adds their 'story', child copies the teacher's writing
- Children experiment with writing some part of the story in English

Resources

- Translate The story of Poor Pini into the Vernacular. Read the text to the children. Encourage them to do illustrations; make into a Big Book;
- Select factual texts from the library, giving information about the native animals in the story
- Posters, pictures, information about animals, trees in the environment.

Integration

- Consider ways of linking this focus story with Environmental Studies and Maths.

Assessment

- Identify assessment points and activities. Include them in Timetable.

i Another diagram for programming for language using whole texts is available in *Vernacular to English Bridging Strategies Training Program, June 2000, Session 7.3*. Present this as an alternative to the Brainstorming Unit Overview).

Summary of steps in programming/planning using a text focus

STEP 1 Brainstorming – unit overview

- Identify the Grade you are teaching
- Select a suitable text
- Refer to the Syllabus document, identify Objectives/Outcomes for Vernacular language, and English language; list them on the brainstorm sheet: top left-hand side for Vernacular, right hand side for English
- List learning experiences (activities); ensure a balance between Listening/Speaking and Reading/Writing; ensure a spread of activities across the Curriculum/Learning Cycle
- Identify assessment points and activities
- Identify and list teaching resources, both physical and human

STEP 2 Plan Vernacular / English learning experiences in more detail, focusing on integrating the four macro-skills. Use a chart like the one above

STEP 3 Weekly/daily planning

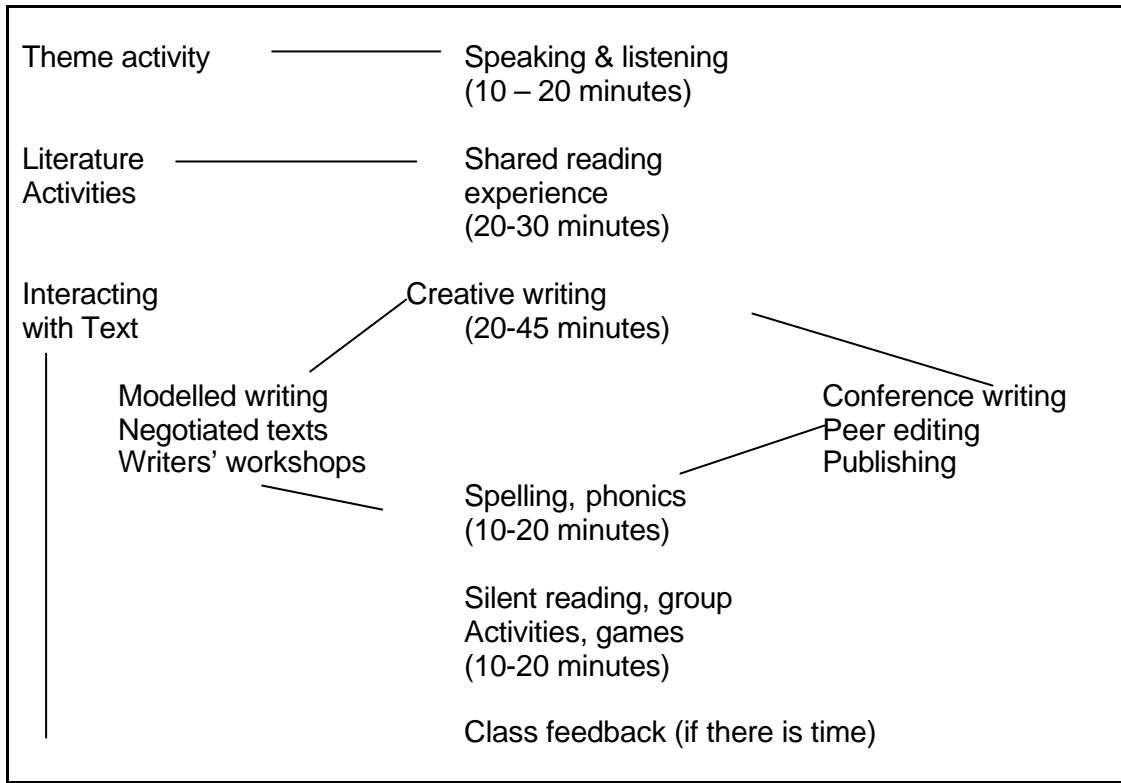
- Check weekly subject time allocations – refer to *Module 6.1 Bridging and Bilingual Teaching, Student Support Material, p. 55*
- Check balance between Vernacular language teaching and English language teaching – refer to *Module 6.1 Bridging and Bilingual Teaching, Student Support Material, p. 7.*
- Use blocks of time to integrate teaching the four macro-skills
- Sequence the learning experiences; move from
 - oral to written language
 - Vernacular to English language tasks

Weekly timetabling using whole text focus

You are now ready to begin your weekly timetable. To prepare your timetable, you need:

- the brainstormed unit overview and the 'Spread of Languages' table you have prepared
- the Lower Primary Language Syllabus, p. 51
- an example of daily routine for language lessons (see below)
- the time allocations for each content area in the curriculum (see table in *Module 6.1, p. 57*)
- the diagram showing the percentages of time per grade in each language (see *Module 6.1, p. 8 – Progression of Vernacular to English as the Language of Instruction*)
- a blank weekly timetabling sheet
- patience!

Below is a thumbnail guide, giving approximate time allocations for each of the macro-skills (from the Syllabus document, page 51)



This is an approximate, flexible guide. Sometimes, certain activities will need more than the allotted time; this is entirely acceptable. For example, group negotiated texts, or children's independent writing may take more time than allowed for on a particular day. The balance between the four macro-skills can be adjusted in subsequent lessons.

i Refer to Module 6.1 p. 58 for another example of a Weekly timetable – for Grade 3. Times would need to be adjusted if the model was to be used for higher grades).

Weekly / daily timetable sample

Time	Subject	Mon	Tues	Wed	Thurs	Fri
8:30 – 8:45	Assembly (5 x 15 mins)					
8:45 – 10:00	Language (570 mins 1¼ hrs x 5)					
10:00 – 10:30	Recess					
10:30 – 11:15	Maths (210 mins 45 x 5)					
11:15 – 11:45	Health Education (3 x 30 mins)				Art and Craft	Art and Craft (11:15 – 12:00)
11:45 – 12:15	Community Living (5 x 30 mins)					
12:15 – 12:30						
12:30 – 1:30	Lunch					
1:30 – 2:30	Environmental Studies (60 mins x 3)	Art and Craft				Art and Craft
2:30 – 3:00	USSR					
3:00 – 3:30						

Note

It is recommended that teachers plan for blocks of time for the curriculum areas, and plan their weekly/daily programming accordingly.

i Students refer to the Weekly/Daily timetabling for the text focus 'Poor Pini' (in the Appendix section) as a model when working on their own timetable in class.

Using the Weekly/Daily Timetabling for the 'Poor Pini' text focus, students identify and mark the stages of the teaching and learning cycle on their own copies.

- ? building up the field of knowledge
- ? modelling by the teacher
- ? joint construction
- ? guided practice
- ? independent construction

Students identify:

- ? possible assessment points
- ? identify the possible Objectives to be assessed
- ? identify the strategies for assessment

2.2 Thematic (integrated) approach to programming and planning

The *thematic* approach is an *integrated* way of teaching and learning which emphasises the common thinking skills, social skills and values and attitudes between subject areas or topics. It starts with a topic or theme and considers the content and language associated with the theme across several curriculum areas.

