

Social Science

Teacher Guide

**Primary
Grade 8**



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

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Teacher Guide

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Issued free to schools by the Department of Education

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Acronyms and Abbreviations

ADRA –	Adventist Development Relief Agency
AIDS –	Acquired Immune Deficiency Syndrome
AROB -	Autonomous Region of Bougainville
BEBoS –	Basic Education Board of Studies
BOLTSS –	Boarder Orientation Legend Title Scale
CCVE –	Citizenship and Christian Values Education
CP -	Curriculum Panel
HIV –	Human Immune Virus
HPE –	Health and Physical Education
IPA –	Investment Promotion Authority
IRC –	Internal Revenue Commission
KSAV –	Knowledge, Skills, Attitude, Values
KWL –	Know, What You Want to Know, Learnt
LLG –	Local Level Government
MAL –	Making a Living
NCD –	National Capital District
NDoE –	National Department of Education
NGO –	Non Government Organization
PMV –	Public Motor Vehicle
PNG –	Papua New Guinea
RBNC –	Registered Business Name Certificate
SAC –	Subject Advisory Council
SAPS -	Subject Assessment Period Sheet
SASS -	Subject Assessment Summary Sheet
SCG –	Subject Curriculum Group
SDA –	Seventh Day Adventist
SOS –	Social Science
TIN –	Tax Identification Number
UN –	United Nations
UNICEF –	United Nations International Children’s Education Fund
VSO –	Voluntary Service Organisations
WaSH –	Water Sanitation and Hygiene
WHO –	World Health Organisations

Secretary's Message

This Social Science Teacher Guide for Grade 8 is developed as a support document for the implementation of the Social Science syllabus for Grades 6, 7 and 8. The document provides guidelines for teachers on how to plan and program teaching and learning activities. The Social Science Teacher Guide challenges teachers to research, think critically and make connections with the syllabus contents and performance standards as they prepare their teaching and assessment strategies.

The Teacher Guide has been realigned, repositioned and replaced with standard based statements to improve knowledge, skills, attitudes and values in Social Science. The course helps students to learn about their own country's government, economy, history, culture and environment. The teacher guide contains detailed information about subject content and broad range of guided lessons and assessment tasks to help teachers use and understand the subject syllabus. Social Science process is a research based concept incorporated in to this subject. The ideas and strategies of Social Science process are excellent innovations that can be used as a cross-subject approach to implement research based assessment.

I encourage teachers to read each section of the guide carefully and become familiar with the content of the subject as specified in the teaching and learning and other sections of this guide. Teachers are also encouraged to try out their own ideas and strategies that they believe will be effective in their schools with their students. Teachers have the right to modify and amend these ideas to suit their local circumstances.

I commend and approve this Grade 8 Social Science Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



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

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Grades 6, 7 and 8 Syllabus. The main purpose is to implement the syllabus in the classroom.

The Teacher Guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of Content Standards and Benchmarks. It provides you with information and processes to:

- understand and expand on the relevant knowledge, skills, attitudes and values (KSAVs) provided in this guide
- develop teaching programs based on your school contexts
- plan and develop daily lesson activities
- plan and conduct assessments to monitor students' achievements.

Teachers are required to read carefully and use the guidelines in the Teacher Guide to plan and develop teaching and learning programs. The guide contains the following main components:

- yearly and term overview which consists of all strands, units, topics and lesson titles
- sample weekly program or timetable
- suggested daily plans which consists of guided lessons and KSAVs
- assessment tasks and rubrics
- support resources for use when planning and programming.

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 teaching lessons, community members and by participating in cultural and community activities. Social Science should be taught using primary sources and relevant and current secondary sources that will enable 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 culture and physical environment sustainability
- develop an awareness of local and national identity and nation building
- effectively manage and use the resources available to achieve a sustainable way of life now and in future
- understand the process of gathering, analyzing and presenting information effectively.

How to use the Teacher Guide

The teacher guide must be used with the syllabus when planning and teaching Social Science lessons. You must consider the following on:

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

Use this teacher guide to help you design your teaching programs, daily lessons and assessment plans. Furthermore, you as a teacher, you must do the following:

- read this teacher guide 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 benchmarks
- read and understand how the assessment plans and tasks are structured so that you can design appropriate assessment plans
- read and understand the structure and content of sample guided lessons and the background information to support you in the modification of your lessons
- read and understand the process, skills and steps of how to guide students to collect, compile and formulate research findings and presentations.

Key Features

The key features of Social Science are important in planning, developing and implementing the Social Science content. These key features emphasize on recommended knowledge, skills and processes and provide ideas for meaningfully and effective teaching.

What is Social Science?

Social Science is about how people relate to other people and environments and how they organise themselves and use their resources. Social Science methods are essentially the same as those of the physical sciences; collection of data, data analysis and assumptions.

The Focus of Grade 8 Social Science

In Grade 8 the focus or context is on the province and the nation's knowledge. Thus it is the country's environment and resources, organization, culture, history and economics that students learn about. Students must be given the opportunity to collect information from local sources. This focus takes the form of excursions, guest speakers and drawing upon other local resources. Generally, learning is hands-on and activity based. They should be involved in the planning and participation in provincial and national cultural activities. Students can also be encouraged to join local groups or charity or volunteer organizations.

Social Science Process Lessons

Social Science requires a lot of activities to be accomplished within a week. Teachers may find no time during their teaching to effect these activities. Therefore Social Science process lesson is created to conceive all these activities. The process of gathering information, analyzing and evaluating information, making judgments and taking actions will all be executed in these lessons.

Links Across the Levels

The content of the Grade 8 Social Science builds on from grade one, ensuring learning is progressive from one grade to another. It is very important to ensure that learning is contextual so that the knowledge, understanding and skills acquired are meaningful and practical for students.

The teacher guide is divided into different sections. Each section provides its strength of information on how to implement the teacher guide. Planning and programming is one of the main emphases of the Social Science teacher guide. In this section content scope of learning, yearly and term overview, guided lessons, KSAVs, Social Science process lessons, content background information and assessment tasks are clearly outlined. Information under this sub - sections are vital for you to refer to every time when planning and teaching Social Science lessons.

Teaching and Learning Strategies

The Standards Based teaching and learning expect teachers to understand how to apply quality standards of teaching and learning in all educational settings, schools and classrooms. These Standards for Teaching and Learning should reflect higher-order thinking, deep knowledge, substantive conversation and connections to the world.

Teaching Strategies

Teaching strategies guide the teacher to teach the lesson content with appropriate learning strategies. Effective learning and acquisition of knowledge, skills, attitudes and values by students in a lesson is achieved through demonstrating appropriate teaching strategies. Teachers are required to identify and apply the best teaching strategies to deliver the content in the classrooms.

Learning Strategies

The students should develop the ability to recognise and categorize situations critically, provide rationale reasoning, constructively solve problems, apply knowledge intelligently and communicate effectively. Special consideration and more emphasizes must be given to identifying suitable learning strategies which encourage high student participatory learning.

In Grade 8 students are developing as independent learners. Many students sense that by the time they reach Grades 8, 10 or 12 it will mean the end of their formal schooling in Papua New Guinea. It is important that they have opportunities to develop skills, knowledge and attitudes that will assist them as life-long learners in various communities.

The following characteristics of teaching and learning strategies are particularly appropriate for teaching and learning in Social Science:

- providing opportunities for students to respond to challenges and solve problems in creative and unique ways
- offering activities which involve students in working with real products, objects and information from members of various communities
- providing opportunities for students to contribute their own ideas and experiences, draw on their observations and take action on the basis of the knowledge they gain
- developing open-ended tasks in which students' capacities for creative thinking are challenged
- undertaking projects where students have ownership, collaborative group activities, particularly in relation to research projects
- designing activities which allow students to take various paths to achieve the same outcomes

- providing opportunities for students to experience a range of culturally diverse work, products and processes.

The Social Science processes as stated in this document identified a range of activities that may perhaps be used in the Social Science process lessons. Further examples and a more detailed description of the activities are provided below. All these activities make a contribution to the Social Science process which encourages students to identify problems, issues of concern or topics of interest, gather and analyze information, plan how to address issues which arise and take appropriate actions.

Social Science Processes and Activities

The table displays all the Social Science process and activities students will be tasked to undertake and involve actively in Social Science process learning.

Social Science Processes	Activities
Gathering Information	<ul style="list-style-type: none"> • Interview resource people– (research) • Go for excursion • Small group discussion • Conduct surveys into your community (research) • Invite guest speakers to speak to you • Writing letters to organizations, groups and individuals for information • Library search for information – (research) • Interpret maps, graphs, (line, bar, pie, climate) • Interpret tables, timelines, diagrams and flow chart • Obtain information from photographs and cartoons • Summarize main points from variety of texts • Read a variety of written sources • Gather information from newspapers and other articles • Brainstorm
Analysing Information	<ul style="list-style-type: none"> • Create tables of information • Transform information into graphs, diagrams and flow charts • Compare the accuracy of information from different sources • Analyse evidence • Interpret and construct timelines • Using mapping conventions such as: key/legend, scale, cardinal points, grid reference
Evaluating Information	<ul style="list-style-type: none"> • Compare different points of view and check for supporting evidence • Propose alternatives to the way things are • Role Play • Create, interpret and use maps
Making Judgments	<ul style="list-style-type: none"> • Note patterns and predict possible trends • Interpret and/or draw cross-sections • Debate opposing viewpoints • Make predictions • Draw conclusions from data

Taking Actions	<ul style="list-style-type: none"> • Develop posters • Build models • Present information to other classes • Dramatizations such as (building cultural appreciations and tolerance) • Reports (writing or oral) • Assignments • Maintain a dairy of change • Interpret alternatives and predictions • Awareness campaigns • Demonstrations within the community • Actively change an aspect of community life such as (sustainable environmental practice, changes to community building practice)
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Below is an example of the process that you can use in the Social Science Process lessons which appear as the fourth lesson in each week.

Research

Research topics must be identified from the lesson topics in each of the five Social Science strands and units. Teachers you have all the opportunities to select own topics for students depending on the situation and nature of your teaching. Plan and prepare research topics in advance. Introduce the research topic in the beginning of a term. Give students ample time to compile the research as you guide them through the Social Science process lessons. A sample research questionnaire is provided on Appendix ‘A’ and a sample research assessment rubric is on page 110 to 111 of this Teacher Guide.

An example on how to select a research topic is taken from Grade 8 Strand 1, Environment and Resources and outlined as a tool for you to follow.

Term	Strand	Unit	Research topic	Research question
1	Environment and Resources	Unit (3) Human Impacts on Environment	Lesson (30) Inadequate Water and Sanitation	“Why malnutrition in Papua New Guinea urban settlements is increasing at an alarming rate?”

How to Develop Research Questions

Teacher identifies a problem in Strand (1), Unit (3) and sets out a main research question based on Grade 8, lesson 30.

Problem identified was about an increase rate of malnutrition cases in Papua New Guinea urban settlements.

Strand 1: Environment and Resources

Unit 3: Human Impacts on Environment

Topic: Impacts of Global Urbanization

- Teacher will develop main research question drawn from the topic.
- Teacher will develop two supplementary questions from the main research question for students to work on. From the two supplementary questions you further develop three working questions each in relation to the main research question.

Main Research Question

“Why malnutrition problem in Papua New Guinea urban settlements is increasing at an alarming rate?”

Supplementary Research Questions

1. What are the contributing factors of the increase in malnutrition?
2. How best malnutrition can be addressed?

Part A: What are the contributing factors of the increase in malnutrition?
(Above is supplementary question # 1)

(Develop three working questions from the supplementary question one).

Part B: How best malnutrition can be addressed?
(Above is supplementary question # 2)

(Develop three working questions from the supplementary question two).

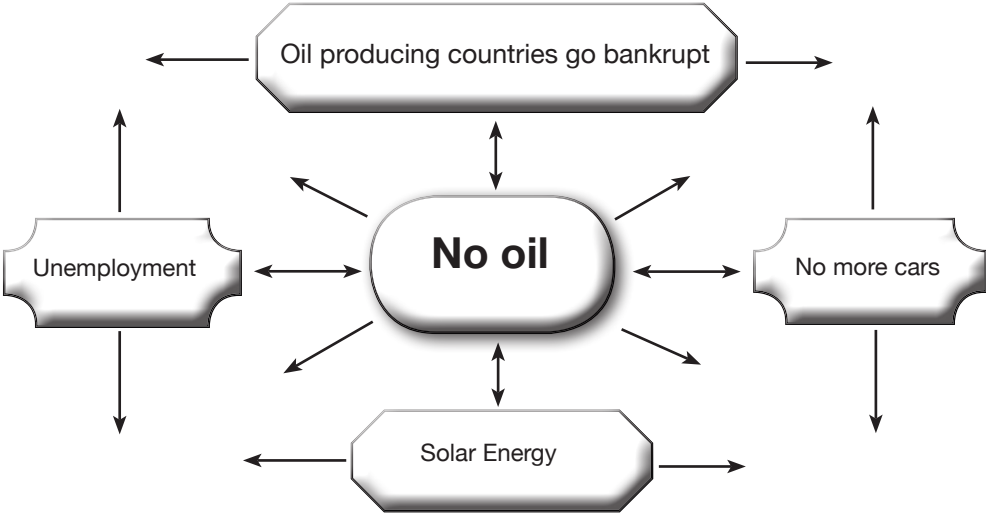
Teacher's Note:

From the main question, you develop two supplementary questions and six working questions. These questions are sufficient for the grade level. Do not be tempted to develop more supplementary questions. Maximum of two supplementary questions is enough. As student's progress to higher grades, teachers can increase the supplementary and working questions. In Grade 6, 7 & 8, working questions must be limited to four, five or six. Sample of how to develop working questions is in Appendix 'A'.

Other Teaching and Learning Strategies

The following teaching and learning strategies are also encouraged and teachers need to consider these strategies when teaching Social Science.

No:	Learning Strategies	Descriptions of learning strategies
1	Brainstorming	This is a popular activity with a class or group for generating new ideas quickly 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.
2	Debates	<p>Debating is a strategy which involves students presenting different points of view on an issue and arguing the case. Four types of debating are described below:</p> <ul style="list-style-type: none"> • Type (1) All class members are involved. Each student states a point of view and provides a supporting argument on the selected issue. This is sometimes called a “Round Robin” debate. • Type (2) An issue or topic is identified. The class forms two groups according to their chosen point of view. Each student must belong to a group. Each side presents one persuading statement. Then students are given the opportunity to change sides. • Type (3) An issue or topic is identified. Each student adopts a point of view and thinks up supporting arguments. Students at random present their arguments in a persuasive manner and counteract arguments in response to opposition. • Type (4) You are probably most familiar with this type of debate. There are two teams: positive and negative, each with three speakers who take turns to debate a topic. One speaker from each team presents one or more arguments and rebuts the opposition team’s arguments. Usually a winner is declared and is the team with most points. This is the type of debate students are most familiar with.
3	Design	Students develop visual images to explain their ideas awareness of a particular issue
4	Diary	Students maintain a record of the progress of a project. They may note its progress at various stages and reflect on any changes
5	Graphic Organizers	These are the ways of representing information graphically to make the information easier to access visually. Tables are probably the most common example, others include graphs and flowcharts
6	KWL Charts	This is a useful strategy for organizing thoughts at the beginning of a unit and reflecting on what has been learned at its conclusion. KWL stands for What we know about a topic already What we want to know about the topic What we have learnt from the topic

7	Homework	Homework is an important strategy for students to become independent learners. Plan or program homework so that there are variety of tasks. Allow a reasonable amount of time for example; 30 to 40 minutes depending on the task and the age of the learners
8	Primary and Secondary Sources	Primary sources include people who may be interviewed or asked to visit the class or an original text that may be read, listened to, or viewed. Secondary sources are atlases, textbooks and newspaper reports etc.
9	Concept Map	<p>A concept map is a way of recording information and is often used in brainstorming ideas. A concept map assists students to ‘map’ out their ideas visually. A concept map is used to draw connections between ideas and concepts related to a topic. Students can do this as individuals, small groups or class.</p>  <pre> graph TD NOIL((No oil)) <--> OIL[Oil producing countries go bankrupt] NOIL <--> SOLAR[Solar Energy] NOIL <--> UNEMP[Unemployment] NOIL <--> NOCARS[No more cars] </pre>

Planning and Programming

Planning and programming is organizing the content from the content overview in the syllabus into teachable plans for delivery in the classroom. Such plans include yearly overview, term overview, weekly plan and daily plan or lessons. The yearly overview, term overview and weekly plan are provided below. The daily plan which is the actual guided lesson template can be found in the Guide Lessons section of this teacher guide together with sample guided lessons and KSAVs.

Characteristics of a Good Program

Here are some characteristics to consider for a good program:

- maintains a focus on the benchmarks, showing what students must know and be able to do to achieve the content standards
- uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time
- uses a variety of teaching and learning strategies, as facilitators to cater for different learning styles and individual needs of students
- emphasizes the development of knowledge, skills, attitudes and values to promote lifelong learning
- provides opportunities for students to become effective, self-directed learners and enables students to learn in a range of contexts
- supports learning through the use of a variety of texts, media and real life materials and resources
- shows the links between the Content Standards, teaching and learning activities and assessment tasks
- apply thematic approach when necessary.

Content Overview

This section provides an overview of the content scope of learning for Grade 8 students given in the Social Science Syllabus. The strands are:

- Environment and Resources
- Civic and Organizations
- Culture
- History and Change
- Trade.

Content Scope of Learning for Grade 8

Planning an instructional program for a year begins with the yearly plan. The yearly plan is organized by terms in a school year. The key information that forms the content of the plan is provided in the Social Science syllabus and teacher guides. The content scope of learning is organized by Strands, Units and Topics respectively as outlined below.

Strands	Units	Topics
Environment and Resources	1. Physical and Human Environment	<ul style="list-style-type: none"> Physical Environment Human Environment Working With Maps
	2. Effects of Environmental Change	<ul style="list-style-type: none"> Global Settlement Pattern Global Environment Influence (1) Global Environment Influence (2) – (Case studies)
	3. Human Impacts on Environment	<ul style="list-style-type: none"> Impacts of Global Farming Impacts of Global Urbanization Impacts of Logging
	4. Environmental Sustainability	<ul style="list-style-type: none"> Sustainable Use of Resources Promoting Environmental Sustainability
	5. Natural Hazards	<ul style="list-style-type: none"> Global Hazards Risk Management
Civic and Organizations	1. Groups and Organizations	<ul style="list-style-type: none"> Types of Government Structures of Government – (Case studies)
	2. Relationships and Communications Between Groups	<ul style="list-style-type: none"> International Aid Partners Impacts of International Relations Types of International Relationships
	3. Changes and Development	<ul style="list-style-type: none"> Multinational Companies Impacts on Contributions
Culture	1. Different Cultures	<ul style="list-style-type: none"> Globalization (1) Globalization (2)
	2. Changes in Cultures	<ul style="list-style-type: none"> Global Culture Global Technology
	3. Cultural Participation	<ul style="list-style-type: none"> Global Cultural Events (1) Global Cultural Events (2)
History and Change	1. History	<ul style="list-style-type: none"> Colonization World War I & II Timeline
	2. Change	<ul style="list-style-type: none"> Colonial Governance in Papua New Guinea Significant Events in Papua New Guinea Famous Political Leaders in Papua New Guinea
Trade	1. Economic Activities	<ul style="list-style-type: none"> International Trade Government Authorities in International Trade
	2. Producers and Consumers	<ul style="list-style-type: none"> Factors Aiding Production Consumer Education

Yearly and Term Overview

The yearly and term overview is a quarterly plan of instructions programmed for teaching. It gives teachers specific outline of the lesson titles, units, and topics, for 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.

These broad concepts are known as **strands**. From these strands the **units** are developed and drawn from the units are **topics**. The scope below will help you understand the process in identifying the scoping of the content of learning – strand, units and topics are translated into content standards. Here is the scope of learning for Grade 8.

Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks	
Orientation and Registration							
1	1	Environment and Resources	Physical and Human Environment	Physical Environment	8.1.1	SOS 8.1.1.1	
	2			Human Environment		SOS 8.1.1.2	
	3			Working With Maps		SOS 8.1.1.3	
	4		Effects of Environmental Change		Global Settlement Pattern	8.1.2	SOS 8.1.2.1
	5				Global Environment Influence (1)		SOS 8.1.2.2
	6				Global Environment Influence (2) – (Case studies)		SOS 8.1.2.3
	7		Human Impacts on Environment		Impacts of Global Farming	8.1.3	SOS 8.1.3.1
	8				Impacts of Global Urbanization		SOS 8.1.3.2
	9				Impacts of Logging		SOS 8.1.3.3
Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks	
2	10		Environment Sustainability	Sustainable Use of Resources	8.1.4	SOS 8.1.4.1	
	11			Promoting Environmental Sustainability		SOS 8.1.4.2	
	12		Natural Hazards		Global Hazards	8.1.5	SOS 8.1.5.1
	13	Risk Management			SOS 8.1.5.2		
	14	Civic and Organizations	Groups and Organizations	Types of Government	8.2.1	SOS 8.2.1.1	
	15			Structures of Government – (Case studies)		SOS 8.2.1.2	
	16		Relationships and Communication between Groups and Organizations		International Aid Partners	8.2.2	SOS 8.2.2.1
	17	Impacts of International Relations			SOS 8.2.2.2		
	18	Types of International Relationships			SOS 8.2.2.3		

Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
3	19		Changes and Development	Multinational Companies	8.2.3	SOS 8.2.3.1
	20			Impacts on Contributions		SOS 8.2.3.2
	21	Culture	Different Cultures	Globalization (1)	8.3.1	SOS 8.3.1.1
	22			Globalization (2)		SOS 8.3.1.2
	23		Changes in Culture	Global Culture	8.3.2	SOS 8.3.2.1
	24			Global Technology		SOS 8.3.2.2
	25		Cultural Participation	Global Cultural Events (1)	8.3.3	SOS 8.3.3.1
	26			Global Cultural Events (2)		SOS 8.3.3.2
	27		History and Change	History	Colonization	8.4.1
Term	Weeks	Strand	Unit	Topics	Content Standards	Benchmarks
4	28	History and Change	History	World War I & II	8.4.1	SOS 8.4.1.2
	29			Timeline		SOS 8.4.1.3
	30		Change	Colonial Governance in Papua New Guinea	8.4.2	SOS 8.4.2.1
	31	Significant Events in Papua New Guinea		SOS 8.4.2.2		
	32	Famous Political Leaders in Papua New Guinea		SOS 8.4.2.3		
	33	Trade	Economic Activities	International Trade	8.5.1	SOS 8.5.1.1
	34			Government Authorities in International Trade		SOS 8.5.1.2
	35		Producers and Consumers	Factors Aiding Production	8.5.2	SOS 8.5.2.1
	36			Consumer Education		SOS 8.5.2.2

Term Overview

Term One

Weeks	Strands	Units	Topics	Content Standards	Benchmarks	
1	Environment and Resources	Physical and Human Environment	Physical Environment	8.1.1	SOS 8.1.1.1	
2			Human Environment		SOS 8.1.1.2	
3			Working With Maps		SOS 8.1.1.3	
4		Effects of Environmental Change	Global Settlement Pattern	8.1.2	SOS 8.1.2.1	
5			Global Environment Influence (1)		SOS 8.1.2.2	
6			Global Environment Influence (2) – (Case studies)		SOS 8.1.2.3	
7		Human Impacts on Environment	Impacts of Global Farming	8.1.3	SOS8.1.3.1	
8					Impacts of Global Urbanization	SOS 8.1.3.2
9					Impacts of Logging	SOS 8.1.3.3

Term Two

Weeks	Strands	Units	Topics	Content Standards	Benchmarks
1	Environment and Resources	Environment Sustainability	Sustainable Use of Resources	8.1.4	SOS 8.1.4.1
2			Promoting Environmental Sustainability		SOS 8.1.4.2
3		Natural Hazards	Global Hazards	8.1.5	SOS 8.1.5.1
4			Risk Management		SOS 8.1.5.2
5	Civic and Organizations	Groups and Organizations	Types of Government	8.2.1	SOS 8.2.1.1
6			Structures of Government – (Case studies)		SOS 8.2.1.2
7		Relationships and Communication between Groups and Organizations	International Aid Partners	8.2.2	SOS 8.2.2.1
8	Impacts of International Relations				SOS 8.2.2.2
9	Types of International Relationships				SOS 8.2.2.3

Term Three

Weeks	Strands	Units	Topics	Content Standards	Benchmarks	
1	Civic and Organizations	Changes and Development	Multinational Companies	8.2.3	SOS 8.2.3.1	
2			Impacts on Contributions		SOS 8.2.3.2	
3	Culture	Different Cultures	Globalization (1)	8.3.1	SOS 8.3.1.1	
4			Globalization (2)		SOS 8.3.1.2	
5		Changes in Culture	Global Culture	8.3.2	SOS 8.3.2.1	
6			Global Technology		SOS 8.3.2.2	
7		Cultural Participation	Global Cultural Events (1)	8.3.3	SOS 8.3.3.1	
8			Global Cultural Events (2)		SOS 8.3.3.1	
9		History and Change	History	Colonization	8.4.1	SOS 8.4.1.1

Term Four

Weeks	Strands	Units	Topics	Content Standards	Benchmarks
1	History and Change	History	World War I & II	8.4.1	SOS 8.4.1.2
2			Timeline		SOS 8.4.1.3
3		Change	Colonial Governance in Papua New Guinea	8.4.2	SOS 8.4.2.1
4			Significant Events in Papua New Guinea		SOS 8.4.2.2
5			Famous Political Leaders in Papua New Guinea		SOS 8.4.2.3
6	Trade	Economic Activities	International Trade	8.5.1	SOS 8.5.1.1
7			Government Authorities in International Trade		SOS 8.5.1.2
8		Producers and Consumers	Factors Aiding Production	8.5.2	SOS 8.5.2.1
9			Consumer Education		SOS 8.5.2.2

Yearly Lesson Overview

Term 1				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.1.1	SOS 8.1.1.1. Describe the features of physical environments and examine how these are constructed or formed.	1	Global Climate	1
		2	Global Vegetation	
		3	Global Landforms	
		4	Social Science Process	
	SOS 8.1.1.2. Describe the features of human environments and examine how these are constructed or formed.	5	Worlds' Cities	2
		6	Global Population	
		7	Global Settlement Pattern	
		8	Social Science Process	
	SOS 8.1.1.3. Use maps to interpret and compare the physical and human environment features of different places.	9	Grid Coordinates	3
		10	Latitude and Longitude	
		11	Find Places Using Latitude and Longitude	
		12	Social Science Process	
8.1.2	SOS 8.1.2.1. Elaborate on how changes in the physical and human environment contribute to people migration.		Climate Change	4
		14	Rapid Population Increase	
		15	Genocide	
		16	Social Science Process	
	SOS 8.1.2.2. Use basic research skills to ascertain the effects of human environment change on the movement of people away from their local communities.	17	Rise in Sea Level	5
		18	Internal Migration	
		19	Access to Basic Services	
		20	Social Science Process	
	SOS 8.1.2.3. Use basic mapping skills and techniques to show the migration routes of people in PNG due to environmental change.	21	Case study – Carteret Islanders of Autonomous Region of Bougainville	6
		22	Case study – Earthquake in Hela Province	
		23	Case study – Manam Islanders of Madang Province	
		24	Social Science Process	
8.1.3	SOS 8.1.3.1. Analyze the different ways farming methods impact on the natural environment.	25	Types of Farming Methods	7
		26	Positive Impacts on the Method of Farming	
		27	Negative impacts on the method of Farming	
		28	Social Science Process	
	SOS 8.1.3.2. Examine how urbanization impacts on the natural environment.	29	Environmental Damage Caused by Development	8
		30	Inadequate Water and Sanitation	
		31	Housing and Urban Decay	
		32	Social Science Process	

Term 1				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.1.3	SOS 8.1.3.3. Critically analyze the impact of logging on the local environment.	33	What is logging?	9
		34	Positive Impacts of Logging	
		35	Negative Impacts of Logging	
		36	Social Science Process	

Term 2				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.1.4	SOS 8.1.4.1. Analyse the different strategies, approaches and practices of protecting and sustaining the natural environment.	37	Importance of Global Awareness to Sustain the Natural Environment	1
		38	Global Actions to Sustain Natural Environment	
		39	Sustainable Water	
		40	Social Science Process	
	SOS 8.1.4.2. Discuss how personal and group actions and changes in attitudes, values and practices can contribute towards the protection and the sustainability of natural environments.	41	International Organizations Protecting the Natural Environment	2
		42	Global Emissions	
		43	Agriculture and Food Security	
		44	Social Science Process	
8.1.5	SOS 8.1.5.1. Discuss major hazardous natural events in other parts of the world and evaluate their causes.	45	Plague	3
		46	Eruptions, Mudslides and Glacier	
		47	Tornado, Freezing and Heat Wave	
		48	Social Science Process	
	SOS 8.1.5.2. Explain how people respond to hazardous events and the front-line organizations that provide humanitarian assistance and rehabilitation programs.	49	Disaster Resilience	4
		50	Relief Assistance	
		51	Rehabilitation Programs	
		52	Social Science Process	
8.2.1	SOS 8.2.1.1. Distinguish between the main functions and characteristics of the provincial and national governments.	53	Levels of Government	5
		54	Functions of Provincial and National Government	
		55	Characteristics of Provincial and National Government	
		56	Social Science Process	
	SOS 8.2.1.3. Analyze the structures of provincial governments and draw conclusions about their effectiveness in enabling government roles and responsibilities to be effectively implemented.	57	Case study -	6
		58	Case study -	
		59	Case study -	
		60	Social Science Process	

Term 2				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.2.2	SOS 8.2.2.1. Identify international groups and organizations that assist Papua New Guinea in terms of development.	61	Australia - (Ausaid)	7
		62	Japan – (JICA)	
		63	China – (PRC Aid)	
		63	China – (PRC Aid)	
		64	Social Science Process	
	SOS 8.2.2.2. Discuss impacts of international groups and organizations contribution to Papua New Guinea’s development.	65	Social Impacts	8
		66	Political Impacts	
		67	Economic Impacts	
		68	Social Science Process	
	SOS 8.2.2.3. Discuss ways of enhancing Papua New Guinea’s relations with international groups and organisations.	69	Bilateral Relationship	9
		70	Multilateral Relationship	
		71	Case study - APEC	
72		Social Science Process		

Term 3				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.2.3	SOS 8.2.3.1. Identify multi-national companies that contribute to national development.	73	Coca Cola Limited	1
		74	Digicel	
		75	Rimbunan Hijau Group of Companies	
		76	Social Science Process	
	SOS 8.2.3.2. Discuss the impacts of the contributions by multi-national companies.	77	Economic Impacts	2
		78	Political Impacts	
		79	Social Impacts	
		80	Social Science Process	
8.3.1	SOS 8.3.1.1. Compare and contrast Papua New Guinean cultures with those of other countries and appreciate the uniqueness of these cultures.	81	Understanding Cultures of the World	3
		82	The Zulus of Africa	
		83	Eskimos of Alaska	
		84	Social Science Process	
	SOS 8.3.1.2. Discuss the importance of showcasing and promoting the indigenous cultures	85	Sustaining Indigenous Cultures	4
		86	Strengthening Common Cultures between Countries	
		87	Case study – Maoris	
		88	Social Science Process	
8.3.2	SOS 8.3.2.1. Debate how inter-marriages affect and are affected by cultural beliefs, values and practices.	89	What is Inter – marriage?	5
		90	Cultural Views on Inter-marriages	
		91	Effects of Inter-marriages	
		92	Social Science Process	

Term 3				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.3.2	SOS 8.3.2.2. Evaluate the advantages and disadvantages of modern technology such as mobile phones on people's lives and remote places.	93	Modern Technology	6
		94	Advantage of Modern Technology	
		95	Disadvantage of Modern Technology	
		96	Social Science Process	
8.3.3	SOS 8.3.3.1. Discuss how essential knowledge, values, and attitudes are learned by one's participation in cultural activities.		Importance of World Cultural Events	7
		98	World Cultural Exhibitions	
		99	Supporting World Cultural Events	
		100	Social Science Process	
	SOS 8.3.3.2. Explain the process of planning, organising and staging various cultural activities in local communities.	101	Hiri Moale Festival – Papua New Guinea	8
		102	South Pacific Music Festival	
		103	Melanesian Festival of Arts	
104		Social Science Process		
8.4.1	SOS 8.4.1.1. Critically analyse the impacts of colonization on Papua New Guinea and its people.	105	What is Colonization?	9
		106	Impacts of Colonization	
		107	Timeline of Colonization	
		108	Social Science Process	

Term 4				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.4.1	SOS 8.4.1.2. Use basic research skills to investigate and document the impacts of World War I and World War II on various communities, individuals and groups in Papua New Guinea.	109	World War I	1
		110	World War II	
		111	Impacts of World War II	
		112	Social Science Process	
	SOS 8.4.1.3. Describe and examine in chronological order when important life changing events happened and the type of impacts these events had on people and places.	113	Constructing Timelines	2
		114	Features of Timelines	
		115	Interpreting Timelines	
116		Social Science Process		
8.4.2	SOS 8.4.2.1. Examine the process of transition from colonial rule to self-government and its consequences.	117	Colonial Governance	3
		118	Leaders During Colonial Governance	
		119	Impacts of Colonial Governance	
		120	Social Science Process	
	SOS 8.4.2.2. Assess the significance of self-government, independence and autonomous government in Papua New Guinea.	121	Self-Government in Papua New Guinea	4
		122	Independence in Papua New Guinea	
		123	Birth of Autonomous Government in Bougainville	
124		Social Science Process		

Term 4				
Content Standards	Benchmarks	Lesson No.	Lesson Titles	Weeks
8.4.2	SOS 8.4.2.3. Profile political leaders in Papua New Guinea and their contributions towards Papua New Guinea gaining independence.	125	Sir Michael Somare	5
		126	Sir Tei Abal	
		127	Josephine Abaijah	
		128	Social Science Process	
8.5.1	SOS 8.5.1.1. Determine the influence of international trade on the development of Papua New Guinea.	129	Exports	6
		130	Imports	
		131	Challenges in International Trade	
		132	Social Science Process	
	SOS 8.5.1.2. Discuss the work of government authorities that ensure the procedures of international trade are followed.	133	Investment Promotion Authority (IPA)	7
		134	Papua New Guinea Customs Authority	
		135	National Agriculture Quarantine and Inspection Authority (NAQIA)	
		136	Social Science Process	
8.5.2	SOS 8.5.2.1. Investigate the factors that enable producers to increase their production.	137	Land and Labor	8
		138	Capital and Entrepreneurship	
		139	Case study – Ramu Sugar Company	
		140	Social Science Process	
	SOS 8.5.2.2. Assess the importance of consumers and producers in the market economy.	141	Consumers as Buyers	9
		142	Consumers as Tax Payers	
		143	Consumers and Prices	
		144	Social Science Process	

Weekly Plan

Below is the sample of weekly plan for teachers to adopt in their weekly lesson planning. All key concepts are included in this format. The school might want to construct something better than this sample. Whatever you agree upon, ensure that the key concepts such as Content Standards, Benchmarks, Lesson Number, Objective, KSAVs and Assessment must be captured in the format.

Subject: Social Science **Grade:** 7 **Term:** (1) **Week:** (1)
Date: 2/03/2019 to 5/03/2019

Strand: Environment and Resources
Unit: Physical and Human Environment
Topic: Physical Environment **Lesson Number:** 1-4

Content Standard: 8.1.1 Students will be able to compare the main features of physical and human environments and investigate their formation.

Benchmark: SOS 8.1.1.1 Describe the features of physical environments and examine how these are constructed or formed.

Key Concepts

LESSON # and LESSON TITLE	OBJECTIVE Students will be able to:	KNOWLEDGE	SKILLS	ATTITUDE/ VALUES	ASSESSMENT
1. Global Climate	Use the Guided Lesson to teach				
2. Global Vegetation	Examine the relationships of the climate and vegetation	Natural vegetation such as forest, grassland and desert	Distributing natural vegetation on the world map	Vegetation on land surface is the physical basis on which human beings live and develop	Identify geographical features in the world for example; climate, vegetation and land
3. Global Landforms	Identify global landforms	Landforms are the natural features and shapes existent on the face of the earth	Study the different types of landforms and their characteristics	Landscapes and land forms are valuable	
4. Social Science Process	Teachers will find no time to introduce Social Science projects, research and other activities they plan to give during the teaching and learning period. Therefore, this lesson is created for teachers to introduce and guide the students the selected processes, activities, criteria and tasks that they expect the students to follow and accomplish.				

REFERENCES: Social Science Syllabus and Teachers Guide

TEACHING MATERIALS:

Class Teacher's Comment

Supervisor's Comment

Prescribed Time Allocations

The following is the listing of primary subjects and their time allocations. Sample timetable and time analysis in Standards Based Curriculum are shown below.

This table shows the Total Time Allocation for Grade 8

No:	Subjects	Total Time (Minutes)
1	English	280
2	Mathematics	240
3	Science	200
4	Social Science	160
5	Arts	120
6	Health-Physical Education	160
7	Making a Living	160
8	Citizenship and Christian Values Education	120
9	Religious Education	60
10	Sports	60
11	Assembly	60
12	Block time	30
Total		1650

Sample Time Analysis for Grade 6

No:	Subjects	Prescribed Time Allocation	No: of lessons x minute/lesson	Suggested Minutes	+ minutes	- minutes
1	English	280	7x40	280		
2	Mathematics	240	6x40	240		
3	Science	200	5x40	200		
4	Social Science	160	4x40	160		
5	Arts	120	3x40	120		
6	HPE	160	4x40	160		
7	MAL	160	4x40	160		
8	CCVE	120	3x40	120		
10	Assembly	60	5x10	50		10
11	RI	60	1x40	40		20
12	Sports	60	2x40	80	20	
13	Block Time/Study	30	1x40	40	10	
	TOTAL	1650	40 (instructional lessons weekly) + assemblies	1650	30	30

Sample Weekly Timetable for Grade 8

The approved total time for a week for all eight (8) subjects and other instructional activities in a teaching week at this level is 1650 minutes. Each of these eight subjects has its total time allocation given. This total time is further broken up into the number of lessons and minutes as shown in the table below.