The process of learning enables the children to see that a body of knowledge is a unified whole that is acquired through elements of all subjects. Planning using a thematic approach provides a focus for students to participate in real and meaningful experiences. Using themes helps children learn the vocabulary, grammar and text types required for making meaning in different content areas.

With this approach, you will find it easy and useful to plan as many of your lessons as you can around a central theme. The theme may be used for:

- a week
- two to five weeks
- a term.

If other curriculum areas have content that fits well with the theme, these may be planned for as well. However, it may be difficult to find themes in which you can teach every subject. Be careful not to force a subject into a theme. Use your syllabus documents to help you select themes that cover several content areas.

Not all themes will come from the syllabus documents. Other themes you could use include:

- community activities, seasons, events and ceremonies such as bridge openings, bride price etc.
- calendar events such as special sports days, Literacy Week, World Women's Day, Independence Day, World Environment Day.

At the end of this module there is:

- an overview of topics used in five curriculum areas
- an overview of language objectives for Vernacular and English
- a proforma for planning using an integrated approach.

These documents will assist you in planning thematically.

Steps to take when planning for a thematic approach.

- Choose the theme you will use. Use the Overviews of Content Area topics in the Appendix to help you select a suitable theme.
- Put that in the centre of the Planner.
- Select appropriate objectives/outcomes from the content area syllabus documents.
- Select the learning experiences/activities from the various curriculum areas that suit the theme.

- Write the activities/learning experiences and outcomes/objectives on the Proforma planner.
- Select suitable language objectives for both Vernacular/TP and English. Choose one or two from each of the macro-skills areas.
- Select the language activities/learning experiences that best help you to meet the language objectives/content area objectives.

Refer to the Student Support Material, *Module 6:1 Bilingual Education and Bridging to English* for ideas for learning experiences

Refer to *Module 4:1 Oral Language Development, 4:2 Written Language and 5:1 Reading in the Lower Primary Grades* for suitable learning experiences/activities.

- Decide when to assess the children's learning:
 - How will you assess their learning, i.e. what strategies will you use?
 - Which assessment points will be used?
 - How will you record the information from assessing their work?

List the resources you need to support the learning experiences. These will include:

- human resources – community people, etc.
- physical resources, such as library charts and books
- materials you need to make, such as translating stories into the appropriate language, to teach the theme well.

6.2/3 Activity 2

Step 1

- *Students brainstorm themes as a whole class or in groups, using the Curriculum Overview by Subject in the Appendix 1. Select one possible theme per group.*
- *Discuss why certain themes are taught at particular times. Then prioritise them accordingly. For example, the theme of Independence is highly relevant when taught during September.*

Note: while discussing the Activity above, consider these points:

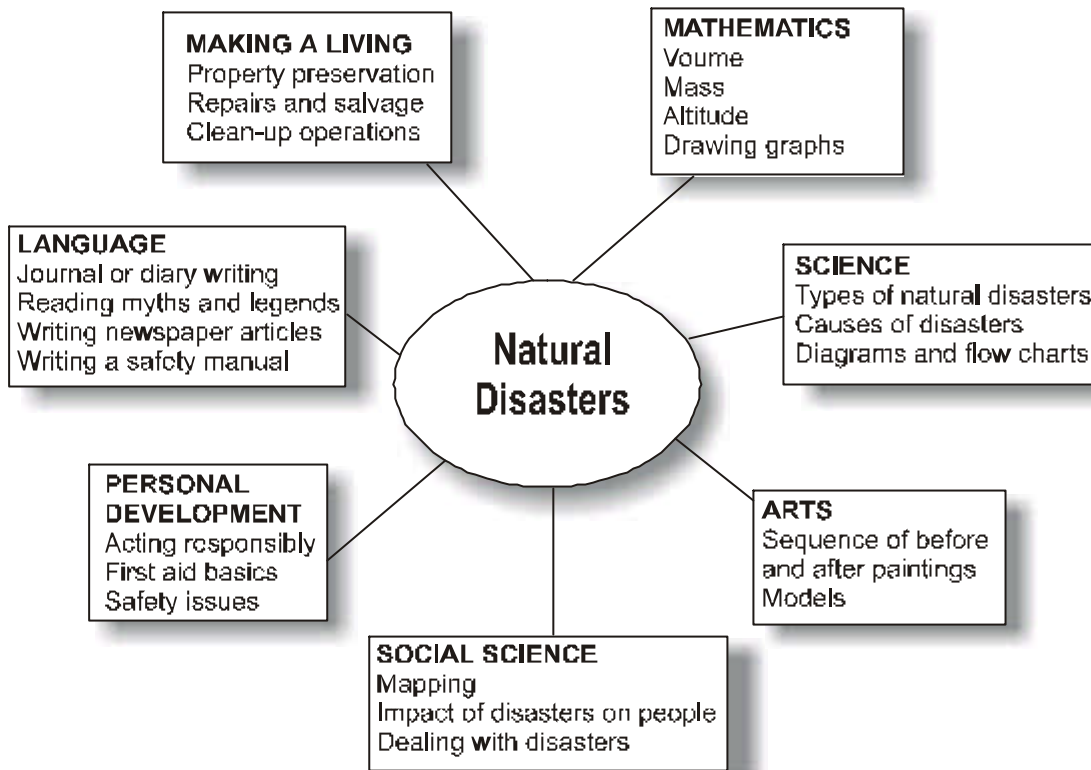
- *Relevance of the theme*
- *Availability of resources*
- *Syllabus oriented (not always)*

Teacher and students complete the term table of Themes

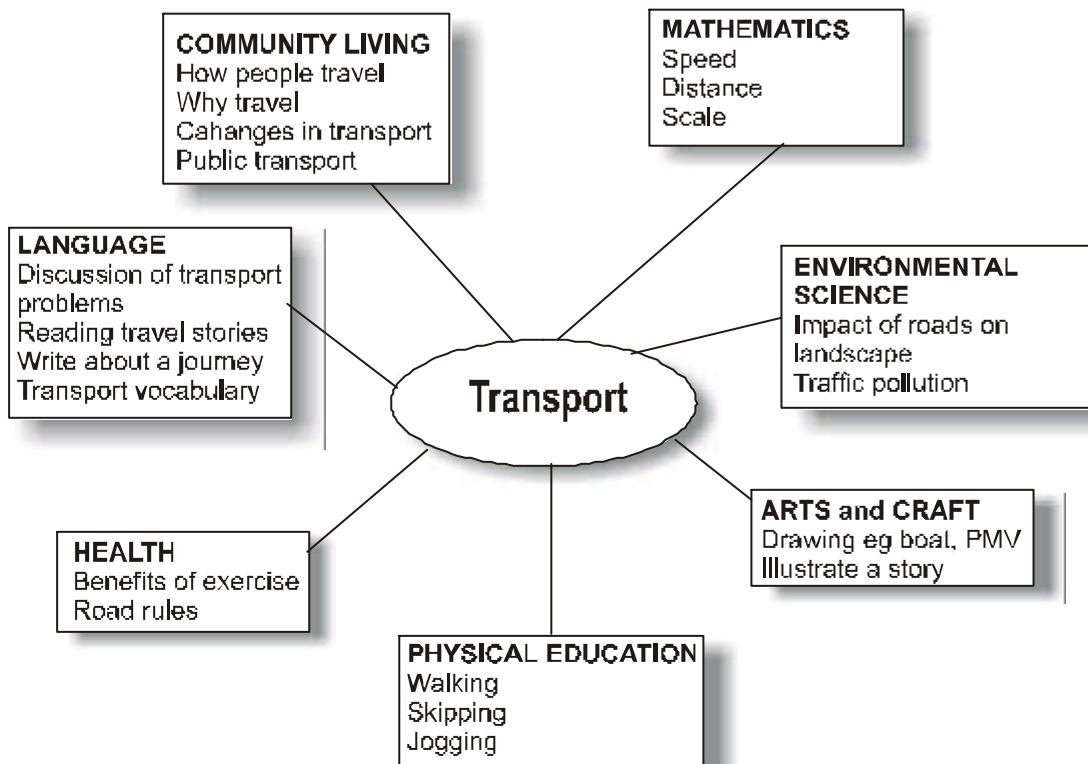
Term/Week	1	2	3	4
1				
2				
3				
4				
5 etc.				