No:	Minutes	Time	Monday	Tuesday	Wednesday	Thursday	Friday
-	10	8:00-8:10	Assembly	Assembly	Assembly	Assembly	Assembly
1	40	8:10-8:50	English	English	English	English	English
2	40	8:50-9:30	English	Math	English	Math	Math
3	40	9:30-10:10	Math	Math	Math	Science	Study (Contact)
-	30	10:10-10:40	Recess	Recess	Recess	Recess	Recess
4	40	10:40-11:20	Science	S/Science	S/Science	S/Science	CCVE
5	40	11:20-12:00	Science	Science	Science	HPE	HPE
-	60	12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
6	40	1:00-1:40	S/Science	HPE	CCVE	CCVE	MAL
7	40	1:40-2:20	HPE	MAL	Arts	Sports	MAL
8	40	2:20-3:00	Arts	MAL	Arts	Sports	RI
	330	(330 instructional minutes x 5 days = 1650 minutes)					

Content Background Information

In Grade 8, students expand and deepen their knowledge in the five Social Science strands of Environment and Resources, Civic and Organizations, Culture, History and Trade. By applying basic concepts in each discipline to complex communities and environments near and far, students begin to understand the social, cultural, economic, geographic and political aspects of life in the world beyond our status and people. They further explore the civic relationship between an individual and the community in Papua New Guinea in which he or she lives, the forms of government, and the functions and funding of government. They create and interpret simple maps, using them to understand the physical and human characteristics of places around the world, from one's neighborhood to vast regions of the earth. As students examine the world of long ago through historical records, maps and artifacts, they discover how geographic factors, technology and individual and group actions have shaped history. Students practice weighing the costs and benefits in making decisions and examine the economic forces that influence interactions among countries in the world.

Social Science in senior primary is organized in the context of local, national and international understandings. These are closely observed in the five learning strands as outlined below.

Strands	Descriptions
1. Environment and Resources	Students apply geographic knowledge and skills as such, location, place, human environment interactions, movement and regions.
2. Civic and Organizations	Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
3. Culture	Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
4. History and Change	Students demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
5. Trade	Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.

Guided Lessons and KSAVs

Guided Lessons

The guided lessons for Grade 6 are sample lessons only developed from the benchmarks derived from the content standards statements prescribed in the syllabus. They are merely 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. Therefore, teachers are encouraged to use these as the basis either to teach as they are or develop their own according to the information provided in the objectives, KSAVs, teacher and student activities and assessment tasks.

Knowledge, Skills, Attitude and Values (KSAV)

KSAVs are knowledge, skills, attitude and values taken from the yearly lesson overview. KSAVs are coming from the lessons that are left after each guided lesson. You will use all KSAV lessons and alter it using the guided lesson template. Only then it turns out to be a complete lesson plan to teach. KSAVs are not complete lessons as you may think. KSAVs are only providing knowledge, skills and attitudes required of the particular lesson and not a standard lesson plan format.

Lesson Titles

The lesson titles are suggested lessons for you. These lesson titles are created from the benchmarks given in the syllabus. You are given the flexibility to formulate your own lesson titles if you are not comfortable with the suggested titles.

Teacher's Notes

The teacher's notes are key information teachers need to know before teaching a particular lesson. This information becomes more useful in the absence of a text book, a resource book or any supplementary information for the unit and /or topic that is to be taught.

Assessment Tasks

By the end of a week's lessons, there is an assessment task suggested for teachers to conduct to measure the student's proficiency level. These tasks are samples of summative assessment or assessment of learning.

Sample Guided Lessons

Strand 1: Environment and Resources

Term: 1 **Week:** 1 **Guided Lesson**

Lesson: 1

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Physical Environment

Lesson Title: Global Climate

Content Standard: 8.1.1. Students will be able to compare the main features of physical and human environments and investigate their formation.

Benchmark: SOS 8.1.1.1. Describe the features of physical environments and examine how these are constructed or formed.

Lesson Objective: By the end of the lesson, students will be able to:

- reflect on the interconnecting factors
- identify the global climate system
- explore and find out how atmosphere impacts the global climate

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • define global climate • understand the interconnection of global climate system • examine how atmosphere affects global climate • identify the global climatic zones 	<ul style="list-style-type: none"> • examine how the climate patterns are produced by the interaction of the sun and earth • make a distinction between the five climatic zones of the earth 	<ul style="list-style-type: none"> • global climates are naturally characterized temperature of the atmosphere that creates distinct climatic zones of the environment in the universe

References: Social Science Syllabus and Google Earth

Teaching Materials: Worksheets, handouts, globes, maps, atlases and related aids

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask students to recall. 2. Provide clues to guide students. 3. React to students' direct responses. 4. Introduce new lesson topic. "Global Climate" make links to Grade 7 lesson 	<ol style="list-style-type: none"> 1. Recall Grade 7 lesson on climate. 2. Volunteer to tell the class what they recall. 3. Listen attentively.

<p>Body</p>	<ol style="list-style-type: none"> 5. Explain global climate. 6. Explain the interconnecting factors of temperature variation. 7. Show the rotation, revolution and helical motion of how the earth produces seasons. 8. Make links to the galaxy and the planet Earth surrounded by 5 different layers of gases. 9. Show the layers of gases found in the atmosphere. 10. State clearly the purpose of this different layer of gases and how they protect the Earth. 11. Further explain that the atmospheric occurrence causes rain, snow and wind. 12. Also explain that these occurrences fall under 5 different climatic zones. 13. Ask students to locate the climatic zones on the map. 	<ol style="list-style-type: none"> 4. Ask unknown questions. 5. Concentrate and focus on the unpacking of the Sun and Earth interactions. 6. Listen attentively and interrupt with burning questions. 7. Volunteer to locate the countries that fall under different climatic zones according to the teacher's request.
<p>Conclusion</p>	<ol style="list-style-type: none"> 14. Issue questions and activities on the worksheets. 	<ol style="list-style-type: none"> 8. Answer the questions and activities on the worksheets.

Evaluation: Collect students' worksheets for fair marking. Allow students to access the globe and world maps to locate the different countries which fall under different climatic zones

Teacher's Notes:

- Reflect the interconnecting factors that give the variation behind temperate and tropical climates, wet and dry, deserts and rain forests on the bigger scale.
- One of these factors is how the sun, moon and earth interact with each other.
- Our moon is known for pulling more moisture onto the earth and the tides being greater at times of fullness.
- The Sun–Earth interaction with the Earth's peculiar tendency to move in numerous directions at once produces climate patterns.
- When the earth revolves, it produces days of sun and nights of darkness.
- When it rotates or tilts – in combination with its helical motion around the sun – seasons are produced and varying day lengths are associated.
- The sun is not a static being and the earth itself coils around the sun as it moves through our Milky Way Galaxy.

Our planet is surrounded by a layer of gases called the atmosphere.

- It is more than 1,000 km wide
- Without our atmosphere, there would be no life on earth
- Scientists divided the atmosphere into five layers according to temperature: troposphere, stratosphere, mesosphere, thermosphere and exosphere
- Life on our planet is possible thanks to the atmosphere, as it:
- Regularizes the temperature on the Earth's Surface, and so avoids being too cold in winter and too hot in summer
- Shields the earth from solar rays and other life-threatening things
- Has an atmospheric occurrence such as wind, rain, and snow takes place there



Global climates are often divided into five types: **tropical, dry, temperate, cold and polar.**

These climate divisions take a variety of factors into consideration, including altitude, pressure, wind patterns, latitude and geographical characteristics, such as mountains and oceans. The five climate division is known as the Koppen Climate Classification System, named after founder Wladimir Koppen.

1. Tropical Regions

Tropical regions are characterized by high average temperatures and large amounts of rainfall. Biomes have tropical climates include rainforest and savannas. The average monthly temperature in tropical climate regions is 64.4 degrees Fahrenheit and there tends to be little or no winter season.

2. Temperate Regions

Temperate regions are also known as middle latitude climates. Summers tend to be quite warm with little rainfall. Winters are moderate and wet. The coldest months in temperate regions tend to be between 26.6 and 64.4 degrees Fahrenheit. Temperate biomes include subtropical regions, Mediterranean areas and marine regions.

3. Polar Regions

Polar regions are characterized by a lack of a true summer. The warmest temperatures are around 50 degrees Fahrenheit and these are short-lived. Large blocks of permanent ice and tundra are what make these regions distinctive. Polar climate regions usually only have four months of temperatures above freezing. They also tend to have months of little daylight.

4. Dry Regions

Dry regions experience very little rainfall and therefore have no permanent streams. They are also marked by large ranges in daily temperatures. In the desert, for example, temperatures can reach over 120 degrees Fahrenheit during the day, but may drop to 100 degrees or less at night. Dry regions are divided into semi-arid and arid zones.

5. Cold Regions

Cold regions, also known as snow, continental climates, have moderate rainfall and high seasonal variations in temperature. These regions tend to be found in central regions of land masses, such as America. Average summer temperatures can be anywhere from 70 to 90 degrees. In the winter, the coldest month has an average temperature below 26 degrees Fahrenheit.

(Source: Layers of atmosphere info graphic. Science for kids)

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 2, 3 and 4

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Physical Environment

Content Standard: 8.1.1. Students will be able to compare the main features of physical and human environments and investigate their formation.

Benchmark: SOS 8.1.1.1. Describe the features of physical environments and examine how these are constructed or formed.

Lesson Numbers	Lesson 2	Lesson 3	Lesson 4
Lesson Titles	Global Vegetation	Global Landforms	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • examine the relationships of the climate and vegetation • identify the characteristics of major types of vegetation • describe and compare the sub types of vegetation • discuss the benefits of natural vegetation to people 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify global landforms • study the nature of different landforms and their characteristics • locate different landforms on world map and indicate the country of origin • discuss the benefits of natural landforms to people 	By the end of the lesson, students will be able to:

<p>Knowledge</p>	<ul style="list-style-type: none"> • natural vegetation – (forest, grassland and desert) • subtypes of natural vegetation • distribution of natural vegetation • the characteristics of major vegetation • the benefit of natural vegetation 	<ul style="list-style-type: none"> • landforms are the natural features and shapes existent on the face of the earth • landforms possess many different physical characteristics and are spread out throughout the planet • landforms constitute a specific terrain and their physical arrangement in the landscape forms what is termed as topography 	
<p>Skills</p>	<ul style="list-style-type: none"> • distributing natural vegetation on the world map • locate different vegetation in various parts of the world according to their geographical features • collate pictures through research and set out on the biome chart • identify a particular benefits of natural vegetation and briefly outline its benefit 	<ul style="list-style-type: none"> • study the different types of landforms and their characteristics • locate different landforms in various parts of the world according to their geographical features • collate pictures through research and set out on the chart with descriptions • describe each landforms and locate them on the world map and the country of origin 	
<p>Attitudes/Values</p>	<ul style="list-style-type: none"> • vegetation on land surface is the physical basis on which human beings live and develop • vegetation also the main feedback and regulating system of regional and global environmental change 	<ul style="list-style-type: none"> • landscapes and landforms are valuable as they play an important part in the way the physical environment functions • humans have always been interconnected with landscapes and believe they are important for their beautiful, economic, cultural and spiritual values 	
<p>Assessment Task #: 1</p>	<p>Identify geographical features in the world (e.g., climate, vegetation and land forms).</p>		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 2

Lessons: 5, 6, 7 and 8

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Human Environment

Content Standard: 8.1.1. Students will be able to compare the main features of physical and human environments and investigate their formation.

Benchmark: SOS 8.1.1.2. Describe the features of human environments and examine how these are constructed or formed.

Lesson Numbers	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Titles	Worlds' Cities	Global Population	Global Settlement Pattern	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify countries in the world and their capital cities • study the location of each capital city and its total population 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • find out the total estimated population of the world and PNG • investigate annual births and deaths per year • describe the patterns of change in world's population 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define what are settlement patterns? • identify the 3 types of settlement patterns in the world • compare and contrast the 3 settlement patterns of the world to PNG 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • capital cities in the Pacific • capital cities in African countries • capital cities in Europe • capital cities in Asia • capital cities in the Caribbean • capital cities in North and South America • total population per city 	<ul style="list-style-type: none"> • population growth is driven by three demographic components: fertility, mortality and migration • health is a fundamental aspect of quality of life • fertility and mortality factors determining population growth • human migration determining the population growth 	<ul style="list-style-type: none"> • settlement patterns are how people arrange themselves as they live on the land, usually urban or rural regions • linear (strings) - pattern consists of groups of houses that form a long line can be straight or curvy • scattered (dispersed) - mainly found in agricultural regions as building sits alone, separate from its neighbors • clustered (concentrated) a group of houses close together 	
Skills	<ul style="list-style-type: none"> • study the countries in each of the continents in the atlases • identify capital cities of each countries per continent • list the names of each capital cities and their population next to their country • identify ancient cities of the world 	<ul style="list-style-type: none"> • collect and distribute world's population on data from densely populated countries • calculate population growth results from the difference between births and deaths • identify countries of the world with highest population of immigrants • tabulate information collated from the immigration study by percentage 	<ul style="list-style-type: none"> • discuss and identify rural and urban settlement pattern • collect and collate pictures of human settlements according to the 3 different patterns • state the country of origins of the different settlement patterns • state reasons for linear, scattered and clustered settlements 	

<p>Attitudes/ Values</p>	<ul style="list-style-type: none"> • enhancing human capital through education • help to maintain and develop human capital in partnership with others • infrastructure, technologies and processes make minimum use of human innovation and skills • financial capital accurately represents the value of natural and human capital 	<ul style="list-style-type: none"> • population growth does not constrain economic growth and development • births are spaced and enhance the health of both the mothers and children • migration, urbanization and population distribution patterns contribute to better development of a nation 	<ul style="list-style-type: none"> • a place where tourists visit to enjoy themselves • the growth of that settlement then depended upon its situation in relation to accessibility and availability of natural resources • some settlement that is located around the need for certain services • originally, people built their homes together for companionship, safety and to share services 	
<p>Assessment Task #: 2</p>	<p>Identify and analyze human features of the world (e.g., cities, population and settlement pattern).</p>			

Strand 1: Environment and Resources
Term:1 Week: 3 Guided Lesson

<p>Lesson: 9 Unit 1: Physical and Human Environment Topic: Working With Maps Lesson Title: Grid Coordinates Content Standard: 8.1.1. Students will be able to compare the main features of physical and human environments and investigate their formation. Benchmark: SOS 8.1.1.3. Use maps to interpret and compare the physical and human environment features of different places.</p>	<p align="right">Time: 40 minutes</p>
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Lesson Objective: By the end of the lesson, students will be able to:

- define alpha-numeric and grid coordinate
- create a grid map using accurate symbols of a given key
- use a grid to correctly locate designated places on a map
- examine the street directory map

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • examine the coordinate numbering system carefully • examine grid coordinates on street directories first from left across to the right starting at (A) Alpha grids • secondly down the page starting from (1) numeric grids • numeric grids on many other maps start with the lowest numbers at the bottom • grid references highlight the issue that a grid reference identifies a region 	<ul style="list-style-type: none"> • create an alpha-numeric grid system for the activity • draw objects on the grid paper • provide the keys on the side of the grid representing objects in the grid • give grid coordinates for the objects such as trees, windmill, creek, river, road, pylons etc 	<ul style="list-style-type: none"> • develop an understanding that a map grid reference does not specify a particular point on a map, but instead gives an area • develop the essential ideas using simplified maps, and to provide practice with simplified and later real maps • using a street directory improves the practical skill of locating exact places on maps

References: Social Science Syllabus and Google Earth

Teaching Materials: Worksheets, grid papers, globes, maps, atlases and related aids

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Discuss briefly the importance of being able to read a map. 2. Review what a key is to a map and pass out the handout of the key that they will normally use to read and create maps. 	<ol style="list-style-type: none"> 1. Listen attentively to the teacher.
Body	<ol style="list-style-type: none"> 3. Explain what a grid is used for and the parts that make up the grid (i.e. Latitude lines and the horizontal row of letters and vertical row of numbers). 4. Demonstrate for the class how to locate a place on a map by using a grid. 5. Have them take out a pencil and pass out a PNG map sheet of A4-sized paper for each student. 6. Demonstrate for the class how to locate a place on a map by using a grid. 7. Do several examples and have students demonstrate. 8. Tell the class that they are to construct and label their own country. 9. Tell them that each province should have different symbols on the key as possible. 10. When the class has completed their map drawing, have them use their colors or crayons to label and indicate areas on the map. 11. Have them take out their rulers and black fine-tipped markers. 12. Line up their ruler with the top horizontal edge of the paper and draw a straight line with their pencil based on the width of the ruler. 13. Have the students trace over them with their fine-tipped black marker. 14. Have students put their name in the top left-hand corner of the grid so that they don't accidentally place a letter or number in it. 	<ol style="list-style-type: none"> 2. Watch while teacher explains and demonstrates the lesson. 3. Appear to have firm grasped on this ability. 4. Get ready to work with pencils and papers. 5. Demonstrate what they have seen from their teacher. 6. Construct and label their country. 7. Insert symbols per provinces under the key section. 8. Take out rulers and fine tip markers or biros. 9. Should make equal lines of the same width down the page. 10. Should also do this for the vertical side as well. 11. Put their names in the top left-hand corner of the grid.
Conclusion	<ol style="list-style-type: none"> 15. When maps are completed, have students create 10 questions that require the use of the grid for their map. 16. Make sure they have an answer key for it as well. 	<ol style="list-style-type: none"> 12. Create 10 questions that require the use of grid (e.g., the capital of Morobe province is found at what grid coordinates? Etc.

Evaluation: Each student will turn in their map, questions, answer key and other students' responses to their map questions. Check to make sure that all parts of the assignment have been completed and done

accurately. The answers to the questions will not be graded but check to see if they were completed and if more work needs to be done on understanding how to read a grid.

Teacher's Note:

Symbols and signs (Map of PNG)

- Prepare handouts on PNG map including the symbols and signs listed below
- Distribute these handouts to students to color and trace the provinces with pencil or markers
- Students will use their rulers to draw squares of longitude and latitude lines
- Students may want to add to the key if they do not see what they want to put.
- Each province should have a capital and several other major towns.
- Suggest adding mountain ranges, a major river or two, parks, grasslands, plains, deserts, major highways, national landmarks, different types of vegetation, pylons, windmills etc.
- Whatever they feel they need to make a well-constructed map.
- Remind them to be careful that their coloring is not too dark so that labels and symbols cannot clearly be seen on their map.
- Instruct them to leave around an inch on both the top and left-hand side of their map blank so they can write in the number and letters for the grid, as well as their title.
- Suggest maybe drawing those lines first before creating.
- Set out other map examples to look at.
- Encourage them to ask not only where on the grid is something located but to also give a grid location and have the students tell what is found at that location

Students Activity or Questions

- Ask questions such as: what community service is found at the following grid coordinates?
 - I. B4
 - II. C5
 - III. H3 etc.

Student's Homework

- Issue copies of street directory e.g. Map of Bondi, 8th edition, 2003 to locate:
 - I. All the hotels
 - II. Beaches
 - III. Parks etc.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 10, 11 and 12

Time: 40 minutes

Unit 1: Physical and Human Environment

Topic: Working With Maps

Content Standard: 8.1.1. Students will be able to compare the main features of physical and human environments and investigate their formation

Benchmark: SOS 8.1.1.3. Use maps to interpret and compare the physical and human environment features of different places.

Lesson Numbers	Lesson 10	Lesson11	Lesson 12
Lesson Titles	Latitude and Longitude	Find Places Using Latitude and Longitude	Social Science Process
<p>Lesson Objectives</p>	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify the difference between latitude and longitude • find on a world map the location identified by a pair of map coordinates 	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • identify at least 10 places on the world map using the given latitude and longitude points • identify the latitude and longitude points of at least 10 places on the world map 	<p>By the end of the lesson, students will be able to:</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • key words to learn from this lesson are: (longitude, latitude, equator, meridian, prime meridian) • Write on a board terms latitude and longitude. • explain that the lines of latitude and longitude • the lines that run across the grid -- the flat lines -- are lines of latitude • the equator is an example of a line of latitude • the equator is the latitude line that divides earth into two hemispheres, the northern hemisphere and the southern hemisphere • The Equator is the 0 point of latitude. Latitude lines north of the Equator are referred to as North latitude; latitude lines south of the Equator are referred to as South latitude. • The lines that run up and down on the grid -- the tall lines -- are lines of longitude. • The lines of longitude are also called meridians. • The Prime Meridian, which passes through Greenwich, England, is the longitude line that divides Earth into two hemispheres, the eastern hemisphere and the western hemisphere. • The Prime Meridian is the 0 point of longitude. Longitude lines east of the Prime Meridian are referred to as East longitude; longitude lines west of the Prime Meridian are referred to as West longitude. 	<ul style="list-style-type: none"> • teacher initiates class discussion on "how planes know where to land and ships know where to navigate to?" • focus on responses that include latitude and longitude and explain that this is largely the basis for planes knowing where to land and ships knowing where to navigate • a detailed explanation of the prime meridian that divides East and West and equator that divides North and South • use latitude and longitude points to locate different places on the world map • included in the modeling will be a variety of places; such as, cities, oceans, nations, mountain ranges • use various places on the map and give the latitude and longitude points of those places • continual focus to the N/S latitude and the E/W longitude differences 	

<p>Skills</p>	<ul style="list-style-type: none"> • hand out of world (physical and political) map containing latitude and longitude grids and contains names of major cities, nations, oceans and mountain ranges • students are given a world map (physical and political) with latitude and longitude grids • the students will identify the latitude and longitude points of 10 major areas of the world (cities, nations, oceans and mountain ranges) • the students are given a list of 10 other major areas (same as above, but different names and place) and will identify the locations on the map 	<ul style="list-style-type: none"> • provide the following coordinates and have students use a map to identify the location that is identified by each set of coordinates • students work in pairs and are provided with a world map containing latitude and longitude grids • students are given a set of 10 points and are asked to record what major area is located at that point (city, nation, ocean, mountain range) <p>Example 48 degrees North latitude, 2 degrees East longitude (France)</p> <ul style="list-style-type: none"> • students are given 10 areas (city, nation, ocean and mountain range) and are to give the latitude and longitude points on the map of the area <p>Example: Mt Kilimanjaro, Suez Canal, Jerusalem etc.</p> <ul style="list-style-type: none"> • when most students seem to grasp the concepts of latitude and longitude, provide the Where in the World Game? • create a set of cards, one card per student on each card write the coordinates of a location someplace in the world • pass a card to each student and have them find and identify the location on a world map • create a coordinate BINGO game 	
<p>Attitudes/ Values</p>	<ul style="list-style-type: none"> • latitude and longitude are imaginary lines that help us label every place on the surface of the earth • the most important line of latitude is the equator, which runs horizontally around the furthest part of the earth • longitudes are therefore imaginary circles that intersect the north and south poles, and the equator 	<ul style="list-style-type: none"> • latitude and longitude are imaginary lines that help us label every place on the surface of the earth • the most important line of latitude is the equator, which runs horizontally around the fattest part of the earth • longitudes are therefore imaginary circles that intersect the North and South Poles, and the equator 	
<p>Assessment Task #: 3</p>	<p>Use reference points, latitude and longitude, direction and grid systems to locate positions on various representations of the earth's surface.</p>		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 4

Lessons: 13, 14, 15 and 16

Time: 40 minutes

Unit 2: Effects of Environmental Change

Topic: Global Settlement Pattern

Content Standard: 8.1.2. Students will be able to assess the effects of environmental change on people migration.

Benchmark: SOS 8.1.2.1. Elaborate on how changes in the physical and human environment contribute to people migration.

Lesson Numbers	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Titles	Climate Change	Rapid Population Increase	Genocide	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define and explain climate change discuss effects of climate change on migration 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define and explain rapid population increase discuss the effects of population increase 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define and explain genocide identify countries that have highest rate of genocides identify reasons for genocides and discuss effects of genocides 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> meaning of climate change effects of climate change 	<ul style="list-style-type: none"> meaning of rapid population increase effects of population increase 	<ul style="list-style-type: none"> meaning of genocide countries with highest genocide rates reasons for genocides effects of genocides 	
Skills	<ul style="list-style-type: none"> make awareness on climate change investigate evidences of climate change 	<ul style="list-style-type: none"> conduct a simple census in the village or settlement identify some reasons for population growth 	<ul style="list-style-type: none"> conduct case studies on countries with high rate of genocides identify the main reasons behind genocides discuss effect of genocides 	
Attitudes/ Values	<ul style="list-style-type: none"> have sympathy on people who are affected by climate change 	<ul style="list-style-type: none"> accept good and skilled people only from other countries 	<ul style="list-style-type: none"> accept and accommodate people who flee from genocide attacks 	
Assessment Task #: 4	Explain the significance of global migration.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 5

Lessons: 17, 18, 19 and 20

Time: 40 minutes

Unit 2: Effects of Environmental Change

Topic: Global Environment Influence (1)

Content Standard: 8.1.2. Students will be able to assess the effects of environmental change on people migration.

Benchmark: SOS 8.1.2.2. Use basic research skills to ascertain the effects of human environment change on the movement of people way from their local communities.

Lesson Numbers	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Titles	Rise in Sea Level	Internal Migration	Access to Basic Services	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define rise in sea level identify the causes of rise in sea level identify the effects of rise in sea level on the lives of people 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define internal migration in PNG identify reasons for internal migration discuss setbacks of internal migrations 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> discuss access to basic services identify the basic services people seek to access out of their districts and provinces discuss positive and negative effects of people seeking access to basic services 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> definition of rise in sea level effects of rise in sea level in the Pacific specific Pacific Island countries affected by rise in sea level movement of people of the Pacific Island affected by rise in sea level 	<ul style="list-style-type: none"> definition of internal migration reasons for internal migration <ul style="list-style-type: none"> sorcery infrastructure development marriage tribal fight poverty setbacks of internal migration <ul style="list-style-type: none"> lose of land discrimination freedom of movement tight income gain no recognition and respect 	<ul style="list-style-type: none"> definition of access to basic services basic services people seek to access out of their districts and provinces: <ul style="list-style-type: none"> education health sports employment business positive effects of leaving home <ul style="list-style-type: none"> kids sent to better schools access better medical treatment involve in organized sporting competition get employment to sustain life involve in better economic activities negative effects of leaving home <ul style="list-style-type: none"> school and medical fees are high basic needs are expensive to afford daily transport, electricity and water bills to pay 	

Skills	<ul style="list-style-type: none"> investigate and identify pacific island nations affected by rise in sea level conduct a case study on one particular island country state the countries accepting the migrants present report on the case study 	<ul style="list-style-type: none"> discuss reasons for internal migration in groups identify some elements of internal migration list the elements of internal migration display pictures of the elements and label them clearly on charts explaining each element 	<ul style="list-style-type: none"> identify basic services that attract people to leave their districts and province state the importance of these basic services explain why these services do not exist in their areas invite guests to share their experiences of migrating seeking access to basic services 	
Attitudes/ Values	<ul style="list-style-type: none"> accept and accommodate people affected by rise in sea level 	<ul style="list-style-type: none"> resettle people who are affected by internal factors assist them with basic needs 	<ul style="list-style-type: none"> reducing costs of basic services will give flexibility for people to choose cheapest services to access 	
Assessment Task #: 5	Identify effects, patterns and solutions of global migration.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 6

Lessons: 21, 22, 23 and 24

Time: 40 minutes

Unit 2: Effects of Environmental Change

Topic: Global Environment Influence (2) – (Case studies)

Content Standard: 8.1.2. Students will be able to assess the effects of environmental change on people migration.

Benchmark: SOS 8.1.2.3. Use basic mapping skills and techniques to show the migration routes of people in PNG due to environmental change.

Lesson Numbers	Lesson 21	Lesson 22	Lesson 23	Lesson 24
Lesson Titles	Case Study – Carteret Islanders of Autonomous Region of Bougainville	Case study – Earthquake in Hela Province	Case study – Manam Islanders of Madang Province	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> discuss the effects of high sea levels on the Carteret islanders in the Autonomous Region of Bougainville 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> discuss the effects of the earthquake on the lives of Hela people 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> discuss the effects of the volcanic eruption on the lives of Manam people 	By the end of the lesson, students will be able to:

<p>Knowledge</p>	<ul style="list-style-type: none"> • high sea levels is caused by the wearing out of the ozone layer, causing the heat of the sun to melt the ice in the north and south poles causing the sea levels to rise • the smaller islands such as the Carteret in AROB are affected by high sea levels and eventually get covered under the waters • people on the islands move over to the main land to live to survive • the change of movement is challenging to the people because the new land is not their own, they have to struggle to settle down to survive 	<ul style="list-style-type: none"> • the earthquakes are caused by movement of magma beneath the earth's crust • landslides come about because of strong earthquakes, too • Hela People were affected greatly by the earthquakes that caused severe landslides. They lost their homes and gardens • Hela people in the affected areas have to move to other places to settle down to survive • the change of movement is challenging to the people because the new land is not their own, they have to struggle to settle down to survive 	<ul style="list-style-type: none"> • the volcanic eruptions are also caused by the movement of the magma beneath the earth's crust • Manam Islanders were affected greatly by the volcanic eruption. They lost their homes, gardens and traditional land. • Manam Islanders moved to live on the main land of Madang Province • the change of movement is challenging to the people because the new land is not their own, they have to struggle to settle down to survive 	
<p>Skills</p>	<ul style="list-style-type: none"> • explain the causes of high raising of sea levels • explain effects of high raising of sea levels on Carteret islanders 	<ul style="list-style-type: none"> • explain the causes of earth quakes • explain effects of high earthquakes on Hela People 	<ul style="list-style-type: none"> • explain the causes of volcanic eruptions • explain effects of volcanic eruption on Manam islanders 	
<p>Attitudes/ Values</p>	<ul style="list-style-type: none"> • assist people affected by rise in sea level 	<ul style="list-style-type: none"> • assist people affected by earthquakes 	<ul style="list-style-type: none"> • assist people affected by volcanic eruption 	
<p>Assessment Task #: 6 Conduct case studies on the waves of migration in PNG.</p>				

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 7

Lessons: 25, 26, 27 and 28

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic: Impacts of Global Farming

Content Standard: 8.1.3. Students will be able to investigate how human activities affect the natural environment.

Benchmark: SOS 8.1.3.1. Analyse the different ways farming methods impact on the natural environment.

Lesson Numbers	Lesson 25	Lesson 26	Lesson 27	Lesson 28
Lesson Titles	Types of Farming Methods	Positive Impacts on the Method of Farming	Negative Impacts on the Method of Farming	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain the term 'farming' • identify and discuss the different methods of farming 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify and discuss the positive impacts of the different methods of farming 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify and discuss the negative impacts of the different methods of farming 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • farming is about growing crops and raising animals for commercial purpose 	<ul style="list-style-type: none"> • know about the positive impacts of the different methods of farming 	<ul style="list-style-type: none"> • know about the negative impacts of the different methods of farming 	
Skills	<ul style="list-style-type: none"> • identifying the different methods of farming • explaining the different methods of farming 	<ul style="list-style-type: none"> • identify the positive impacts of the different methods of farming 	<ul style="list-style-type: none"> • identify the negative impacts of the different methods of farming 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate the different methods of farming 	<ul style="list-style-type: none"> • appreciate the positive impacts of the different methods of farming 	<ul style="list-style-type: none"> • accept the negative impacts of the different methods of farming and develop ways to improve 	
Assessment Task #: 7	Discuss methods of farming and the positive and negative impact on the methods of farming.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 8

Lessons: 29, 30, 31 and 32

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic: Impacts of Global Urbanisation

Content Standard: 8.1.3. Students will be able to investigate how human activities affect the natural environment.

Benchmark: SOS 8.1.3.2. Examine how urbanisation impacts on the natural environment.

Lesson Numbers	Lesson 29	Lesson 30	Lesson 31	Lesson 32
Lesson Titles	Environmental Damage Caused by Development	Inadequate Water and Sanitation	Housing and Urban Decay	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • state damages caused by environmental damages 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain and promote sufficient access to water and sanitation 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • describe and state the causes of housing shortages in the urban 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> • know the environment and describe the damages • state the purposes of development • develop ways to promote and protect environment • state the benefits of development 	<ul style="list-style-type: none"> • state that water is a basic need • explain water and sanitation issues • provide alternative ways to water and sanitation • describe impacts of health and hygiene • know the situation and work towards change 	<ul style="list-style-type: none"> • understand the shortages of housing and increase in urban population • government to spend more money to improve housing need • increase in social issues • promote safety approaches to urban settlements
Skills	<ul style="list-style-type: none"> • describe the environmental damages caused by development • discuss and state appropriate ways to reduce or stop damages to the environment as a result of development • promote awareness through drawing of posters and banners 	<ul style="list-style-type: none"> • explain the needs for water and sanitation • state the reasons for inadequate supply of water and sanitation • construct ideas to improve water and sanitation • develop helpful guidelines to attend to such situation 	<ul style="list-style-type: none"> • describe the types of pollution caused by human and urbanization • design ways to protect and control movement of people • suggest how the government can address the issue
Attitudes/ Values	<ul style="list-style-type: none"> • promote safe environmental practices • respect and value the environment' • consider development 	<ul style="list-style-type: none"> • practice safe ways of using water and sanitation • have concern for the human health and hygiene 	<ul style="list-style-type: none"> • accept challenges to solve issues of pollution • determined to address problems • value the importance of housing
Assessment Task #: 8	Discuss and identify issues related to the development of urbanizations (e.g., environmental damage, inadequate water and sanitation and urban housing decay).		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 9

Lessons: 33, 34, 35 and 36

Time: 40 minutes

Unit 3: Human Impacts on Environment

Topic:

Impacts of Logging

Content Standard: 8.1.3. Students will be able to investigate how human activities affect the natural environment.

Benchmark: SOS 8.1.3.3. Critically analyse the impact of logging on the local environment.

Lesson Numbers	Lesson 33	Lesson 34	Lesson 35	Lesson 36
Lesson Titles	What is Logging?	Positive Impacts of Logging	Negative Impacts of Logging	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define and explain logging name and list areas that logging is taking place in Papua New Guinea plot on a blank map of Papua New Guinea, areas where logging is taking place 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> identify and discuss the positive impacts of logging on the local environment create and model the positive impacts of logging show the positive impacts of logging 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> identify and discuss the negative impacts of logging on the local environment create and model the negative impacts of logging show negative impacts of logging discuss ways to correct the negative impacts of logging on the local environment 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> logging refers to gathering of fallen trunks of trees cut down in the forest 	<ul style="list-style-type: none"> identify and discuss positive impacts of logging on the local environment 	<ul style="list-style-type: none"> identify and discuss the negative impacts of logging on the local environment discuss ways to correct the negative impacts of logging on the local environment 	
Skills	<ul style="list-style-type: none"> list and name places where logging is taking place here in Papua New Guinea plot on a blank map of Papua New Guinea areas where logging is taking place 	<ul style="list-style-type: none"> create and model the positive impacts of logging show the positive impacts of logging 	<ul style="list-style-type: none"> create and model the negative impacts of logging show negative impacts of logging 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate the importance of logging be aware of the impacts of logging and create and correct the negative impacts 	<ul style="list-style-type: none"> appreciate the positive impacts of logging on the local environment be aware of the impacts of logging and create and correct the negative impacts 	<ul style="list-style-type: none"> be aware of the negative impacts of logging and create and correct these negative impacts 	
Assessment Task #: 9	Research on logging sites in Papua New Guinea and present your findings as an essay.			

Strand 1: Environment and Resources
Term: 2 Week: 10 Guided Lesson

Lesson: 37

Time: 40 minutes

Unit 4: Environmental Sustainability

Topic: Sustainable Use of Resources

Lesson Title: Importance of Global Awareness to Sustain the Natural Environment

Content Standard: 8.1.4. Students will be able to describe and examine different strategies, approaches and practices for protecting and sustaining the natural environment.

Benchmark: SOS 8.1.4.1. Analyse the different strategies, approaches and practices of protecting and sustaining the natural environment.

Lesson Objective: By the end of the lesson, students will be able to;

- define ‘global awareness’ and ‘sustainability’
- list ways individuals can do at the local level to sustain the natural environment
- discuss the importance of global awareness on environmental sustainable practices

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • what is ‘global awareness’ and ‘sustainability’? • ways individuals can do at the local level to sustain the environment • the importance of global awareness on environmental sustainable practices 	<ul style="list-style-type: none"> • create posters to conduct awareness on sustainable practices in the school and in the community • plant trees, clean fish ponds, clean creeks, national parks, on World Environment Day • plan for making awareness on the importance of ‘Water’ on World Water Day 	<ul style="list-style-type: none"> • appreciate and have respect for the natural environment • cooperate in activities about sustainable practices of the natural environment

References: Social Science Syllabus, Geography for global citizens, 3rd edition,

Teaching Materials: Charts, markers, rulers

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask students to brainstorm on these words; global awareness & environmental sustainability. 2. Discuss the answers given by the students and introduce the lesson topic ‘Importance of global awareness to sustain the natural environment’. 3. Write the meanings of ‘global awareness & environmental sustainability’ on the blackboard. 	<ol style="list-style-type: none"> 1. Students’ answers; global awareness – world, become aware, natural environment, maintain or look after the natural environment, conserve the natural environment, countries. 2. Listen, observe and write the meanings of the words into their exercise books.

<p>Body</p>	<ol style="list-style-type: none"> 4. Explain students' group work and write the activities on the blackboard. 5. Supervise and assist students working on the activity. 6. Ask groups to report to the rest of the class what each group has done. 7. Discussions after each group's presentation. 	<ol style="list-style-type: none"> 3. Organise themselves into working groups and work on the activities using charts, markers, rulers, colours, magazines, newspapers, resource books, provided by the teacher. 4. Groups report to class their completed work and paste their charts on the classroom walls. 5. Listen, observe and correct their work.
<p>Conclusion</p>	<ol style="list-style-type: none"> 8. Write a brief summary on the blackboard. 9. Briefly explain the summary. 	<ol style="list-style-type: none"> 6. Copy the summary into their books. 7. Listen carefully.

Evaluation: Reflect on the content of the lesson to see if all the objectives were achieved and students have understood by completing the activities correctly.

Teacher's Notes:

What is global awareness?

It is any activity we do to protect our planet and conserve (protect, safeguard, support) its natural resources so that every living thing can have an improved quality of life.

What is environmental sustainability?

The ability to maintain things that are valued in the natural environment. For example; the land, waters and air that surround us.

We sustain things in the natural environment because they are useful to us or we care about the wellbeing of other people or other species.

Sustainable practices at your local area

Plant a tree to replace every tree cut, do not fish using nets or dynamite, encourage selective logging, put off electrical appliances when not in use, do not use fertilizers when planting crops.