Note: If the theme includes other curriculum areas, it may take up to five weeks or longer to finish a particular theme thoroughly, and to achieve the objectives for the curriculum areas. In that case, i.e. where the theme is extended, the learning experiences need to be very well planned to maintain the children's interest and sense of purpose.

Below are two examples of theme webs for a theme on 'Natural Disasters' and 'Transport'.



Example of a theme web for natural disasters – Social Science



Example of a theme web for transport – Community Living

Step 2

- *Lecturer models/shows a sample theme web such as the one in the Appendix.*
- *Following the 'steps to take when planning a theme' above, fill in the Planner with all the information required. In groups of 3 – 4, students construct their group's theme web, guided by the lecturer.*



Sample of a Theme Web – refer to *Module 6:1 Bridging and Bilingual Teaching, Lecturer Support Material* p. 56.

The Thematic Approach is also covered in detail in the Trainer Materials for the *Vernacular to English Bridging Strategies Training Program, Sessions 8.1 – 8.4.*

If the students are to take the further step and work on a daily/weekly timetable, they need to plan for each stage in the curriculum cycle.

2.3 The language across the curriculum approach

This approach takes a curriculum area as its starting point and identifies the language required for that area.

- i** For this extended Activity you will need to supply each group of students with:
- a copy of the Environmental Studies Syllabus so they can identify and verify the information on pages 66 –68 of Module 6.1 from the actual Departmental document. This will give them the opportunity to become familiar with another content area (Environmental Studies)
 - the Language Syllabus document
 - working in groups of 4 - 5 students will provide opportunity for input from all the members of the group.

Module 6.1, pages 66 – 68 contains detailed information for programming and planning, with the starting point of *Environmental Studies*, Section 4:2. The Environments of PNG/Different Environments.

Recommended steps for Programming and Planning for Language across the Curriculum

(There is a proforma for this approach to programming at the end of this Module, as Appendix 3.)

Step 1

- Choose a curriculum content area (e.g. Environmental Studies) and record on the Pro forma the unit and topic you have chosen. Note the Activities that are listed for environmental Studies. Study the language requirements of these Activities. Knowing the language requirements will help you to plan the language component.
- Make a note on the Pro forma of the Objectives for each curriculum area, i.e.
 - Environmental Studies.
 - Language (Vernacular and English Objectives)

Ask yourself:

- What language will the children need to achieve the Objectives I have listed?
 - What will the children need to talk about?
 - What kinds of texts will they need to read and write?
 - How well do they know these different text types?
 - How much ‘scaffolding’ will I need to do, and what kind and how much ‘scaffolding’ will they need?
 - How will I use the curriculum cycle in my teaching?
- Make a note of the time allocations for each subject (see Appendix 4).


Step 2

- Select the learning experiences/activities that will achieve the Objectives. Refer to Modules 4.1, 4.2 and 5.2 for strategies and activities to assist children's language development.
 - Building up the field of knowledge: How will I introduce the topic? How will I find out what the children already know? How will I build on their prior knowledge? What vocabulary will the children need to know? What text types will they need to be able to write (i.e. literary, non-literary, functional etc).
 - **Modelling:** How will I model the activities and language for the children?
 - **Joint construction:** what activities will I do with the children? Which activities will they do together?
 - **Practice:** How will I provide opportunities for children to practice their learning?
 - **Independent work:** what will the children be expected to do by themselves?
- Make a note on the Pro forma planner of which learning experiences will require Vernacular language, and which will require English language. Remember the inter-relationships between Vernacular language learning experiences and English language. What the children can do this week in Vernacular language, they may well be able to do by the end of the unit in English language. This needs to be carefully planned for.
- List the learning experiences that require oral performance before those that will be print activities
- Identify possible assessment points and strategies. What will you assess? When will you assess? What assessment strategies will you use? See Module 5.3 for some possible reading assessment activities and strategies.

Step 3

- Start with a blank weekly/daily timetable sheet for each group, the larger the better. Refer to the unit on environmental Science in Module 6.1, page 58. Use that content for the weekly timetabling exercise.
- Encourage students to use pencil when filling in the timetable, since they can erase changes of mind/errors more easily than when written with permanent ink.
- Refer to the Example daily routine for language lessons on p. 51 of the LOWER PRIMARY Language Syllabus, or p. 14 of this Module. Use this when balancing the four macro-skills across the week's programming and timetabling.
- Because they are incorporating Environmental Science with Language Studies, remember to include the time allocation for both in their timetabling, i.e. E. S = 210 mins. per week; Language = 450 mins per week : Total 670 mins. per week to achieve both sets of Objectives over, for example, three weeks of this Unit of work.
- Fill out the Weekly/Daily Timetable in detail. Remember to identify the steps of the Curriculum Cycle, the transition from Vernacular to English language and the strategy of moving from oral to written language when dealing with new topics/experiences the children may not have had before.

- Define the assessment points and strategies to be used.
- Working backwards, draw up an overview of the three weeks' work (Hint: each week's work could be):
 - Topic: Vegetation
 - Topic: Climatic conditions
 - Topic:???

 Note that the same process could be engaged in with the content of Appendix 2: Strategies for Interaction between Vernacular and English – Grade 3, Module 6.1. In that example, three Curriculum areas are integrated with each other and with English: Health, Language Studies and Community Living. This provides the material for an extended Unit of Work over perhaps 6 – 7 weeks of the term.

You may wish to use this as an activity for assessment.

Additional information on programming and planning is located in *Unit 6, Module 1 Bilingual Education and Bridging to English* (PASTEP 2001), pp 48 – 56. Information on Weekly/Daily Programming can be found on pp. 58 – 60.

Part B – Upper Primary Programming and Planning

How to use Part B

This is the second part of Unit 6, combined Module 2 –3, Programming and Planning for an integrated curriculum. Part A-introduces students to programming and planning strategies that integrate the four macro-skills of language in the Lower Primary Grades 3 – 5. Part B introduces students to the new approach to the teaching of language that is being introduced in the Upper Primary Grades 6 – 8.

This is very much a ‘hands-on’ module, as is Part A Programming and Planning in the Lower Primary Grades.

The recommended approach to programming, planning and timetabling for the Upper Primary Grades 6 - 8 is the ‘Language across the Curriculum’ approach.

To assist students to learn how to use this approach in Upper Primary classes, you will need to provide:


- Copies of the Syllabus documents for each of the subject areas you use for this Module.
- Copies of the Upper Primary Syllabus document for Language. Students will use these documents extensively during the course of this Module.
- Several sheets of newsprint/butcher’s paper for each group of students
- Marking pens, blackboard rulers, small rulers

In this module, the lecturer will take the students step-by-step through the process of

- Preparing a Yearly Overview for each curriculum area
- Preparing a Term Overview from the Yearly Overview
- Developing a ‘brainstorm’ sheet covering 2 –3 weeks’ work
- Preparing a weekly/daily plan for one week’s teaching from the Term Overview

Introduction

Language across the Curriculum Approach recommended by NDOE

 For more information on language teaching and learning across the curriculum, refer to the Upper Primary Language Syllabus, pp. 4 – 10, Curriculum Principles.