The importance of global awareness on environmental sustainable practices

Global environmental awareness is important for several reasons; it fosters a sense of connection to the natural world, promotes sustainable development and encourages conservation of non-renewable natural resources and rare plant and animal species. Environmental awareness essentially serves as

an educational tool, helping people around the world understand the economic and biological importance of preserving resources and reducing harmful impacts of man-made changes.

Environmental awareness or education helps people understand the effects of human activities on various lands.

Homework Project:

In groups, prepare posters and role plays to make awareness in the school and the surrounding community on sustainable practices on the use of the natural environment on the 'World Environment Day'.

Knowledge, Skills, Attitudes and Values (KSAV)
Lessons: 38, 39 and 40

Time: 40 minutes

Unit 3: Environmental Sustainability

Topic: Sustainable Use of Resources

Content Standard: 8.1.4. Students will be able to describe and examine different strategies, approaches and practices for protecting and sustaining the natural environment.

Benchmark: SOS 8.1.4.1. Analyse the different strategies, approaches and practices of protecting and sustaining the natural environment.

Lesson Numbers	Lesson 38	Lesson 39	Lesson 40
Lesson Titles	Global Actions to Sustain the Natural Environment	Sustainable Water	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • discuss and identify ways governments of different countries have done to promote environmental sustainability 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • state the importance of water and energy to the people • discuss how water and energy can be sustained 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • global actions or approaches on environmental sustainability 	<ul style="list-style-type: none"> • uses of water and energy • sustaining water and energy 	
Skills	<ul style="list-style-type: none"> • educate the local people on environmental issues and their impacts on the people and the planet we live on 	<ul style="list-style-type: none"> • educate the local people on the importance of water and energy and the impact we will face if we run out of water 	
Attitudes/ Values	<ul style="list-style-type: none"> • willingness to support the global approaches of environmental sustainability by making them known to the local community • being responsible in caring for the natural environment 	<ul style="list-style-type: none"> • appreciate the fact that Papua New Guineans are blessed with fresh water • being wise and responsible in using water and energy • willing to part take in sustainable practices in water and energy 	
Assessment Task #: 10	Discuss actions or campaigns to sustain global natural environment.		

Knowledge, Skills, Attitudes and Values (KSAV)
Week: 11

Lessons: 41, 42,43 and 44

Time: 40 minutes

Unit 4: Environmental Sustainability

Topic: Promoting Environmental Sustainability

Content Standard: 8.1.4. Students will be able to describe and examine different strategies, approaches and practices for protecting and sustaining the natural environment.

Benchmark: SOS 8.1.4.2. Discuss how personal and group actions and change in attitudes, values and practices can contribute towards the protection and the sustainability of natural environments.

Lesson Numbers	Lesson 41	Lesson 42	Lesson 43	Lesson 44
Lesson Titles	International Organisations Protecting the Natural Environment	Global Emissions	Agriculture and Food Security	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify international organisations promoting environmental sustainability and discuss their policies 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define global emissions • discuss policies on controlling global emissions 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify and discuss policies on agriculture and food security 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • international organisations promoting environmental sustainability and discuss their policies 	<ul style="list-style-type: none"> • global emissions • policies on controlling global emissions 	<ul style="list-style-type: none"> • policies on agriculture and food security 	
Skills	<ul style="list-style-type: none"> • research and list international organisations that promote environmental sustainability 	<ul style="list-style-type: none"> • analyse global emissions by different countries and the impact on the people 	<ul style="list-style-type: none"> • discuss the policies and state if these policies have been implemented 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate the work of the international organisations 	<ul style="list-style-type: none"> • respect the policies and value their implementation 	<ul style="list-style-type: none"> • respect the policies and value their implementation 	
Assessment Task #: 11	Identify global organizations with prudent policies on environment protection, global emission and agriculture and food security.			

Strand 1: Environment and Resources

Term: 2 Week: 12 Guided Lesson

Lesson: 45

Time: 40 minutes

Unit 5: Natural Hazards

Topic: Global Hazards

Lesson Title: Plague

Content Standard: 8.1.5. Students will be able to analyse the causes and effects of hazardous natural events in other parts of the world and describe how people respond to them.

Benchmark: SOS 8.1.5.1. Discuss major hazardous natural events in other parts of the world and evaluate their causes.

Lesson Objective: By the end of the lesson, students will be able to;

- define plague
- discuss the cause of plagues
- identify the forms of plagues
- identify examples of plagues
- discuss control measures of plagues

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • meaning of 'plague' • causes of plagues • forms of plagues • examples of plagues • control measures 	<ul style="list-style-type: none"> • research on major plagues experienced in the world and their impact on the lives of people 	<ul style="list-style-type: none"> • willing to research and share information on plague experienced in different parts of the world

References: Social Science Syllabus,

Teaching Materials: Charts, markers, rulers, library

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask revision questions on natural disasters learnt in Grades 6 and 7. 2. Discussion between teacher and students on experiences of different disasters in Papua New Guinea and different parts of the world. 3. Introduce lesson topic 'plagues' and write it on the blackboard. 	<ol style="list-style-type: none"> 1. Talk about current natural hazards and disasters they have encountered, read or heard. 2. Describe their reactions and actions when disaster strikes. 3. Listen and observe.
Body	<ol style="list-style-type: none"> 4. Asks students to discuss and write the definition of plague. 5. Elaborate on the definition presented by the students and write the meanings on the black board. 6. Explains the causes and forms of plagues and also mention the signs and symptoms of the different forms. 7. Describe examples of plagues experienced in different parts of the world and Papua New Guinea with pictures, diagrams, articles. 8. Organise students into groups to write up control measures under these two sub-heading 'prevention and treatment'. 9. Supervise students writing the safety guidelines. 10. Ask for groups to present their work on control measures. 11. Distribute handout prepared before lesson which has the lesson notes. 	<ol style="list-style-type: none"> 4. In pairs, write the meaning of the word 'plague'. 5. Discuss with other students and the teacher. 6. Listen attentively to the teacher. 7. Group work on control measures using charts, markers. 8. Report to class their discussions on control measures.
Conclusion	<ol style="list-style-type: none"> 12. Give a brief summary of the main points. 13. Set assignment based on the topic of the lesson. 	<ol style="list-style-type: none"> 9. Listen attentively. 10. Take note of the assignment.

Evaluation: Reflect on the content of the lesson to see if all the objectives were achieved and students have understood by completing the activities correctly.

Teacher's Notes:**What is a plague?**

A plague is a very infectious disease that spreads quickly and kills large numbers of people.

What causes a plague?

It is caused by a bacterium found in animals transmitted to humans through fleas that have previously fed on infected animals like mice, rats, rabbits, cats and dogs.

Forms of plague

- i) Bubonic plague refers to painful swellings of certain parts of the body; around the base of the neck, armpits and the groins.
- ii) Septicaemic plague refers to blood diseases or blood poisoning.
- iii) Pneumonic plague is an airborne disease that attacks the lungs before other parts of the body.

Signs and symptoms of plagues

Bubonic plague generally appears within two to six days of infection. They include: fever and chills, headache, muscle pain, general weakness, seizures

Septicaemia plague symptoms usually start within two to seven days after exposure, but septicaemia plague can lead to death before symptoms even appear. Symptoms can include: abdominal pain, diarrhoea, nausea and vomiting, fever and chills, extreme weakness, bleeding (blood may not be able to clot), shock, skin turning black

Pneumonic plague symptoms may appear as quickly as one day after exposure to the bacteria. These symptoms include: trouble breathing, chest pain, cough, fever, headache, overall weakness, bloody sputum (saliva and mucus or pus from the lungs)

Examples of plagues

- i) Small fox
- ii) HIV AIDS, malaria,
- iii) Cholera, yellow fever
- iv) Tuberculosis
- v) Ebola

Control Measures**a. Prevention**

Keeping the rodent population under control in your home, workplace and recreation areas can greatly reduce your risk of getting the bacteria that causes plague. Keep your home free from stacks of cluttered firewood or piles of rock, brush or other debris that could attract rodents.

Protect your pets from fleas using flea control products. Pets that roam freely outdoors may be more likely to come into contact with plague-infected fleas or animals.

Use insect repellent products or natural insect repellents (like oil of lemon) when spending time outdoors.

If you have been exposed to fleas during a plague outbreak, visit your doctor immediately so your concerns can be addressed quickly.

There is currently no commercially available vaccine against plague in the United States.

b. Treatment

The plague is a life-threatening condition that requires urgent care. If caught and treated early, it is a treatable disease using antibiotics that are commonly available.

With no treatment, bubonic plague can multiply in the bloodstream (causing septicaemia plague) or in the lungs (causing pneumonic plague). Death can occur within 24 hours after the appearance of the first symptom.

Treatment usually involves strong and effective antibiotics such as gentamicin or ciprofloxacin, intravenous fluids, oxygen and sometimes breathing support.

People with pneumonic plague must be isolated from other patients.

Medical personnel and caregivers must take strict precautions to avoid getting or spreading plague.

Treatment is continued for several weeks after fever resolves.

Anyone who has come into contact with people with pneumonic plague should also be monitored, and they are usually given antibiotics as a preventive measure.

Homework Project:

In groups, collect information (pictures, articles, diagrams,) about some of the worst plagues experienced in the world. Identify the countries affected and the impacts of these plagues.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 46, 47 and 48

Time: 40 minutes

Unit 5: Natural Hazards

Topic: Global Hazards

Content Standard: 8.1.5. Students will be able to analyse the causes and effects of hazardous natural events in other parts of the world and describe how people respond to them.

Benchmark: SOS 8.1.5.1. Discuss major hazardous natural events in other parts of the world and evaluate their causes.

Lesson Numbers	Lesson 46	Lesson 47	Lesson 48
Lesson Titles	Eruptions, Mudslides and Glacier	Tornado, Freezing and Heat	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define eruptions, mudslides and glaciers • describe how eruptions, mudslides and glaciers are caused • discuss recent experiences of eruptions, mudslides and glaciers in the world • discuss the impacts of eruptions, mudslides and glaciers on people’s live hood 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define tornados, freezing and heat • describe how tornados, freezing and heat are caused • discuss recent experiences of tornados, freezing and heat in the world • discuss the impacts of tornados, freezing and heat on people’s live hood 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • meaning of eruptions, mudslides and glaciers • causes of eruptions, mudslides and glaciers • recent experiences of eruptions, mudslides and glaciers • impacts of eruptions, mudslides and glaciers 	<ul style="list-style-type: none"> • meaning of tornados, freezing and heat • causes of tornados, freezing and heat • recent experiences of tornados, freezing and heat • impacts of tornados, freezing and heat 	
Skills	<ul style="list-style-type: none"> • research on major eruptions, mudslides and glaciers experienced in the world and their impact on the lives of people 	<ul style="list-style-type: none"> • research on major tornados, freezing and heat experienced in the world and their impact on the lives of people 	
Attitudes/ Values	<ul style="list-style-type: none"> • willing to research and share information on eruptions, mudslides and glaciers experienced in different parts of the world 	<ul style="list-style-type: none"> • willing to research and share information on tornados ,freezing and heat experienced in different parts of the world 	
Assessment Task #: 12	Identify and discuss global hazardous natural events (e.g., medical and pests plague, eruptions, mudstones, glacier, tornedo, freezing and heat waves).		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 13

Lessons: 49, 50, 51 and 52

Time: 40 minutes

Unit 5: Natural Hazards

Topic: Risk Management

Content Standard: 8.1.5. Identify the causes and effects of hazardous natural events in other parts of the world and describe how people respond to them.

Benchmark: SOS 8.1.5.2. Explain how people respond to hazardous events and the front-line organizations that provide humanitarian assistance and rehabilitation programs.

Lesson Numbers	Lesson 49	Lesson 50	Lesson 51	Lesson 52
Lesson Titles	Disaster Resilience	Relief Assistance	Rehabilitation Programs	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define ‘disaster resilience’ • identify disaster resilience groups • discuss types of resilience provided to affected areas 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define relief assistance • identify relief assistance • discuss types of relief assistance 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define rehabilitation programs • identify rehabilitation programs • discuss types of rehabilitation programs 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • meaning of ‘disaster resilience’ • disaster resilience groups • types of resilience provided 	<ul style="list-style-type: none"> • meaning of relief assistance • disaster relief assistance groups • types of relief assistance provided 	<ul style="list-style-type: none"> • meaning of rehabilitation programs • types of rehabilitation programs • groups that provide rehabilitation programs 	
Skills	<ul style="list-style-type: none"> • research and collect more information on disaster resilience 	<ul style="list-style-type: none"> • research and collect more information on relief assistance 	<ul style="list-style-type: none"> • research and gather information about the authorities responsible for disaster rehabilitation programs 	
Attitudes/ Values	<ul style="list-style-type: none"> • willing to research and know more about disaster resilience 	<ul style="list-style-type: none"> • willing to research and know more about relief assistance 	<ul style="list-style-type: none"> • willing to research and know more about rehabilitation programs 	
Assessment Task #: 13	Identify people and organizations that provide resilience, rehabilitation programs and relief assistance.			

Strand 2: Civic and Organisations
Term: 2 Week: 14 Guided Lesson

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 53, 54, 55 and 56

Time: 40 minutes

Unit 1: Groups and Organizations

Topic: Types of Government

Content Standard: 8.2.1. Students will be able to investigate the origins of the provincial government system and elaborate on the structures and the functions of provincial governments.

Benchmark: SOS 8.2.1.1. Distinguish between the main functions and characteristics of the provincial and national governments.

Lesson Numbers	Lesson 53	Lesson 54	Lesson 55	Lesson 56
Lesson Titles	Levels of Government	Functions of Provincial and National Government	Characteristics of Provincial and National Government	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify and explain the levels of the government in Papua New Guinea • draw a simple flow chart of the flow of authority of these levels of government • show these levels of the government 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • distinguish between the functions of the provincial and national government • use newspaper articles or other sources to point out one function of the provincial government and one function of the national government 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • distinguish between the characteristics of the Provincial and National government • use newspaper articles or other sources to point out one characteristic of the provincial government and one characteristic of the National Government 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • the two main levels of the government are the Provincial and National government 	<ul style="list-style-type: none"> • functions of the Provincial and National government <ol style="list-style-type: none"> 1. The Provincial Government As 'Provincial Assembly' which is the legislative and policy-making body for each provincial government 2. The National Government As the 'National Parliament' which is the legislative and policy making body for all 22 provinces in our country Papua New Guinea 	<ul style="list-style-type: none"> • characteristics of the Provincial and National government <ol style="list-style-type: none"> 1. The Provincial Government As a 'Provincial Assembly' which is represented by members elected by people of their respected districts. These refers to the Provincial Governors and the members of the districts in that particular province 2. The National Government As the 'National Parliament' which is represented by the 109 seats of which the 89 are made up of district members and 20 are represented as Provincial Governors 	
Skills	<ul style="list-style-type: none"> • draw the structure of the flow of authority of these levels of government in Papua New Guinea • Show these levels of the government 	<ul style="list-style-type: none"> • use newspaper articles or other sources to point out one function of the provincial government and one function of the National government 	<ul style="list-style-type: none"> • use newspaper articles or other sources to point out one characteristic of the provincial government and one characteristic of the National Government 	

Attitudes/ Values	<ul style="list-style-type: none"> • appreciate the structures of the levels of government 	<ul style="list-style-type: none"> • appreciate the contributions of these level of government to the development of Papua New Guinea 	<ul style="list-style-type: none"> • appreciate the contributions of these level of government to the development of Papua New Guinea 	
Assessment Task #: 14	Examine functions and characteristic of the Provincial and the National Government.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 15

Lessons: 57, 58, 59 and 60

Time: 40 minutes

Unit 1: Groups and Organizations

Topic: Structures of Government – (Case Studies)

Content Standard: 8.2.1. Students will be able to investigate the origins of the provincial government system and elaborate on the structures and the functions of provincial governments.

Benchmark: SOS 8.2.1.3. Analyse the structures of provincial governments and draw conclusions about their effectiveness in enabling government roles and responsibilities to be effectively implemented.

Lesson Numbers	Lesson 57	Lesson 58	Lesson 59	Lesson 60
Lesson Titles	Case study - Structure of Provincial Government	Case study - Structure of Autonomous Government	Case study - Structure of Motu Koitabu Assembly	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define Provincial Government • examine the structure of Provincial Government • discuss the roles and responsibilities of Provincial Government 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define Autonomous Government • examine the structure of Autonomous Government • discuss the roles and responsibilities of Autonomous Government 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define Motu Koitabu Assembly • examine the structure of Motu Koitabu Assembly • discuss the Roles and responsibilities of Motu Koitabu Assembly 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • definition of Provincial Government • structure of Provincial Government • roles and responsibilities of Provincial Government 	<ul style="list-style-type: none"> • definition of Autonomous Government • structure of Autonomous Government • roles and responsibilities of Autonomous Government 	<ul style="list-style-type: none"> • definition of Motu Koitabu Assembly • structure of Motu Koitabu Assembly • roles and responsibilities of Motu Koitabu Assembly 	

Skills	<ul style="list-style-type: none"> research and construct the structure of provincial government outline the roles and responsibilities of the provincial government system 	<ul style="list-style-type: none"> research and construct the structure of autonomous government outline the roles and responsibilities of the autonomous government system describe the operations of the autonomous government 	<ul style="list-style-type: none"> research and construct the structure of Motu Koitabu Assembly outline the roles and responsibilities of Motu Koitabu Assembly describe the operations of the Motu Koitabu Assembly
Attitudes/ Values	<ul style="list-style-type: none"> understand the provincial government system in PNG 	<ul style="list-style-type: none"> understand the operation of autonomous government 	<ul style="list-style-type: none"> appreciate the Motu Koitabu Assembly system value the importance of the operations of this assembly
Assessment Task #: 15	Conduct case studies on the structure of provincial and autonomous government and Motu Koitabu Assembly.		

Strand 2: Civic and Organizations
Term: 2 Week: 16 Guided Lesson

Lesson: 61 **Time: 40 minutes**
Unit 2: Relationships and Contributions between Groups and Organizations
Topic: International Aid Partners
Lesson Title: Australia – (Ausaid)
Content Standard: 8.2.2. Students will be able to examine how international groups and organizations communicate and interact with Papua New Guinea to achieve common goals.
Benchmark: SOS 8.2.2.1. Identify international groups and organizations that assist Papua New Guinea in terms of development.

Lesson Objective: By the end of the lesson, students will be able to:

- define Ausaid
- identify the reasons why Australia provided aid to Papua New Guinea
- list the advantages and disadvantages of receiving Ausaid
- describe the effects of Aid on Australia and Papua New Guinea’s relationship

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> know the meaning of Ausaid reasons for Australia providing aid to Papua New Guinea the advantages and disadvantages of Ausaid in Papua New Guinea effect Aid have on the bilateral relationship between Australian and Papua New Guinea impacts of Ausaid in Papua New Guinea 	<ul style="list-style-type: none"> tabulate the advantages and disadvantages of Ausaid in Papua New Guinea research and identify Ausaid projects in Papua New Guinea develop sentences and paragraphs outlining the impacts of Ausaid in Papua New Guinea’s development 	<ul style="list-style-type: none"> appreciate Ausaid given to Papua New Guinea as part of, assisting in Papua New Guineas growth and development

References: Social Science Syllabus and Related Materials

Teaching Materials: Butcher Paper, markers

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. A revision quiz about student's past learning related to International relationship or Aid assistance. 2. Ask students to exchange their papers and correct their friend's work. 3. Link the quiz to the body of the lesson. 	<ol style="list-style-type: none"> 1. Listen attentively and provide the answers to the quiz questions. 2. Exchange their papers and correct their friends work using answers provided by the teacher 3. Listen attentively.
Body	<ol style="list-style-type: none"> 4. Provide students with few notes about Ausaid and activity questions. 5. Explain the notes to the students. 6. Get the students into groups to discuss the activity questions. 7. Move around the room, supervise student's work and check their books where necessary. 8. Facilitate students as they present their work. 	<ol style="list-style-type: none"> 4. Receive the notes and discussion questions. 5. Listen attentively. 6. Get into groups and discuss the questions provided as activity. 7. Continue on with the discussion, develop charts and graphs where required. 8. Present their discussion to class. 9. Listen attentively.
Conclusion	<ol style="list-style-type: none"> 9. Ask few revision questions as quiz again. 10. Correct the quiz questions. 11. Provide Home Work. 	<ol style="list-style-type: none"> 10. Answer quizzes questions. 11. Correct their work. 12. Take note of the home work.

Evaluation: Discuss the benefits and drawbacks of Australian aid to Papua New Guinea and other third world countries.

Teacher’s Notes:

Ausaid stands for Australia Agency for International Development. As the name stated, Ausaid provides assistance in grant or material goods to the developing countries in a way to assist them in achieving development.

Papua New Guinea is one of the biggest recipients of Ausaid in the Asia Pacific region. This aid is either given directly to Papua New Guinea government in a form of grant, provided as a technical assistance, given to churches and the charity groups to provide goods and services to the people of Papua New Guinea or provided in other ways like scholarship assistance for Papua New Guinea students to study in Australia

Caritas Australia is an example of an agency that uses Ausaid to end poverty, promote justice and uphold dignity in Papua New Guinea through sustainable community development programs. They aim to work in a way that will strengthen the bilateral relationship between Australia and Papua New Guinea and achieve the aims, goals and objectives of both the Papua New Guinea government and Australia’s government.

Activities

Provide answers to the following questions

1. Define Ausaid.
2. What are some of the impacts of Ausaid in Papua New Guinea?
3. Why do you think Australia is interested in providing Aid to Papua New Guinea?
4. Tabulate the advantages and disadvantages of Ausaid. The first one has been done for you

Ausaid to PNG	
Advantages	Disadvantage
1. Scholarship assistance develops Papua New Guinea’s human resource	1. The aid can be used in a way of forcing Papua New Guinea government to accept Australia’s idea that might disadvantage Papua New Guinea
2.	2.
3.	3.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 62, 63 and 64

Time: 40 minutes

Unit 2: Relationships and Contributions between Groups and Organizations

Topic: International Aid Partners

Content Standard: 8.2.2. Students will be able to examine how international groups and organizations communicate and interact with Papua New Guinea to achieve common goals.

Benchmark: SOS 8.2.2.1. Identify international groups and organizations that assist Papua New Guinea in terms of development.

Lesson Numbers	Lesson 62	Lesson 63	Lesson 64
Lesson Titles	Japan – (JICA)	China –(PRC Aid)	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define JICA • Identify some of the projects funded by JICA • explain the reasons why Japanese government provides aid to Papua New Guinea • list the advantage and disadvantages of Papua New Guinea receiving Japanese aid 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • describe the Chinese government aid to Papua New Guinea • discuss the impacts of Chinese aid in Papua New Guinea • list the advantages and disadvantages of Chinese aid in Papua New Guinea 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • know the meaning of JICA • projects funded by JICA in Papua New Guinea • different reasons of Japanese government aiding Papua New Guinea • the advantages and disadvantages of JICA's aid to Papua New Guinea • ways to limit disadvantages and strengthen the relationship Papua New Guinea has with Japanese government 	<ul style="list-style-type: none"> • know what is Chinese government aid to Papua New Guinea • the impacts Chinese government aid have in Papua New Guinea • some of the advantages and disadvantages of Aid Papua New Guinea receives from Chinese government • ways to limit disadvantages and strengthen the relationship Papua New Guinea has with Chinese government 	
Skills	<ul style="list-style-type: none"> • conduct a simple research and identify activities and projects carried out with the assistance of JICA • produce charts and pictures of the different Japanese projects in the country 	<ul style="list-style-type: none"> • conduct a research (readings) to find out reasons why Chinese government aid Papua New Guinea • develop sentences and paragraphs outlining the impacts of Chinese aid in Papua New Guinea's development 	
Attitudes/ Values	<ul style="list-style-type: none"> • treasure relationship between Papua New Guinea and Japan and the assistance received from Japan 	<ul style="list-style-type: none"> • appreciate the relationship between Papua New Guinea and the Chinese government and the assistance received from Chinese government 	
Assessment Task #: 16	Discuss the type of aid assistance to Papua New Guinea from Australia, Japan and China.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 17

Lessons: 65, 66, 67 and 68

Time: 40 minutes

Unit 1: Relationships and Contributions between Groups and Organizations

Topic: Impacts of International Relations

Content Standard: 8.2.2. Students will be able to examine how international groups and organizations communicate and interact with Papua New Guinea to achieve common goals.

Benchmark: SOS 8.2.2.2. Discuss impacts of international groups and organizations contribution to Papua New Guinea’s development.

Lesson Numbers	Lesson 65	Lesson 66	Lesson 67	Lesson 68
Lesson Titles	Social Impacts	Political Impacts	Economic Impacts	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> list the social reasons that cause countries to establish international relationship identify social impacts of international relationship in Papua New Guinea distinguish positive social impacts from negative impact 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> identify Political reasons Papua New Guinea establish relationship with other countries identify the political impacts International relationship have in Papua New Guinea distinguish the positive political impacts from the negative political impacts 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> identify countries Papua New Guinea have a very strong relationship with due to economic reasons identify advantages and disadvantages Papua New Guinea faces with these relationship discuss ways that Papua New Guinea can use to minimize these disadvantages 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> reasons for Countries to establish international relationship social influence from other countries in Papua New Guinea the impacts of these social influence and other social impacts of international relationship the positive and the negative social impacts international relationship have in Papua New Guinea 	<ul style="list-style-type: none"> political reasons Papua New Guinea establishing International relationship impacts of international relationship have on the decision making and the political system of Papua New Guinea the positive and negative political impacts ways in which negative impacts can be minimize 	<ul style="list-style-type: none"> countries Papua New Guinea have International relationship with due to economic reasons advantages Papua New Guinea take or other countries take over Papua New Guinea in terms of trade ways Papua New Guinea can use to minimize and avoid negative economic impacts 	

Skills	<ul style="list-style-type: none"> • use social-cultural map to locate some of the countries that have socially impacted Papua New Guinea • construct sentence and paragraphs identifying the types of social impacts 	<ul style="list-style-type: none"> • use the world political map to locate some of the countries that have politically impact Papua New Guinea • construct sentence and paragraphs identifying the types of political impacts 	<ul style="list-style-type: none"> • use world map (i.e. trade map) to locate some of the countries that have economically impacted Papua New Guinea or vice versa • develop charts, graphs, tables etc., to visualize the impacts 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate different cultures of the world and their uniqueness without compromising Papua New Guinea's way of life 	<ul style="list-style-type: none"> • accept positive impacts that will contribute towards Papua New Guinea's development 	<ul style="list-style-type: none"> • act in a way that shows positive feelings towards countries that want to positively impact Papua New Guinea's economy 	
Assessment Task #: 17	Discuss social, political and economic impacts on Papua New Guinea's international relation.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 18

Lessons: 69, 70, 71 and 72

Time: 40 minutes

Unit 2: Relationships and Contributions between Groups and Organizations

Topic: Types of International Relations

Content Standard: 8.2.2. Students will be able to examine how international groups and organizations communicate and interact with Papua New Guinea to achieve common goals.

Benchmark: SOS 8.2.2.3. Discuss ways of enhancing Papua New Guinea's relations with international groups and organisations.

Lesson Numbers	Lesson 69	Lesson 70	Lesson 71	Lesson 72
Lesson Titles	Bilateral Relationship	Multilateral Relationship	Case study – APEC	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define bilateral relationship • explain why countries establish bilateral relationship • discuss ways Papua New Guinea can enhance its relationship with other countries 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define multilateral relationship • discuss the importance of Papua New Guinea establishing multilateral relationship with other countries • discuss advantages and disadvantages of establishing multilateral relationship 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • list the APEC's 21 member nations • state the goals, aims and objectives of APEC • describe the impacts APEC has in Papua New Guinea as its member country 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> • know what bilateral relationship between countries mean • reasons Papua New Guinea establish relationship with other countries • ways Papua New Guinea can enhance the bilateral relationship it has with other countries 	<ul style="list-style-type: none"> • know the meaning of multilateral relationship • reasons that encourages Papua New Guinea to establish multilateral relationship • challenges faced in establishing and maintain international relationship • ways Papua New Guinea can use to overcome the challenges faced in multilateral relationship 	<ul style="list-style-type: none"> • the purpose of establish APEC • APEC aims and goals • some of APEC member countries • some of the benefits Papua New Guinea gains as a member of APEC
Skills	<ul style="list-style-type: none"> • locate on the map countries that Papua New Guinea has a very strong bilateral relationship with • develop flow charts showing how countries who establish Bilateral relationship benefit from each other 	<ul style="list-style-type: none"> • identify all the countries Papua New Guinea has diplomatic relationship on the map • construct tables, mine maps, graphs to establish advantages and disadvantages, benefits, gains and other impacts and effects bilateral relationships have on Papua New Guinea 	<ul style="list-style-type: none"> • draw a map of the Asia Pacific Region identifying all the APEC member countries • conduct a research identifying aims, goals and objective of APEC and its activities
Attitudes/ Values	<ul style="list-style-type: none"> • promote ideas that will support Papua New Guinea in enhancing its bilateral relationship with other countries 	<ul style="list-style-type: none"> • appreciate the relationships Papua New Guinea has with other countries i.e. ‘ friends to all, enemy to none’ 	<ul style="list-style-type: none"> • accept Papua New Guinea as a APEC member country • modify their views in the way they view the relationship Papua New Guinea has with other APEC countries
Assessment Task #: 18	Discuss Papua New Guinea’s bilateral and multilateral relationship with other nations.		

Strand 2: Civic and Organizations

Term: 2 Week: 19 Guided Lesson

Lesson: 73

Time: 40 minutes

Unit 3: Changes and Development

Topic: Multinational Companies

Lesson Title: Cocoa Cola Limited

Content Standard: 8.2.3. Students will be able to examine the contributions by multi-national companies to Papua New Guinea’s development.

Benchmark: SOS 8.2.3.1. Identify multi-national companies that contribute to national development.

Lesson Objective: By the end of the lesson, students will be able to:

- define multinational company
- describe the characteristics that makes Coca Cola a multinational company
- discuss the advantages and disadvantages of Cocoa Cola as a multinational company existing in Papua New Guinea

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> know the meaning of a multinational company characteristics that defines coca cola as a multinational company ways Papua New Guinea benefits from Coca Cola Limited threat the company might pose to Papua New Guinea 	<ul style="list-style-type: none"> construct graphs, pictures, flow charts, mind maps showing influences and how Papua New Guinea benefits from Coca Cola sketch a world map showing how different Coca Cola branches are link to its head office in USA to demonstrate their understanding of multinational company 	<ul style="list-style-type: none"> appreciate the contribution of Coca Cola in developing the world economy

References: Social Science Syllabus and Related Materials

Teaching Materials: Butcher Paper

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> Take a can of Coca Cola into the classroom and ask the students to identify what is on your hand. Ask the students to provide the background of what they know about Coca Cola. Introduce Coca Cola as a multinational company and link it to the body. 	<ol style="list-style-type: none"> Observe carefully and identify the can of coke. Provide the background knowledge about their understanding of Coca Cola company. Listen attentively.
Body	<ol style="list-style-type: none"> Get the students into group and hand out Handouts, reading materials and worksheets and references. Ask the students to define multinational company, describe the characteristics that make Coca Cola a multinational company (Note other guided questions are in Teachers note). Move around the classroom and supervise student's discussion. Check students' books randomly as facilitating the discussion. Call the class and ask each group to do present what they discuss. Emphasis the main points each group touch in their presentation. 	<ol style="list-style-type: none"> Get into groups and receive their Handouts, reading materials, worksheets and references. Get into groups define and describe the characteristics that make Coca Cola a multinational company. Continue on with the discussion. Hand in the books to teacher to check. A member of the group to represent the group and do the presentation of what they discuss. Listen attentively.
Conclusion	<ol style="list-style-type: none"> Ask few revision questions to recap on the main points. Sum up the main points. 	<ol style="list-style-type: none"> Listen attentively and answer the questions asked. Take note of the main points.

Evaluation: Facilitate and guide the students throughout the discussion and presentation

Teacher’s Notes:

- Multinational Companies are companies that have their head offices in their country of origin and branches in several other countries of the world. Sometimes they are called transnational operations.
- The main characteristics of a multinational company is its large size and is control by its parent company which Coca Cola is an example of,
- Cocoa Cola Company has its head office in Atlanta, USA and branches almost all over the world in almost all countries including Papua New Guinean. All its activities including advertisement is controlled and regulated by the head office in Atlanta.
- However most of its activities try to meet the local needs of the country it operates in by instituting the strategy of ‘Think locally, act globally’. It is trying to become a model company by reaching out to local communities and getting involved in local activities.

Activity

Such questions should be given to student to discuss in groups

1. Define Multinational Company?
2. Why is Coca Cola classified as a multinational company?
3. What are some of the Coca Colas influence in Papua New Guinea?
4. How does USA benefit from Coca Cola Company operating in Papua New Guinea?
5. How does Papua New Guinea benefit from Coca Cola Company?

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 74, 75 and 76

Time: 40 minutes

Unit 3: Changes and Development

Topic: Multinational Companies

Content Standard: 8.2.3. Students will be able to examine the contributions by multi-national companies to Papua New Guinea’s development.

Benchmark: SOS 8.2.3.1. Identify multi-national companies that contribute to national development.

Lesson Numbers	Lesson 74	Lesson 75	Lesson 76
Lesson Titles	Digicel	Rimbunan Hijau Group of Companies	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify Digicel country of origin • discuss the business activities conducted by Digicel • explain why Digicel is classified as a multinational company • list countries that have Digicel services in 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify Rimbunan Hijau’s international headquarters • discuss Rimbunan Hijau’s main business activities in Papua New Guinea • list advantages and disadvantages of Rimbunan Hijau as a multinational company operating in the country 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> • Digicel Country of Origin • Digicel main business activity • characteristics that made Digicel to be classified as a multinational Companies • impact of having Digicel as a multinational company in Papua New Guinea • advantages and disadvantages of having Digicel operating in the country 	<ul style="list-style-type: none"> • location of Rimbunan Hijau's main office • main business activities conducted by the company in Papua New Guinea and around the world • the advantages and disadvantages of having Rimbunan Hijau's as a multinational company operating in Papua New Guinea 	
Skills	<ul style="list-style-type: none"> • locate Digicel country of origin on the map • construct charts, graphs and tables illustrating link between Digicel country of origin and Papua New Guinea through Digicel 	<ul style="list-style-type: none"> • locate Malaysia on the map • construct graphs, charts, diagrams illustrating flow of resources between Malaysia and Papua New Guinea through Rimbunan Hijau 	
Attitudes/ Values	<ul style="list-style-type: none"> • develop the ability to fairly judge Digicel as a multinational Company operating in Papua New Guinea 	<ul style="list-style-type: none"> • develop the ability of having fair judgment on the activities and impacts of Rimbunan Hijau as a multinational Company operating in Papua New Guinea 	
Assessment Tasks #: 19	Discuss contributions of multi-national companies in the nation's development.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 20

Lessons: 77, 78, 79 and 80

Time: 40 minutes

Unit 3: Changes and Development

Topic: Impacts on Contributions

Content Standard: 8.2.3. Students will be able to examine the contributions by multi-national companies to Papua New Guinea's development

Benchmark: SOS 8.2.3.2. Discuss the impacts of the contributions by multi-national companies.

Lesson Numbers	Lesson 77	Lesson 78	Lesson 79	Lesson 80
Lesson Titles	Economic Impacts	Political Impacts	Social Impacts	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> confidently describe the characteristics of multinational companies discuss the economic impacts of Multinational Companies in Papua New Guinea find possible solutions to the negative impacts of Multinational companies might have on Papua New Guinea's economy 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain how Foreign countries use multinational companies to introduce their interest in Papua New Guinea distinguish between positive and negative impacts multinational companies might have on Papua New Guinea's political system propose ideas on ways negative political impacts can be avoided 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> discuss ways in which the multinational companies socially influence the world describe other impacts of the multinational companies in Papua New Guinea and the world provide examples of the social impacts of multinational companies in Papua New Guinea 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> all the characteristics of multinational companies different ways multinational companies impact the country's economy ways which Papua New Guinea can limit the negative impacts of multinational companies 	<ul style="list-style-type: none"> ways Multinational companies are used by their country of origin to introduce their political agenda the positive and the negative political impacts of multinational companies around the world ways and ideas on how negative political impacts can be minimized 	<ul style="list-style-type: none"> different ways multinational companies socially influence the lifestyle of Papua New Guineans other social impacts of multinational companies in Papua New Guinea and around the world example of social impacts of multinational companies 	
Skills	<ul style="list-style-type: none"> produce graphs, charts, pictures to illustrate the economic impacts of Multinational companies develop ideas and ways to minimize the negative impacts of multinational companies 	<ul style="list-style-type: none"> do reading and research to identify countries in South America and United States and how they use multinational companies to carry out their agendas in the past construct sentences and paragraphs to describe the type of impact 	<ul style="list-style-type: none"> produce advisement of multinational companies that influence the social lifestyle of people construct sentences and paragraphs to explain the impacts of these advertisement on peoples lifestyle 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate the contributions of the multinational companies in the countries development 	<ul style="list-style-type: none"> convince that the multinational companies represent their state or country of origin and can be a political agent of their country 	<ul style="list-style-type: none"> accept the fact that the social lifestyles around the world are shaped by the multinational companies 	
Assessment Task #: 20	Identify the economic, political and social impacts of multi-national companies.			

Strand 3: Culture
Term: 3 Week: 21 Guided Lesson

Lesson: 81 **Time: 40 minutes**

Unit 1: Different Cultures

Topic: Globalization (1)

Lesson Title: Understanding Cultures of the World

Content Standard: 8.3.1. Students will be able to compare and contrast the various cultures and appreciate their uniqueness.

Benchmark: SOS 8.3.1.1. Compare and contrast Papua New Guinean cultures with those of other countries and appreciate the uniqueness of these cultures.

Lesson Objective: By the end of the lesson, students will be able to:

- describe, explain and state the common cultures of the world

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • explain what they know about cultures • name some countries of the world • describe the common cultures of the world • name the countries through their own cultural identities • state the relationship between different countries 	<ul style="list-style-type: none"> • define globalization • name a country and state the types of cultures that are commonly practiced • state the types of religion, language dressing and the transport system used • list the cultures that we adopted from other countries 	<ul style="list-style-type: none"> • appreciate changes due to globalization • value cultures that we adopt from other countries • be part of the global change

References: Social Science Syllabus, Google

Teaching Materials: World map, (pictures of clothing, food, music, religion) etc.