There is also information on the Language Across the Curriculum Approach on page 18 of Part A, Planning and Programming for Integrated Teaching - Lower Primary Grades.

*The Upper Primary Language Syllabus Draft 2002***Integration**

Language is the pupils' primary means for learning. Language is involved in all curriculum areas.

In Upper Primary grades, pupils will need to learn language, learn through language, and learn about language.

*To teach this syllabus, teachers will use an integrated approach to language and literacy learning. **There are, therefore, no given topics.** The teacher has the responsibility to create a whole curriculum for his or her pupils that is meaningful, appropriate, engaging and motivating.*


*Learning outcomes help the teacher in the task of **planning** the whole curriculum for a class of students. This is because the outcomes focus upon the essential targets for pupils' learning, leaving the teacher and pupils with some freedom to devise the detailed methods of achieving the outcomes. These methods can, therefore be developed to suit local conditions and individual needs. An outcomes based syllabus is relatively uncluttered with detail, leaving the main targets easy to focus upon by teachers and pupils.*

Upper Primary Language Syllabus, Page 8

Section 1. Preparing a Yearly Overview

Step 1 Preparing the Yearly Overview

6.2/3 Activity 3


 You will need scissors, glue, marking pens or biros, enough sheets of butcher's paper so that students, in groups of three or four, will have access to the equipment they need to complete this Activity.

Give each group of three/four students a sheet of butcher's paper, glue, a pair of scissors and coloured fine marking pens or biros.

Each group selects a Grade of their choice to complete a Curriculum Overview , i.e. Grade 6, 7 or 8.

Students turn to Appendix 1, Overview of Curriculum content areas for

- *Making a Living (and its 3 sub-strands: Living off the Land and Sea; Making use of resources; Business Skills*
- Personal Development
- Agriculture
- Science
- Maths
- Arts and Crafts

 It is not essential that students prepare a Yearly Overview for all the curriculum areas at this stage. Choosing only three content areas ,.e.g. Making a living; Personal development, Agriculture , would give them the necessary introduction to making use of syllabus documents.

It is, however, essential that students have time to understand how each syllabus document is constructed, and how major topics and minor topics relate to each other. To help them with this,

- take them step-by-step through each syllabus document which you have access to;
- use the curriculum area Overviews at Appendix 1 a, b & c, to help them see how each document is organised.

Using the materials provided, students plan out on one full sheet of butcher's paper to draw up their Yearly Overview for the curriculum areas you select, as in the illustration below:

At the end of this activity, they will have a Yearly Overview of the curriculum areas. Information from other curriculum areas can be added if time. Encourage students to continue adding one or two more curriculum areas in their study time/free time.

Step 2. Introducing the new Upper Primary Language Syllabus

Use the table below to explain to students how the new Language Syllabus has been planned, i.e.

- Refer to the three strands: Listening/Speaking, Reading, Writing.
- Identify the four sub-strands: Production, Strategies and Skills; Context and Text, Critical Literacy.
- Explain the numbering system. The example below is for Grade 7.

STRANDS

Sub-strand	Listening/Speaking		Reading		Writing	
	Outcome	Indicators	Outcome	Indicators	Outcome	Indicators
Production	7. 1. 1		7. 2. 1		7. 3. 1	
Strategies and Skills	7. 1. 2		7. 2. 2		7. 3. 2	
Context and text	7. 1. 3		7. 2. 3		7. 3. 3	
Critical literacy	7. 1. 4		7. 2. 4		7. 3. 4	

Explanation:

Each Learning Outcome is numbered with three digits:

- The first number refers to the Grade level (7.)
- The second number refers to the Strand (7. 3.)
- The third number refers to the Outcome within the Strand (7. 3. 3)

Explain the difference between Objectives and Outcomes.

i For information on outcomes-based education, refer to Professional Reading Series 1 *What is outcomes-based education?* 2 *What are the principles of outcomes-based education?* 3. *Programming using learning outcomes*, available through CDD/CRIP.

The quote below, taken from Reading Series No. 1, '*What is outcomes-based education?*' may help you to explain to students the shift from an emphasis on Objectives to outcomes-based education.

"When you set out on a journey, you usually know where you want to end up and you usually know how you will get there. Education is a kind of journey that students at school make with the help of teachers. In the past, curriculum developers have described the journey that students should take using learning objectives, but it has often been difficult for teachers to know whether a student has arrived at an agreed destination or not. Teachers and students need to know the desired learning destinations and how best to help students to reach these destinations. These destinations are increasingly being described as *outcomes* or end-points of students' learning. The journeys that students take and how to reach a destination are often described as *inputs*. Inputs are usually described using *objectives* and organised around themes and topics and concepts. Objectives are the building blocks toward achieving the outcomes and are not ends in themselves. In an outcomes-based approach, teachers plan lessons and identify appropriate content that will allow students to reach the defined outcomes.

When students go to school, there is an expectation that they will learn something that is as valuable as the things that they learn at home. An outcomes-based education describes what students should know, do and value because of coming to school. These destinations are described as *outcomes*".

Step 3. Language syllabus outcomes and indicators

- Turn to Appendix 1, Overview of the Language Curriculum.
- Explain how the Indicators give a guide to what the teacher needs to look for, to see if the Outcomes have been achieved. The Indicators are the signs that the teacher looks for to see if the Outcomes have been met. Teachers need to plan their learning experiences (activities) so that there is opportunity for pupils to master the learning that is expected of them. The Indicators give the teacher the information needed to carry out assessment.
- Choose one Outcome, e.g. Outcome 7. 2. 1. Explain to the students the relationship between the Outcome, and the Indicators of that Outcome.
- Ask a student to read out another Outcome, e.g. 6. 3. 4. Ask the students what each of the numerals refers to. Then read the Indicators that link to that Outcome.
- Repeat this step several times until the students have confidence in referring to the document, and until they can explain the relationship between Outcomes and Indicators.
- Students can number the dot-point Indicators, to make their planning easier.

Now add the Language Outcomes to the Yearly Overview that the students previously worked on.

- Notice that the Language Syllabus is not organised by topics – as we saw from the introductory paragraph, *integration of language with other curriculum areas* is the recommended strategy for Upper Primary Grades.
- Keep in mind that *each* of the four processes of Language *is to be included in the material chosen, each term*.

Section 2. Preparing a Term Plan

It is now a simple matter for the students to read off one term's Unit topics for any of the curriculum areas that they have included in their Yearly Overview.

- Draw to their attention that the Language Outcomes are different from the other Units. Each of the four sub-strands needs to be integrated across the curriculum topics each term.
- Point out that it is not necessary to include *all of the four sub-strands* in every topic. Teachers need to be selective in choosing the most appropriate Outcomes that suggest themselves from the content to be taught. So it will be necessary to keep a careful checklist of what has been covered in language.
- Students can use a Proforma like the one below to rule up a sheet of butcher's paper ready to write out their Term plan.


TERM 1 YEAR.....GRADE.....6.....

* Maths	* Science	Making a Living	Agriculture	Personal development	Language	Art & Craft	Local subjects
		1. Living off the Land and Sea			6.1		
		2. Making use of resources			6.2		
		3. Business Skills			6.3		
					6.4		

- Working from their Yearly Overview, each group chooses a curriculum area for Term 1 to be integrated with Language. That is, they will plan to teach *in, through and about language* as they teach the content of the curriculum area.
- This can be any content area of their choice, i.e. they can choose one of the following:
 - *Making a Living*: Strands
 - 1 Living off the land and sea
 - 2 Taking care of resources
 - 3 Business Skills
 - *Personal Development*
 - *Agriculture etc.*

Once the Term Over view has been completed, the students are ready to plan a two – three weeks' unit of work, integrating language with their selected curriculum topic.

Section 3. *Brainstorming the topic*

 For the purposes of this planning, we have selected Topic 3, Types of Relationships: Family Relationships, from the Grade 6 Personal Development Syllabus to use as a model. An Overview of the content is listed as Appendix 2 at the back of the module.

6.2/3 Activity 4

For this Activity, students will need:

- *A sheet of butchers paper for each group*
- *Marking pens, rulers etc.*

The kinds of information to be included on the 'brainstorm' sheet include

- *The list of Objectives for the unit of work on Relationships (p. 25, UP PD Syllabus)*
- *The list of Sample Activities (p. 25, UP PD Syllabus)*
- *The Outcomes for Language*
- *A possible list of text types (see Items nos. 5 & 6 below). Think of both oral and written text types, and the range of learning experiences to develop those texts*
- *A list of resources, both physical and human.*

To help you, a Strategy Sequence for drawing up the 'brainstorm' sheet is given below.

Steps for preparing a brainstorm sheet

1. Establish direction, i.e. 'What contexts will we explore next from the curriculum area? (In the model being developed, this is Topic 3, Types of Relationships: Family Relationships, from the Grade 6 Personal Development Syllabus)
2. Review the curriculum content, including the learning experiences/activities and Objectives.
3. Review the Outcomes for Language that suggest themselves from the curriculum content, i.e. 'Do any areas of the pupils' language learning need particular focus? What can I best teach about language through this topic? What text types best arise from this topic, or unit of work?'

4. What resources can I exploit? Make a list. This includes physical resources – materials etc, as well as human resources – guest speakers, other teachers, parents, and community members.
5. What range of texts can I derive from the context decided on?, For example; reports, procedures, narrative, functional texts, etc.
6. Which texts are most appropriate and what level of involvement do I want for each text, e.g.
 - Modelling
 - Joint construction
 - Independent construction
 - Present as print text
 - Talk through orally
 - Writing ...?
7. What learning experiences/activities in both Language and the content area help me to achieve the Learning Outcomes and Objectives I have selected? Make a list, keeping in mind that for every hour of scheduled teaching/learning time, you will need 2 – 3 purposeful learning activities.
8. How much time do I have available for the teaching of this unit of work, e.g.
 - Language – per weekhours
 - Personal Development – per weekhours.
 - What can I accomplish in the time available?
 - How long will my unit of work need to last – 2 weeks, 3 weeks, longer?
9. How will I fit all the learning/teaching into my weekly program?
 - Does my planning take into account the Four Roles of the Reader?
 - Does my planning taken into account the four macro-skills of language?

Section 4. Weekly timetabling from the brainstorm sheet and Term Plan

When the students have completed their brainstorming, they are ready to plan their unit of work to cover the amount of time they have decided on, either a two or three-week unit of work.

The students will need the following information for this step:

- The recommended time allocations for each curriculum area – see Appendix 4.
- A blank weekly timetabling sheet – see Appendix 3.
- Their brainstorm sheet and their term overview.

i See Unit 5 Module 2 Reading in the Upper Primary Grades for a unit of work on 'My Mom'. This has been planned for achieving specific language outcomes. As a teacher, you could plan to teach this unit of work at the same time as the Personal Development work on Families, or following it. In this way, you could build on the pupils' real-life experiences and the learning they acquired from the Personal Development unit of work.

Also in Unit 5, Module 2 is a plan for teaching the Science topic of Roundworms in conjunction with integrating language teaching.

These two units of work could form the basis for independent work by the students in programming and planning, for assessment.

6.2/3 Activity 5

This is a 'cut-and-paste' activity. Each group will need a large piece of paper, scissors, glue and marking pens.

Their task is to study carefully the list of Learning Experiences for language teaching and learning found at Appendix 5.


These learning experiences are in jumbled order. The task for students is to put them in a sequence that takes into account

- *The necessity to plan experiences that move pupils from practice in the oral mode to practice in the written mode*
- *The stages of the Curriculum Cycle*
- *The need to provide experiences that assist pupils to develop the 'four roles of the reader'*
- *A reasonable balance between oral and written work*

Each group presents their ordered list to the other groups, and justifies their ordering of activities.

 **6.2/3 Activity 6**

Working from the ordering of the learning experiences they have just completed, students will now write these into a daily/weekly timetable in the order they have selected. A blank weekly timetable is included at the end of the module for their use. They can either cut and paste, or write the entries in for each day.

 For more ideas to include in a language unit of work on this topic refer to Unit 5 Module 2 Reading in the Upper Primary Grades, 'My Mom'.

As an assessable activity, you could set students the task to repeat the process outlined above with another content area and different language requirements. They could use the materials in Unit 5, Module 2 Reading in the Upper Primary Grades to help with the assignment.

This concludes the module.

References

- Jones, P. and Pickford, S. (2000). *Vernacular to English Bridging Strategies Training Program Trainer Materials*. Port Moresby: PASTEP.
- NDOE (?). *Bilingual Education and Bridging to English. Teachers' Handbook. Lower Primary Grades 3 – 5*. Port Moresby.
- NDOE (?). *Language Resource Book for Lower Primary*. Port Moresby.
- Nicoll, V. (Ed.) (1996). *'May I See your Programme, Please?'* Rozelle: PETA.
- PASTEP (2001). *Unit 6 Module 1 Bridging and Bilingual Teaching Lecturer Support Material*.
- PASTEP (2001). *Unit 6 Module 1 Bridging and Bilingual Teaching Student Support Material*.

Appendix 1. Overview of Syllabus Content Areas

Appendix 1a. Language Strand - learning outcomes

Speaking and Listening	Grade 6	Grade 7	Grade 8
Production	6.1.1 Communicate, for different purposes, locally relevant ideas for a variety of audiences	7.1.1 Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences	8.1.1 Communicate in creative ways, a range of complex issues of local, national and international importance to a variety of audiences in and out of school
Skills and Strategies	6.1.2 Apply a range of speaking and listening skills, in pairs and in small groups, on both familiar and introduced topics in spontaneous and structured activities	7.1.2 Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts and the wider community	8.1.2 Independently use a broad range of skills and strategies in order to communicate effectively to groups of varying sizes.
Context and text	6.1.3 Listen to and identify how spoken language is adapted to its context	7.1.3 Create own examples of spoken language, demonstrating various ways it can be adapted to suit different but familiar contexts	8.1.3 Critically analyse how spoken language is used in new and more complicated contexts
Critical literacy	6.1.4 Respond to own speaking and listening, while considering own experiences and those of community	7.1.4 Assess the relevance, appropriateness and quality of own speaking and listening in relation to the purpose and audience	8.1.4 Evaluate how ideas and information have been structured in a range of complex oral texts to meet the purpose and shape the understanding of the audience

Reading	Grade 6	Grade 7	Grade 8
Production	6.2.1 Read and respond to a range of texts about real and imaginary worlds	7.2.1 Read and respond to a wide range of more complex literary and factual texts	8.2.1 Read, reflect and respond critically to a broad range of complex literary and factual texts
Skills and strategies	6.2.2 Revise and extend the range of skills used to improve reading speed, fluency and comprehension of texts	7.2.2 Apply a range of strategies to locate relevant information and make meaning of literary and factual texts	8.2.2 Analyse how a range of literary and factual texts can inform, affect and manipulate the responses of the reader

Context and text	6.2.3 identify how plot, characters and themes in literary texts, and how information and vocabulary are used in factual texts from PNG and other countries	7.2.3 Interpret and explain how cultural identity, knowledge and experiences of different authors influence the responses and understanding of the audience.	8.2.3 analyse, and justify personal preference for authors, styles, themes and other features in a range of literary and factual texts
Critical literacy	6.2.4 Respond to a range of literary and factual texts, while considering own experiences and those of community	7.2.4 Assess the relevance, appropriateness and quality of texts in relation to the purpose and audience	8.2.4 Analyse how author'[s choice of language and style encourages and stimulates readers to question, develop own ideas and opinions, and make decisions.