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask revision questions related to previous lesson. 2. Introduce the topic. 	<ol style="list-style-type: none"> 1. Answer the questions.
Body	<ol style="list-style-type: none"> 4. Ask students to explain what they understand about globalization. 5. Invite students to identify a country on the map. 6. Name the country. 7. Explain the types of religion, language, clothes, transport etc. are used. 8. Ask students to name some practices that are caused by globalization. 	<ol style="list-style-type: none"> 2. Answer the questions. 3. Select a country on the map. 4. Name the country. 5. Name some activities that are adopted from other countries. 6. Copy summary notes.
Conclusion	<ol style="list-style-type: none"> 9. Summarize the main points. 10. Ask summary questions. 11. Collect student's work. 	<ol style="list-style-type: none"> 7. Answer summary questions. 8. Give their work to teacher. 9. Copy summary notes.

Evaluation: Teacher corrects students work and appraises their efforts.

Teacher’s Notes:

a. GLOBALISATION

- Globalization is the process by which interaction between humans and the effects of that interaction occurs across global distances with increasing regularity, intensity and speed.
- The term globalization has been in use since the mid 1900’s.
- Globalization has been linked with trade and exploration.

b. RELIGION

- Official state Religion – Like Islam, Buddhism, Christianity etc.

c. COMMUNICATION AND LANGUAGE

- Standard language like English,
- Use of Internet (email, web search)
- Newspapers
- TV and Radio

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 82, 83 and 84

Time: 40 minutes

Unit 1: Different Cultures

Topic: Globalization (1)

Content Standard: 8.3.1. Students will be able to compare and contrast the various cultures and appreciate their uniqueness.

Benchmark: SOS 8.3.1.1. Compare and contrast Papua New Guinean cultures with those of other countries and appreciate the uniqueness of these cultures.

Lesson Numbers	Lesson 82	Lesson 83	Lesson 84
Lesson Titles	The Zulus of Africa	Eskimos of Alaska	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • describe some changes to the culture of Zulu and state their common practices of religion, dress and language 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain and describe the cultures of Eskimos about their dress, food, religion and language 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> • know that Zulus wear a variety of attire, both modern and traditional for ceremonies. • state that modern westernized clothing is in use every day. • know most Zulu people state their beliefs to be Christian • understand the language of the Zulu people is “Zulu”, a Bantu language • Many Zulu people also speak Afrikaans, English, Portuguese, Xitsonga, Sesotho and others from among South Africa’s 11 official languages 	<ul style="list-style-type: none"> • know that Eskimo is an English term for the indigenous people who have traditionally inhabited the northern circumpolar region from Eastern Siberia • know the two main peoples known as “Eskimo” the Alaskan Inupiat people, Greenlandic Inuit, • explain the types of clothes they wear and their environment • locate the country on the map 	
Skills	<ul style="list-style-type: none"> • Research the topic. • Collect information and explain. • identify their common cultures • state the changes that are adopted • locate the country on the map 	<ul style="list-style-type: none"> • Explain and describe the Eskimos. • Explain their common cultural practices • name and explain the type of transport and lifestyle • locate the country on the map • identify and state some differences with PNG 	
Attitudes/ Values	<ul style="list-style-type: none"> • accept another country’s culture • participate to understand other cultures • appreciate cultural relationships 	<ul style="list-style-type: none"> • accept another country’s culture • participate to understand other cultures • appreciate cultural relationships 	
Assessment Task #: 21	Examine the cultures of the world (e.g., Eskimos and Zulus).		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 22

Lessons: 85, 86, 87 and 88

Time: 40 minutes

Unit 1: Different Cultures

Topic: Globalization (2)

Content Standard: 8.3.1. Students will be able to compare and contrast the various cultures and appreciate their uniqueness.

Benchmark: SOS 8.3.1.3. Evaluate the importance of Melanesian Festival of Arts in show casing and promoting Melanesian cultures.

Lesson Numbers	Lesson 85	Lesson 86	Lesson 87	Lesson 88
Lesson Titles	Sustaining Indigenous Cultures	Strengthening Common Cultures between Countries	Case study- Maoris	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify other cultures and suggest ways to sustain the indigenous cultures in the country 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • improvise a range of situations where one culture contacts one another 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • research and do a case study about the culture of Maoris 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> • explain ways of sustaining the original cultures • State the elements of original cultures. • explain indigenous cultures of Aborigines and Chinese • understand international cultures and practices 	<ul style="list-style-type: none"> • know the cultural relationships through trade • relate common practices and identify the source of cultural origination • organize cultural events of other countries during their country's independence day 	<ul style="list-style-type: none"> • read and take indigenous people of new zealand as the case study • find out their existence and cultures • compare how outside influences have brought change to their culture 	
Skills	<ul style="list-style-type: none"> • name and list some popular indigenous cultures of the world • describe in each case the activities and practices of those cultures • identify the indigenous cultures of PNG 	<ul style="list-style-type: none"> • explain ways to maintain cultural ties between countries • state the importance of cultural relationships between countries • suggest ways to promote local culture in another country 	<ul style="list-style-type: none"> • research the Natives of New Zealand –The Maoris • state cultural practices that are still active at present • identify and state challenges to cultures through immigration and outside influences 	
Attitudes/ Values	<ul style="list-style-type: none"> • promote cultural sustainability • appreciate sustainable cultures • have respect for originality of cultures 	<ul style="list-style-type: none"> • respect cultures of another country • value cultural relationships • appreciate common understanding through cultural exchanges 	<ul style="list-style-type: none"> • accept cultural history of other countries, • appreciate the understanding to case study • promote indigenous cultures 	
Assessment Task #: 22	Identify ways of sustaining and strengthening indigenous cultures of the world.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 23

Lessons: 89, 90, 91, and 92

Time: 40 minutes

Unit 2: Changes in Cultures

Topic: Global Culture

Content Standard: 8.3.2. Students will be able to analyse the impact of cultural changes on people's lives and places.

Benchmark: SOS 8.3.2.1. Debate how inter-marriages affect and are affected by cultural beliefs, values and practices.

Lesson Numbers	Lesson 89	Lesson 90	Lesson 91	Lesson 92
Lesson Titles	What is Inter-marriage?	Cultural Views on Inter-marriages	Effects of Inter-marriages	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define 'inter-marriage' • discuss examples of inter-marriage 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • discuss how culture affects inter-marriages • discuss advantages and disadvantages of inter-marriages 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • discuss the effects of inter-marriages on culture 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> • meaning of inter-marriage • examples of inter-marriage 	<ul style="list-style-type: none"> • influences of culture on inter-marriages • advantages of inter-marriages • disadvantages of inter-marriages 	<ul style="list-style-type: none"> • effects of inter-marriages on culture 	
Skills	<ul style="list-style-type: none"> • identify and discuss inter-marriages in their communities 	<ul style="list-style-type: none"> • identify and discuss advantages and disadvantages of inter-marriages 	<ul style="list-style-type: none"> • debate how inter-marriages affect culture 	
Attitudes/ Values	<ul style="list-style-type: none"> • respect different cultures in inter-marriages 	<ul style="list-style-type: none"> • appreciate the positive impacts of inter-marriages 	<ul style="list-style-type: none"> • respect and accept cultural views on inter-marriages 	
Assessment Task #: 23	Debate on the general views and effects of Inter-marriages.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 24

Lessons: 93, 94, 95 and 96

Time: 40 minutes

Unit 2: Changes in Cultures

Topic: Global Technology

Content Standard: 8.3.2. Students will be able to analyse the impact of cultural changes on people’s lives and places.

Benchmark: SOS 8.3.2.2. Evaluate the advantages and disadvantages of modern technology such as mobile phones on people’s lives and remote places.

Lesson Numbers	Lesson 93	Lesson 94	Lesson 95	Lesson 96
Lesson Topics	Modern Technology	Advantages of Modern Technology	Disadvantages of Modern Technology	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define modern technology • compare traditional and modern ways of doing things 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify and discuss the advantages of modern technology 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify and discuss the disadvantages of modern technology 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • meaning of modern technology • comparison of traditional and modern ways of doing things 	<ul style="list-style-type: none"> • advantages of modern technology 	<ul style="list-style-type: none"> • disadvantages of modern technology 	

Skills	<ul style="list-style-type: none"> • discuss traditional and modern ways of doing things 	<ul style="list-style-type: none"> • discuss the advantages of modern technology • identify changes in technology in their communities and how they have benefited from them 	<ul style="list-style-type: none"> • discuss the disadvantages of modern technology • identify changes in technology in their communities and how they have been affected by them 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate the changes in technology 	<ul style="list-style-type: none"> • appreciate positive impacts of modern technology 	<ul style="list-style-type: none"> • adapt to the use of modern technology 	
Assessment Task #: 24	Debate on the impacts of the use of mobile phones in Papua New Guinea.			

Strand 3: Culture
Term: 3 Week: 25 Guided Lesson

Lesson: 97 **Time: 40 minutes**
Unit 3: Cultural Participation
Topic: Global Cultural Events (1)
Lesson Title: Importance of World Cultural Events
Content Standard: 8.3.3. Students will be able to examine the importance of planning, organizing and participating in cultural activities.
Benchmark: SOS 8.3.3.1. Discuss how essential knowledge, values and attitudes are learned by one’s participation in cultural activities.

Lesson Objective: By the end of the lesson, students will be able to:

- explain and state the opportunity to participate in the world cultural events

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • define cultural events • name some common cultural events of the world • explain the activities that are practiced during the cultural events • explain the impacts of the events on people such as visitors or tourists • name the cultural events of our neighbouring countries 	<ul style="list-style-type: none"> • list the purposes of world cultural events • explain how PNG cultures can be exposed in another country • name a foreign event that is held in PNG • explain how they would feel if the cultural event was controlled by the government 	<ul style="list-style-type: none"> • value other cultures • show pride in national events • appreciate foreign events in the country

References: Social Science Syllabus, Google

Teaching Materials: Social Science Syllabus, Newspapers, Encarta encyclopedia

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Revise previous lesson by asking some revision questions. 2. Introduce the lesson topic” Today we are going to study the importance of world cultural events. 	<ol style="list-style-type: none"> 1. Listen and answer the questions. 2. Write the lesson topic.
Body	<ol style="list-style-type: none"> 3. Ask questions. “What are cultural events?” 4. Ask one student to point to China and another to Japan on the map. 5. Explain to students the cultural events of these countries. 6. Ask students to define the way they celebrate their cultural events. 	<ol style="list-style-type: none"> 3. Define and take note. 4. Look at the map while the selected two students locate the country. 5. Discuss in groups.
Conclusion	<ol style="list-style-type: none"> 7. Gather student’s activities and discuss in class. 	<ol style="list-style-type: none"> 6. Give the activity to teacher and discuss the answers together.

Evaluation: Teacher corrects student’s work and appraises their efforts fairly.

Teacher’s Notes:

- Different cultural events take place from different countries.
- In Japan and China they have cultural events such as Buddhist festival in Japan where they dedicate the lanterns light to the lost souls in the war and Street Scene event in China expresses artistic campaign on political and social issues of the country.

- **Bon Festival in Hiroshima**

The Mahayana Buddhist festival of Ullambana, known as Bon in Japan, is held in mid-July or mid-August, depending on the region. According to tradition, this is when the ancestral spirits return to their former homes. Here, lanterns lit for the souls of the dead float in front of the Atomic Bomb Memorial Dome in Hiroshima.

- **Street Scene in Beijing, China**

Beijing is the cultural heart of China. This street scene shows advertisements on walls and billboards for performing arts events as well as for government policies. Beijing was also the location of the famous “Democracy Wall” and its so-called big-character posters that were banned in the late 1970s.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 98, 99 and 100

Time: 40 minutes

Unit 3: Cultural Participation

Topic: Global Cultural Events (1)

Content Standard: 8.3.3. Students will be able to examine the importance of planning, organizing and participating in cultural activities.

Benchmark: SOS 8.3.3.1. Discuss how essential knowledge, values and attitudes are learned by one’s participation in cultural activities.

Lesson Numbers	Lesson 98	Lesson 99	Lesson 100
Lesson Titles	World Cultural Exhibitions	Supporting World Cultural Events	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain the types of items that are exhibited during world cultural exhibitions 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> describe and state ways to support world cultural events 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> explain the Cultural institutions in Sydney museums explain The Art Gallery of New South Wales, established in 1874, houses some of the finest works of art in Australia, including Asian, European, and Australian collections it also includes the Yiribana Gallery, which houses the world's largest exhibit of Aboriginal and Torres Strait Islander art and culture describe the National Museum of PNG and its purpose 	<ul style="list-style-type: none"> state the importance of supporting the world cultural events name some regulations set by the government to promote and preserve the events describe the challenges to supporting and promoting cultural event both locally and internationally explain how they can assist with the next South Pacific Games in PNG 	
Skills	<ul style="list-style-type: none"> identify the cultural artifacts name and describe the cultural artifacts describe the purpose of cultural displays on world stage write the importance of cultural displays and the benefits 	<ul style="list-style-type: none"> discuss ways to support events like South Pacific Games and Art and Craft Exhibition in PNG explain the importance and state ways to promote cultural events write a short paragraph about how the government has set guidelines to support all forms of cultural events 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate cultural exhibitions respect for visitors and tourists value culture and national identity 	<ul style="list-style-type: none"> appreciate cultures of others respects cultural rules and guidelines honor the efforts that are established 	
Assessment Task #: 25	Explore and identify significant global cultural events and exhibitions.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 26

Lessons: 101,102,103 and 104

Time: 40 minutes

Unit 3: Cultural Participation

Topic: Global Cultural Events (2)

Content Standard: 8.3.3. Students will be able to examine the importance of planning, organizing and participating in cultural activities.

Benchmark: SOS 8.3.3.2. Explain the process of planning, organising, and staging various cultural activities in local communities.

Lesson Numbers	Lesson 101	Lesson 102	Lesson 103	Lesson 104
Lesson Titles	Hiri Moale Festival – Papua New Guinea	South Pacific Music Festival	Melanesian Festival of Arts	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> describe the exchange of goods traded 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain the purpose of the South Pacific Music festival 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> name the countries that take part in the festival 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> know the origin of Hiri Moale festival explain the history and purpose of Hiri Moale festival describe how the festival is organized identify and name the activities 	<ul style="list-style-type: none"> describe the event explain and name where and when it take place describe the purpose of such festival 	<ul style="list-style-type: none"> explain and state the nature of the festival describe and explain the purpose of the festival identify the country or participants name the types of art displays 	
Skills	<ul style="list-style-type: none"> explain Hiri Moale and its origin describe the people and their culture name the provinces that part – take in and belong to the festival celebration state the source of economic benefits from the shows describe the importance of the festival 	<ul style="list-style-type: none"> explain the nature of the festival describe and explain the contemporary and the traditional music performances explain the purposes of the pacific music festival list some benefits of the festival to the performers and the audiences 	<ul style="list-style-type: none"> state and explain the nature of the festival explain and describe the activities of the festival name the countries that can take part in the festival describe the purpose of the festival explain the history of the festival 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate the work of organizers value records of events of the past 	<ul style="list-style-type: none"> appreciate performances value efforts of artists 	<ul style="list-style-type: none"> preserve arts appreciate Melanesian cultures respect Melanesian arts 	
Assessment Task #: 26	Identify cultural events of Papua New Guinea and the Pacific.			

Strand 4: History and Change
Term: 4 Week: 27 Guided Lesson

Knowledge , Skills , Attitudes and Values (KSAV)

Lessons: 105, 106, 107 and 108

Time: 40 minutes

Unit 1: History

Topic: Colonization

Content Standard: 8.4.1. Students will be able to identify significant historical events and analyse their impact on Papua New Guinea.

Benchmark: SOS 8.4.1.1. Critically analyse the impact of colonization on Papua New Guinea and its people.

Lesson Numbers	Lesson 105	Lesson 106	Lesson 107	Lesson 108
Lesson Titles	What is Colonization?	Impacts of Colonization	Timeline of Colonization	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain colonization identify and name the colonial powers who colonized Papua New Guinea locate and plot on the map the countries who colonized Papua New Guinea draw boundaries on the areas governed by these colonial powers in Papua New Guinea 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain the impacts of colonization 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> identify the features and importance of timeline (Refer to sample lesson 114 to construct timeline) plot on the timeline events of colonization in Papua New Guinea 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> Explain colonization identify and name the colonial powers who colonized Papua New Guinea 	<ul style="list-style-type: none"> Explain the impacts of colonization 	<ul style="list-style-type: none"> Identify the features and importance of timeline. (Refer to sample lesson 114 to construct timeline) 	
Skills	<ul style="list-style-type: none"> locate and plot on the map the countries who colonized Papua New Guinea draw boundaries on the areas governed by these colonial powers in Papua New Guinea 	<ul style="list-style-type: none"> show the impacts of colonization in Papua New Guinea 	<ul style="list-style-type: none"> plot on the timeline the events of colonization in Papua New Guinea 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate and value the history of colonization in Papua New Guinea 	<ul style="list-style-type: none"> appreciate and value the impacts of colonization in Papua New Guinea 	<ul style="list-style-type: none"> appreciate the importance of the timeline of events concerning the history of colonization in Papua New Guinea 	
Assessment Task #: 27	Construct time line and explain colonization and its impacts in Papua New Guinea.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 28

Lessons: 109, 110, 111 and 112

Time: 40 minutes

Unit 1: History

Topic: World War I and II

Content Standard: 8.4.1. Students will be able to identify significant historical events and analyse their impacts on Papua New Guinea.

Benchmark: SOS 8.4.1.2. Use basic research skills to investigate and document the impacts of World War I and World War II on various communities, individuals and groups in Papua New Guinea.

Lesson Numbers	Lesson 109	Lesson 110	Lesson 111	Lesson 112
Lesson Titles	World War I	World War II	Impacts of World War II	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain how World War I started and its impacts on Papua New Guinea name, locate and plot on the map colonizers (countries) of Papua New Guinea who fought in World War I 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain how World War II started name, locate and plot on the map, colonizers (countries) of Papua New Guinea who fought in World War II name, locate and plot other countries who also took part in World War II 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain the impacts of World War II on Papua New Guinea name, locate and plot on the map provinces of Papua New Guinea who felt the impacts of World War II 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> explain how World War I started and its impacts on Papua New Guinea 	<ul style="list-style-type: none"> explain how World War II started 	<ul style="list-style-type: none"> explain the impacts of World War II on Papua New Guinea 	
Skills	<ul style="list-style-type: none"> name, locate and plot on the map colonizers (countries) of Papua New Guinea who fought in World War I 	<ul style="list-style-type: none"> name, locate and plot on the map, colonizers (countries) of Papua New Guinea who fought in World War II name, locate and plot other countries who also took part in World War II 	<ul style="list-style-type: none"> name, locate and plot on the map provinces of Papua New Guinea who felt the impacts of World War II show the impacts of World War II on Papua New Guinea 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate and value history of World War I 	<ul style="list-style-type: none"> appreciate and value history of World War II 	<ul style="list-style-type: none"> appreciate and value impacts of World War II in Papua New Guinea 	
Assessment Task #: 28	Explore and identify the impacts of World War I and II in Papua New Guinea.			

Strand 4: History and Change
Term: 4 Week: 29 Guided Lesson

Lesson: 114

Time: 40 minutes

Unit 1: History

Topic: Timeline

Lesson Title: Constructing Timelines

Content Standard: 8.4.1. Students will be able to identify significant historical events and analyse their impacts on Papua New Guinea.