Writing	Grade 6	Grade 7	Grade 8
Production	6.3.1 Plan and produce a range of literary and factual texts for a range of purposes and audiences	7.3.1 Plan and produce a range of more complex literary and factual texts for a broad range of purposes and audiences	8.3.1 Plan, and in the process, take risks to produce texts with an individual style to suit a variety of challenging purposes and audiences
Skills and strategies	6.3.2 Apply knowledge of sentence structure, grammatical features, punctuation conventions, as well as spelling strategies, to refine own writing	7.3.2 Apply a broad range of skills and strategies to refine their own more complex writing and that of others	8.3.2 Independently use a range of strategies and skills to respond critically to and assess their own writing and that of others
Context and text	6.3.3 Identify how texts have been structured to suit the context	7.3.3 Assess how well own writing presents meaning and how effective this is in influencing the audience	8.3.3 Evaluate how well own texts with different genres have been written to suit different contexts
Critical literacy	6.3.4 Respond to own writing while considering own experiences and those of community	7.3.4 Assess the relevance, appropriateness and quality of own writing in relation to the purpose and audience	8.3.4 Analyse how the language and style used in their own and others' writing encourages and stimulates readers to question, develop ideas and opinions, and make decisions.

Appendix 1b. Overview – Personal Development Syllabus

UNIT	GRADE 6	GRADE 7	GRADE 8
Culture and Lifestyle	Customs Culture Beliefs and values Symbols and rituals Recreation	Rights and responsibilities Responsibilities Rights Gender issues Minority groups Recreation	Cultural change Culture and change Appreciation of culture
Health and growth	Personal growth Self respect Adolescent growth Health care Physical fitness	Health promotion Personal health Community healthy Food and health Physical fitness exercise	Health and lifestyles Healthy lifestyles Physical fitness Sexual health Drugs and drug taking Drinking and alcoholism
Relationships	Types of relationship Friendships Family relationships Family roles Family conflicts	Community relationships Community relationships Relationships in my school Conflict resolution	Society Communication Leadership Religion in societies
Citizenship	Living together Good citizenship Law and order Discrimination	Population Family planning parenthood	Developmental issues Education Media Gambling Gender and equity Future expectations
Physical education	Sports development Basic gymnastics Junior sports Basic athletics Basic aquatics (optional)	Sports development Gymnastics Intermediate sports Athletics Aquatics (optional)	Sports development Advanced gymnastics Advanced sports Advanced athletics Advanced aquatics (optional)

Appendix 1c. Making A Living Syllabus

UNITS	GRADE 6	GRADE 7	GRADE 8
Growing Crops	<ul style="list-style-type: none"> Types of farming Subsistence farming Improved subsistence farming Commercial farming Food crops Types of food crops Land preparation Crop management Improving soil fertility Types of soil Growing legumes Composting 	<ul style="list-style-type: none"> Cash cropping Types of cash crops and economical value Crop requirement, labour, land, planting materials Crop management Harvesting and processing Tree crops Planting and looking after tree crops Propagation Post harvest and handling Growing ornamental plants Requirement for growing crops Plant propagation Landscaping 	<ul style="list-style-type: none"> Project Vegetable project Cash crop project Planning and preparation Crop management Marketing
Raising animals	<ul style="list-style-type: none"> Looking after animals Pigs and poultry Types of animals Animal needs Caring for animals Marketing 	<ul style="list-style-type: none"> Introduced animals Reasons for looking after animals, e.g. guinea pigs, bee keeping, butterfly farming, fish farming, etc. Purpose of looking after animals How to raise animals 	<ul style="list-style-type: none"> Small animal projects Starting an animal project Managing animal projects Processing Marketing
Forest environment and Sustainable Practices	<ul style="list-style-type: none"> Using the Forest Natural environment Trees Non forest products 	<ul style="list-style-type: none"> Organic farming Why organic farming Method of organic farming Forest management Conservation Regeneration Managing the harvest area 	<ul style="list-style-type: none"> Integrated farming practice Looking after a farm with selected food crops and animals
Marine resources	<ul style="list-style-type: none"> Marine environment Types of marine resources, e.g. corals, fish, shells 	<ul style="list-style-type: none"> Fish farming Types of fish Ways of looking after fish Harvesting, processing Marketing 	<ul style="list-style-type: none"> Operating a fishing project Planning Preparation Post harvest and handling Marketing

Using and managing resources

UNIT	GRADE 6	GRADE 7	GRADE 8
Home management	Home Care Basic safety at home Home care and cleaning Personal cleanliness Household tasks Sanitation Rubbish disposal Drainage toilets	Clothing Clothes care Laundering processes Mending and repairing clothes Ironing clothes Meals Meal planning Food presentation Table manners	Clothing Ironing clothes Laundering processes Doing a project Meals Meals arrangements Special meals Entertaining guests Doing a project
Home Maintenance and Repair	Maintenance of walls, floors and roofs Repairing external walls Repairing internal walls Repairing floors Repairing roofs, gutters and downpipes Maintenance of doors and windows Replacing flywire doors and windows Replacing glass louvre blades Hanging a new door Fitting locks	Concreting Planning site and preparation of materials Forming and reinforcement Tools and materials used in levelling Mixing and finishing Finishing/ painting Introduction to paints Care of paints and brushes Repainting rooms Spray guns	Plumbing maintenance Plumbing tools and materials Replacing taps and washers Unblocking sinks Unblocking toilets Electrical repairs Electric safety and faults Replacing bulbs and globes Replacing fuses Replacing plugs
Home Improvement	Interior design Flooring Spacing/ventilation Interior decorations Landscaping Flower garden Backyard gardening	Home furnishing Types of furniture Soft furnishing Basic fencing Constructing fences Mending fences	Home appliances Types of appliances Trouble shooting Replacing damaged parts
Making things	Textiles and sewing Fibres and fabrics Hand sewing stitches Sewing machines Pattern making, seams, embroidery Basic drafting, decorative designs Cooking Using local recipes Cooking equipment Different methods of cooking food Food preservation	Handcraft Bamboo craft Traditional crafts – string bags/bilum, carving, pottery, weaving Cane craft Sea shell craft Woodcraft Basic safety Basic woodwork tools Types of timber Creating a project with wood	Metal craft (Optional) Safety at workplace Basic working tools Types of metal Recycling metals Creating a project with metals

Business skills overview

UNIT	GRADE 6	GRADE 7	GRADE 8
TERM 1	Budgeting What is budgeting? Different components of budgets Types of budgets – personal, family, school, business Personal/Family budgets Plan and prepare weekly, monthly and yearly budgets using regular and irregular incomes	Budgeting School budget Plan and prepare weekly, monthly and yearly school budgets using regular and irregular incomes Business budget Plan and prepare a business budget using projected incomes	Ways of starting a business Starting from scratch Buying an existing business Starting a business of a new type Franchising The Business plan Initial planning – type and nature of business, market, competition Detailed planning – finance, site selection, number of employees, suppliers
TERM 2	Commercial and other banks How commercial banks operate Functions of commercial banks Services provided by commercial banks Types of savings accounts Returns on savings Loans provided by commercial banks How cheques operate	Finance companies Finance companies and their functions Finance provided by finance companies Other financial institutions Functions of other financial institutions Types of finance provided by other financial institutions, e.g. Savings & Loan Societies, Rural Development Bank, Money Rain etc.	Obtaining finance Types of finance available How to apply for a bank loan Cost of loans Cash flow planning Parts of a cash flow budget How to deal with cash flow problems Plan and prepare a cash flow budget
TERM 3	The consumer The wise buyer Quality and quantity buying Consumer protection Laws related to consumers, price control Role of CAC	The Consumer Consumer rights Correct pricing, fairness, service quality Consumer responsibility Respect for service provided, littering Consumer issues Buy PNG made, Environmentally friendly	Marketing Product-type of product(s), their value, variety, range of products Place – Channels of distribution, transport Price – discounts, competitive pricing Promotion – sales promotion, advertising, public relations
TERM 4	Book keeping Reasons for keeping records Types of records and documents used Business documents, e.g. receipts, invoices, bank statements, order forms, credit notes The Cash book – recording cash transactions in the cash book	Book-keeping The Cash Book – recording cash and credit transactions in the cash book Costing and pricing – work out the cost of goods sold Bank Reconciliation statements Calculating profit/profit statement	Managing a business Budgeting Time management Management of employees Setting rules for the business

Appendix 1d. Agriculture Syllabus – Upper Primary Grades 6, 7 and 8

Unit Number and Name	Content
UNIT 1 Modern land rights	Alienated lands Freehold and leasehold land Registered traditional land Land laws
UNIT 2 Agricultural projects	Garden projects School orchard Storing food Village cash crops
UNIT 3 Caring for domestic animals	Housing Feeding Management Animal projects
UNIT 4 Getting help	Knowing the source of tools, etc. Different Government agencies and companies Free services, other services.

Unit Number and Name	Content
UNIT 1 : Improved subsistence farming	Problems of improved subsistence farming Land preparation Cultivation and maintenance Harvesting and replanting.
UNIT 2 : The Environment	The natural environment The man-made environment
UNIT 3 : You are what you eat	Nutrition The foods of our area Standards of health
UNIT 4 : Plants	Parts of plants Plant foods Plant reproduction and propagation Plant varieties 4.5 Legume plants Plant problems, pests and disease
UNIT 5 : What is agriculture ?	The development of farming systems Features of PNG agriculture Forms of subsistence farming Subsistence farming in a changing world
UNIT 6 : Fruits and Nuts	The advantages of trees Fruit trees and nut trees The planting and care of trees
UNIT 7 : Cash Crops	The requirements of cash crops Choosing a suitable cash crop
UNIT 8 : Livestock	Project selection Management of livestock (or fisheries)
UNIT 9 : Useful materials, People and Places	Building materials Agriculture machines and tools People and places who can give help

Appendix 2. Overview of Grade 6, Topic 3: Relationships Strand: Types of Relationships

Families	Relatives	Types of families	What families Do	PNG Family Issues
<ul style="list-style-type: none"> • Life • Care • food • Shelter • Culture • Race • Education 	<ul style="list-style-type: none"> • Nuclear family • Extended family • Relatives • Ancestors • Generations • Clan • Inheritance 	<ul style="list-style-type: none"> • Polygamy • Single parents • Absent parents • Broken families • Split by war • Child-headed families • Government controlled families • Childless families • Role change families 	<ul style="list-style-type: none"> • Arranged marriages • Bride price • Wedding ceremonies • Marriage Certificates • Marriage counselling • Divorce • Births • Family planning • Child health • Disabled children • Division of labour 	<ul style="list-style-type: none"> • Money • Drift to towns • Drugs • Family life • Housing • Discipline • Parental guidance • Confused children • Successful families
<i>Activities</i>	<i>Activities</i>	<i>Activities</i>	<i>Activities</i>	<i>Activities</i>

Appendix 3. Term Overview Proforma

OVERVIEW FOR TERM.....GRADE.....YEAR.....

* Maths	* Science	Making a Living	Agriculture	Personal development	Language	Art and Craft	Local subjects
		1. Living off the Land and Sea			.1		
		2. Making use of resources			.2		
		3. Business Skills			.3		
					.4		

Appendix 4. Time Allocations across the Curriculum Areas in Upper Primary Grades

Subject	Total Time Allocation	Sessions
MAKING A LIVING	360 mins	60 mins x 6 = 360 45 mins x 8 = 360
LANGUAGE	180 mins	45 mins x 4 = 180 60 mins x 3 = 180
MATHS	180 mins	45 mins x 4 = 180 60 mins x 3 = 180
PERSONAL DEVELOPMENT	180 mins	45 mins x 4 = 180 60 mins x 3 = 180
SCIENCE	180 mins	45 mins x 4 = 180 60 mins x 3 = 180
SOCIAL SCIENCE	180 mins	45 mins x 4 = 180 60 mins x 3 = 180
ARTS	180 mins	45 mins x 4 = 180 60 mins x 3 = 180
RELIGIOUS INSTRUCTION	60 mins	60 mins x 1 = 60 30 mins x 2 = 60
LOCAL COURSES	90 mins	30 mins x 3 = 90 45 mins x 2 = 90

Appendix 5. Learning Experiences for Language

Focusing on Chapter 3, Types of Families – Personal Development Strand

Class discussion: identify the different kinds of families in PNG that they know about
'Brainstorm' information to be recorded on the chalkboard
Build up a retrieval chart of information about different kinds of families in PNG
List each kind of family mentioned in Chapter 3. Write a short definition or description of each kind of family from the information given in the text
There is a list of words on p.35 of Chapter 3. Put them in alphabetical order Write out a dictionary definition of each kind of word
Draw a picture of their family members
Introduce the notion of a family – tree as a different way of representing the family members and generations – symbols for male/female.
Study the Information Report text on p. 33 – 'Childless Families' Develop a chart to show how the writer has built up the text.
Draw up a Prompt Board for the features of a Recount text
Pupils independently do a rough draft of their own family's family tree
Develop an Information Report as a group-negotiated text on 'Different Kinds of Families in PNG'.
Revise the features of a Recount Text
Examine the text in Exercise 7, p. 32 of Chapter 3. Identify the features of that text – then say what text type it is
Construct a time-line of events in Exercise 6 – as a whole class.
Pupils construct a time-line of the events of their lives so far. – Discuss with them the kind of information they need to include.
Pupils write a short Argument text about 'Why I like/don't like being in my family'
Identify the types of verbs in the Recount Text – Tense, Voice etc.
Identify the kinds of verbs in the Information Report – Tense, voice, etc.
Study the structure of an Information Report/Factual Objective Description by asking questions such as: <ul style="list-style-type: none"> • What is the <i>purpose</i> of this text? • What is the subject matter? • Who wrote it? • If the writer was trying to persuade us of something, what kind of text would it be? • What are the special kinds of language features found in an Information Report?
Invite the pupils to decide if the questions in Exercises 3 and 4, p. 28, Chapter 3 are: <ul style="list-style-type: none"> • literal, (the meaning is in the text) • inferential (the meaning has to be figured out)
Construct a written cloze exercise based on Exercise 6, p. 31 of Chapter 3.
In groups, invite pupils to construct a cloze exercise to give to other groups. They can base these cloze exercises on each of the life stories of the children (information in shaded boxes)

Appendix 6. Learning Experiences for Language

Focus on 'My Mom'

Skim/scan the text to identify difficult or unfamiliar terms. Underline them.
In groups, find answers for the set of Literal Comprehension questions. Compare your group's answers with those of another group.
In groups, choose one part of the story to dramatise in class. Practice your scene before performing for the whole class.
Dictionary skills: put the listed words in alphabetical order.
Write a cinquain poem (see Appendix at the end of Unit 5 Module 2) expressing the girl's feelings.
on the death of her mother/meeting her husband/the birth of her first child.
Read your real-life or imaginary life story to others in your group/the class.
Read newspaper reports of family violence. In pairs, prepare a poster for the Community Council Office or Church, focusing on putting an end to family violence.
In groups, find answers to the Inferential Comprehension questions.
Analyse the particular text type of this story by working through Activity 8.
Define and write out the meaning of each word in the list.
Create a time line, showing major events in the girl's story.
Read or listen to other stories with a similar theme.
Summarise the Personal Recount of 'My Mom' using sequence words from the list in Activity 10.
In pairs or individually, write your own real-life or imaginary life story.
Suggest how the storyteller author in 'My Mom' could have become a 'street kid'. Describe one day in her life if that had happened to her.
Spelling activity - spell 20 of the words from the list. Practice them in pairs, then your teacher will test you on them.
Grammar study: which types of verbs can you identify in this text? Complete the Table below to help answer the question.
In groups, discuss the issue of violence of some family members against others in the family. What strategies are there in your cultural group to protect family members from bullies? What strategies are there in the wider community to protect family from bashing?
In pairs or small groups, write a happy ending to the story.
In groups or pairs, write a newspaper report of the murder of the girl's mother.
Invite a policeman/community magistrate in to talk about customary/ new laws and family violence.
Study the modal auxiliary verbs in the story of 'My Mom'. Use them when you write your own real-life or imaginary life story.'
Do a draft of your own real-life or imaginary life story. Share it with a friend. Re-write, taking note of their suggestions.

Appendix 7. Possible Weekly/Daily Timetable for Upper Primary Grades

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	R E C E S S				

Possible Weekly/Daily Timetable For Upper Primary Grades

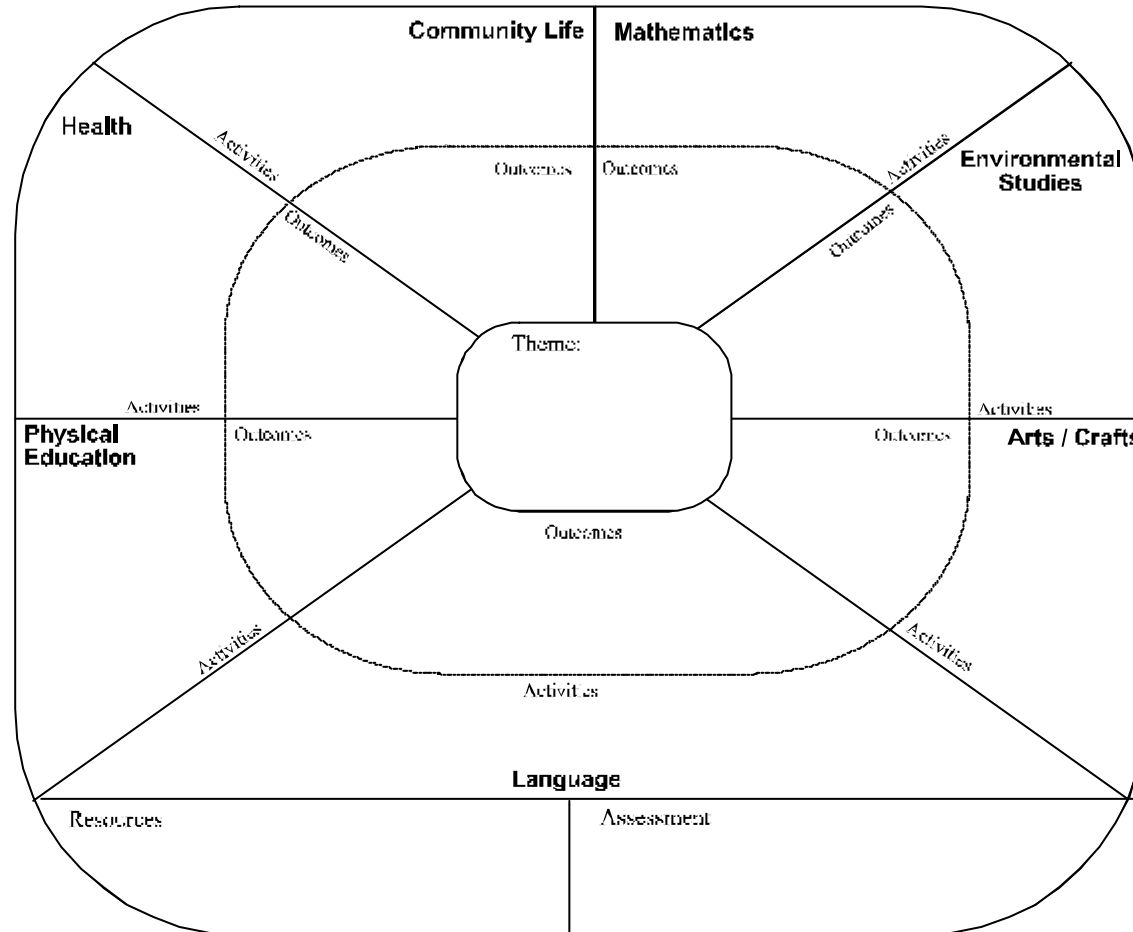
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Assembly				
	R E C E S S				

Appendix 8. Planning Using an Integrated Approach

Planning Steps

- 1 What **theme** will you use?
- 2 List the **resources** you have for this topic. What could be made?
- 3 Select the **activities** from subjects that fit the theme. (Use the syllabus documents)
- 4 Write **the activities and outcomes** on the web.
- 5 Select **language activities** for the theme. You should refer to the strategies in this booklet and in the Resource Book for Lower Primary. Write **language outcomes** (vernacular and English) on the web.
- 6 Decide when to **assess** children's learning, how will you do that? **How** will you

Planning Using an Integrated Approach



Appendix 9. Language Across the Curriculum Programming

Programming Steps

1. Choose a **subject** area, record the unit and topic.
2. What is the **outcome or objective** of the topic? *What will the children know or do as a result of learning about this topic?*
3. What **language** will the children to achieve this outcome? *What will the children need to talk about? What kinds of texts will they be reading and writing? What words and word patterns will be repeated?* Write these down.
4. List the **resources** to support the topic. *What will the children know about the topic? Think about books, charts, pictures, visits, community people, other teachers? What can you make?*
5. **Select the learning experiences:**
Building the field: *How will you introduce the topic? How will you find out what the children know already? How will you build on this knowledge? What vocabulary will the children need to know?*
Modelling: *How will you model the activities and language for the children?*
Joint construction: *What will you do together? What will the children do together?*
Practice: *How will you provide opportunities for children to practice their learning?*
Independent work: *What will the children be expected to do by themselves?*
6. Write your **language outcomes** for