Benchmark: SOS 8.4.1.3. Describe and examine in chronological order when important life changing events happened and the type of impacts these events had on people and places.

Lesson Objective: By the end of the lesson, students will be able to:

- identify and explain the correct steps taken to construct a timeline
- draw a timeline correctly

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • identify and explain the correct steps taken to construct a timeline 	<ul style="list-style-type: none"> • draw a timeline correctly 	<ul style="list-style-type: none"> • appreciate and value the importance of showing information on timelines

References: Social Science Syllabus, Social Science Outcomes Grade 6, 7 and 8, Papua New Guinea’s Origin, Google

Teaching Materials: Chalk, duster, blank paper

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask lead up questions referring to the lesson. 2. Example; ‘Name features of a timeline’. 3. Introduce new lesson ‘Constructing timelines. 4. Show a sample of a timeline. 	<ol style="list-style-type: none"> 1. Recall and respond to questions. 2. Watch and listen attentively to the teacher. 3. Answer question to lesson illustration shown by teacher on constructing timelines.
Body	<ol style="list-style-type: none"> 5. Ask students to follow the steps on how to construct a timeline. 6. Give blank paper to students and dates of certain events. 7. They will use that information to construct a timeline. 	<ol style="list-style-type: none"> 4. Listen carefully to teacher and respond accordingly. 5. Do activity on constructing a timeline.
Conclusion	<ol style="list-style-type: none"> 8. Guide and supervise the activity. 9. Collect work on timelines. 	<ol style="list-style-type: none"> 6. Hand in completed timelines.

Evaluation: Check thoroughly and make corrections on students work. Make fair judgments and comments for improvement.

Teacher's Notes:

- (a) Collect and provide sufficient teaching materials
- (b) Provide information on the steps to constructing a timeline
- (c) Show samples of timelines

Constructing a timeline

You have already learnt about drawing timelines in Grade 6. In this lesson you will also learn about drawing or constructing a timeline. You will study the steps to drawing or constructing a timeline. In Social Science the study of timeline is very important. Timelines record the events of the past. It shows you the development of an event or issue from the past so with this you are able to tell or interpret what will happen at present or in the future.

Let us now go through the steps to construct a timeline.

Step One:

Get a blank paper and ruler and write down the title of the timeline you will be constructing. For example; 'Time line showing Papua New Guinea's Independence'

Step Two:

Place your ruler on the blank paper and draw a straight line cross as shown below.

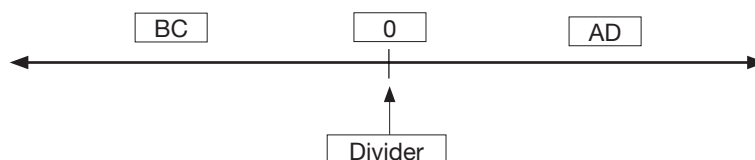


You must draw lines long enough for the number of events that will be placed on the timeline. Have arrow drawn at ends of each line. The arrows at each end indicates that there are events that happened in the past or will continue into the future referring to the issue you are basing your time line on.

Or you can draw your timeline straight up or down as shown below.

**Step Three:**

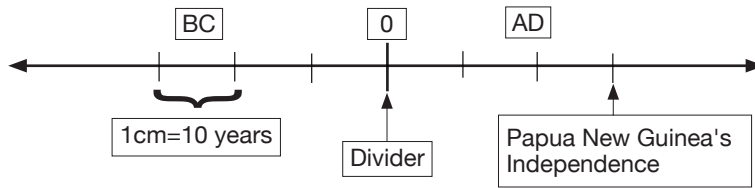
Draw divider on the time line. The divider divides the timeline into events that happened before present (BP) and events that happened during Jesus's time (AD meaning in the year of the Lord) and into the present.



The divider always starts with the year 0. Our timelines are drawn based on Christian Calendar. Due to the fact that we are a part of Christian countries and believe in Christ and his history on earth. We see Christ as the most significant figure in our history.

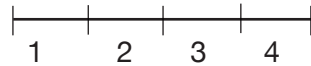
Step Four:

Plot small units on the timeline for the events to be plotted. Give measurement between each unit as shown below. For example; 1cm = 10 years/ 1000 years/ 100 000 years or 1mm = 10 years/ 1000 years/ 100 000 years.



Step Five:

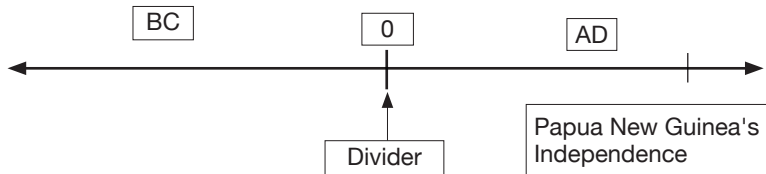
Draw a scale to show how many years is from one unit to the next as shown below.



1cm = 10 years/ 1000 years/ 100 000 years

Step Six:

Plot the events onto the timeline.

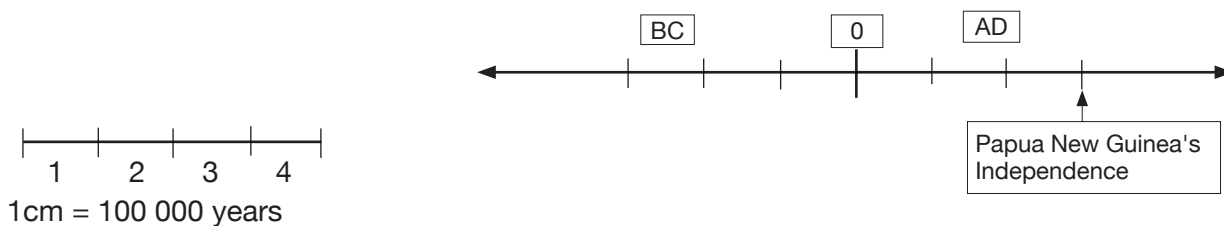


If the timeline has events that occurred only in the BC period or AD period then ensure the timeline caters for those years in that period only. If events include happenings from the BP period and AD period then construct it as shown above.

Step Seven:

You can now construct a timeline following all the steps given as shown below.

'Time line showing Papua New Guinea's Independence'



Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 113, 115 and 116

Time: 40 minutes

Unit 1: History

Topic: Timeline

Content Standard: 8.4.1. Students will be able to identify significant historical events and analyse their impacts on Papua New Guinea.

Benchmark: SOS 8.4.1.3. Describe and examine in chronological order when important life changing events happened and the type of impacts these events had on people and places.

Lesson Numbers	Lesson 113	Lesson 115	Lesson 116
Lesson Titles	Features of Timelines	Interpreting Timelines	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain importance of timeline • identify features of timeline 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain how timelines are interpreted • calculate years, decades, centuries from events given on a timeline 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • explain importance of timeline • identify features of timeline 	<ul style="list-style-type: none"> • explain how timelines are interpreted 	
Skills	<ul style="list-style-type: none"> • show important features of a timeline 	<ul style="list-style-type: none"> • read or interpret events on a timeline • calculate years, decades, centuries from events given on a timeline 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate that timelines provide a chain of events that happened overtime 	<ul style="list-style-type: none"> • value the importance of timeline used to indicate past events 	
Assessment Task #: 29	Discus and identify features of constructing and interpreting timelines.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 30

Lessons: 117, 118, 119 and 120

Time: 40 minutes

Unit 2: Change

Topic: Colonial Governance in Papua New Guinea

Content Standard: 8.4.2. Students will be able to identify the changes in Papua New Guinea's system of governance and evaluate the impacts.

Benchmark: SOS 8.4.2.1. Examine the process of transition from colonial rule to self-government and its consequences.

Lesson Numbers	Lesson 117	Lesson 118	Lesson 119	Lesson 120
Lesson Titles	Colonial Governance	Leaders During Colonial Governance	Impacts of Colonial Governance	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain colonial governance and its importance • name, locate and plot countries of origin of the colonial government in Papua New Guinea 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify leaders during colonial governance 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify the impacts of colonial governance in Papua New Guinea 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> explain colonial governance and its importance name countries of origin of the colonial government in Papua New Guinea 	<ul style="list-style-type: none"> identify leaders during colonial governance 	<ul style="list-style-type: none"> identify the impacts of colonial governance in Papua New Guinea 	
Skills	<ul style="list-style-type: none"> locate and plot countries of origin of the colonial government in Papua New Guinea 	<ul style="list-style-type: none"> locate and plot on the map countries of the leaders during the colonial governance 	<ul style="list-style-type: none"> show impacts of colonial governance in Papua New Guinea 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate and value the history of colonial governance in Papua New Guinea 	<ul style="list-style-type: none"> appreciate and value leaders during colonial governance in Papua New Guinea 	<ul style="list-style-type: none"> appreciate the impacts of colonial governance 	
Assessment Task #: 30	Examine colonial governance, leaders and impacts of governance during colonial era.			

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 31

Lessons: 121, 122, 123 and 124

Time: 40 minutes

Unit 2: Change

Topic: Significant Events in Papua New Guinea

Content Standard: 8.4.2. Students will be able to identify the changes in Papua New Guinea's system of governance and evaluate the impacts.

Benchmark: SOS 8.4.2.2. Assess the significance of self-government, independence and autonomous government in Papua New Guinea.

Lesson Numbers	Lesson 121	Lesson 122	Lesson 123	Lesson 124
Lesson Titles	Self-Government in Papua New Guinea	Independence in Papua New Guinea	Birth of Autonomous Government in Bougainville	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain self-government identify reasons for self-government for Papua New Guinea name Papua New Guineans who were part of the self- government formed before independence (Michael Somare, Tei Abal, Julius Chan, Peter Lus, Josephine Abaijah) 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain Independence identify reasons for Papua New Guinea's independence identify who was the main Papua New Guinean political figure that orchestrated independence for Papua New Guinea 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> explain autonomous government identify reasons for autonomy government identify reasons for autonomy for Bougainville and the benefits of autonomy on the people of Bougainville locate and plot on the map the Autonomous Region Of Bougainville 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> explain self-government identify reasons for self-government for Papua New Guinea 	<ul style="list-style-type: none"> explain Independence identify reasons for Papua New Guinea's independence identify who was the main Papua New Guinean political figure that orchestrated independence for Papua New Guinea 	<ul style="list-style-type: none"> explain autonomous government identify reasons for autonomy government identify reasons for autonomy for Bougainville and the benefits of autonomy on the people of Bougainville 	
Skills	<ul style="list-style-type: none"> name Papua New Guineans who were part of the self-government formed before independence (Michael Somare, Tei Abal, Julius Chan, Peter Lus, Josephine Abaijah) 	<ul style="list-style-type: none"> name the main Papua New Guinean political figure that orchestrated independence for Papua New Guinea 	<ul style="list-style-type: none"> locate and plot on the map the Autonomous Region Of Bougainville 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate and value history of self- governance by Papua New Guineans before independence 	<ul style="list-style-type: none"> appreciate and value Papua New Guinea's history of independence 	<ul style="list-style-type: none"> appreciate importance of autonomy government 	
Assessment Task #: 31	Examine the distinction between self-government, independence and autonomous government in Papua New Guinea.			

Strand 4: History and Change

Term: 4 Week: 32 Guided Lesson

Lesson:126 **Time:** 40 minutes
Unit 2: History
Topic: Famous Political Leaders in Papua New Guinea
Lesson Title: Sir Tei Abal
Content Standard: 8.4.2. Students will be able to identify the changes in Papua New Guinea's system of governance and evaluate the impacts.
Benchmark: SOS 8.4.2.3. Profile political leaders in Papua New Guinea and their contributions towards PNG gaining independence.

Lesson Objective: By the end of the lesson, students will be able to:

- identify political contributions by Sir Tei Abal to the development of Papua New Guinea
- name, plot and locate the province of Sir Tei Abal

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Identify political contributions by Sir Tei Abal to the development of Papua New Guinea 	<ul style="list-style-type: none"> Plot and locate the province of Sir Tei Abal 	<ul style="list-style-type: none"> Appreciate and value the political contributions of Sir Tei Abal to Papua New Guinea

References: Social Science Syllabus, Internet (Google)

Teaching Materials: Chalk, duster, blank paper, blank map of Papua New Guinea, Atlas, Political history of Sir Tei Abal

Teaching and Learning Activities:

Part of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask questions referring to the lesson. 2. Example; 'How have you celebrated your independence? Who is the founding father of Papua New Guinea? 3. Show pictures of past and current political leaders. 	<ol style="list-style-type: none"> 1. Respond to questions. 2. Watch and listen attentively to the teacher. 3. Answer questions to pictures and photographs of past and current political leaders.
Body	<ol style="list-style-type: none"> 4. Give handout on the history of Sir Tei Abal and his political contributions to Papua New Guinea. Ask questions with reference to the handout. 5. Give blank paper to students and ask them to locate the province of Sir Tei Abal 	<ol style="list-style-type: none"> 4. Listen carefully to teacher and respond accordingly. 5. Answer question with reference to the information on Sir Tei Abal 6. Use blank map to locate the province of Sir Tei Abal.
Conclusion	<ol style="list-style-type: none"> 6. Guide and supervise the activity. 7. Collect work on map. 	<ol style="list-style-type: none"> 7. Hand in completed map.

Evaluation: Check thoroughly and make corrections on students work. Make fair judgments and comments for improvement.

Teacher's Notes:

- Collect and provide sufficient teaching materials.
- Provide information on the political contributions of Sir Tei Abal to Papua New Guinea

Sir Tei Abal



The late Sir Tei Abal, Leader of the Opposition at Independence in 1975, carried the Highlands traditions of fight and moka into the 20th century political arena without any difficulties. During the colonial administration when he was a Ministerial Member, he tried to delay early Independence because he felt his Highlands compatriots were not ready. Sir Tei virtually became a Highlands hero.

Essentially a traditional leader, he found his destiny when he saw the similarities at home and the political system introduced by Australia. When he first arrived in Port Moresby as a member of the Legislative Assembly in 1964, he was out of his depth, having no formal education. Matter of fact, he used to describe how his first real knowledge of the job of a politician came from a week’s training in parliamentary procedures.

But by the time he was visiting African countries in 1968, he had a pretty firm idea of what was expected of a politician. Sir Tei fought for the Westminster system of government to be introduced in Papua New Guinea because it had so many similarities to traditional PNG life. “The moka talks are much the same as meetings of Parliament,” he once said. “One man wants to kill his pig now, and another wants to kill his pig a week from now. “It could be that the coastal men want to have their pigs now, while the Highlanders claim they are not yet ready.”

Sir Tei was the face of the Enga people until the time of his death. At the same time, he was a man with a mandate rather than a mission. A good Christian, nonetheless Sir Tei began his political career by being nominated in his absence. He was a well-known medical assistant in the Wabag area, on patrol with his boss, when he was nominated and his nomination fee paid before nominations closed for the 1964 elections. Sir Tei had heard the kiap talk about the elections and several people had urged him to stand, but he had nothing about it as he was not really sure what it was all about. He won his seat unopposed, replacing Kibungi, who had represented Enga in the previous Legislative Council. Since then, Sir Tei was returned to Parliament virtually unopposed in every election. He was leader of the United Party until young guns such as Iambakey Okuk (Chimbu) and Raphael Doa (Western Highlands) started leading a campaign against him and his star started to wane. Intra-party squabbling in the Opposition United Party started soon after Sir Tei gained the leadership when Mathias Toliman died in 1973.

An interpreter who later became an aid-post orderly, he never had any formal education. On record, he made it clear that he felt “a more capable man” should lead the party. However, what seemed to hold him back was the fear that once he was gone, the United Party could become the staging point for disunity and instability – which have proven to be prophetic words. The Abal legacy continues in the current Parliament with Sir Tei’s son Sam Abal being the current Wabag MP.

Posted by Malum Nalu at 11/30/2007 01:19:00 PM

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Past and present political leaders of Papua New Guinea.



Sir Michael Somare



Sir Iambakey Okuk



Sir Ted Diro



Sir John Guise



Sir Rabbie Namaliu



Bill Skate



Patrick Pruaitch



Paias Wingti



Gary Jufa



Bryan Krammer



Kerenga Kua



Sir Mekere Morauta

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 125, 127 and 128

Time: 40 minutes

Unit 2: Change

Topic: Famous Political Leaders in Papua New Guinea

Content Standard: 8.4.2. Students will be able to identify the changes in Papua New Guinea’s system of governance and evaluate the impacts.

Benchmark: SOS 8.4.2.3. Profile political leaders in Papua New Guinea and their contributions towards PNG gaining independence.

Lesson Numbers	Lesson 125	Lesson 127	Lesson 128
Lesson Titles	Sir Michael Somare	Dame Josephine Abaijah	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify political contributions by Sir Michael Somare to the development of Papua New Guinea • name, locate and plot on the map the province that Sir Michael Somare comes from 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • identify political contributions by Dame Josephine Abaijah to the development of Papua New Guinea • name, locate and plot on the map the province that Dame Josephine Abaijah comes from 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> • identify political contributions by Sir Michael Somare to the development of Papua New Guinea 	<ul style="list-style-type: none"> • identify political contributions by Dame Josephine Abaijah to the development of Papua New Guinea 	
Skills	<ul style="list-style-type: none"> • locate and plot on the map the province that Sir Michael Somare comes from 	<ul style="list-style-type: none"> • locate and plot on the map the province that Dame Josephine Abaijah comes from 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate and value political contributions by Sir Michael Somare to the development of Papua New Guinea 	<ul style="list-style-type: none"> • appreciate and value political contributions by Dame Josephine Abaijah to the development of Papua New Guinea 	
Assessment Task #: 32	Identify the contributions of political leaders towards achieving of Papua New Guinea's Independence.		

Strand 5: Trade

Term: 4

Week: 33

Guided Lesson

Lesson: 129

Time: 40 minutes

Unit 1: Economic Activities

Topic: International Trade

Lesson Title: Exports

Content Standard: 8.5.1. Students will be able to explain and justify the importance of international trade on the economic development of Papua New Guinea.

Benchmark: SOS 8.5.1.1. Determine the influence of international trade on the development of Papua New Guinea.

Lesson Objective: By the end of the lesson, students will be able to:

- define international trade
- state the importance of having international trade
- define exports
- give examples of exports of Papua New Guinea
- state the importance of having Papua New Guinea exports in the international trade

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • know the meaning of international trade • know the importance of having international trade • know the meaning of exports • know examples of PNG exports • know the importance of having PNG exports in the international trade 	<ul style="list-style-type: none"> • explain the meaning of international trade • explain the importance of having international trade • explain what exports are • identify examples of PNG exports • explain the importance of having PNG exports in the international market 	<ul style="list-style-type: none"> • appreciate the knowledge of international trade where PNG exports are traded • value the importance of PNG exports in the international trade

References: Social Science Syllabus

Teaching Materials: Posters on exports, newspaper cuttings on exports or pictures of PNG raw materials or items that are being exported

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Show pictures of exports and ask the question-what can you see in this picture? Praise students for their responses. 2. Introduce the lesson "Exports". 3. Explain international trade and its importance makes the connection to exports. 	<ol style="list-style-type: none"> 1. Respond to the question 2. Listen to their responses of their classmates. 3. Write lesson topic in their exercise books.
Body	<ol style="list-style-type: none"> 4. Write the meanings of terms- international trade and exports on the b/board. 5. Discuss the importance of international trade and having exports and write notes of these on the b/board. 6. Discuss examples of PNG exports and ask students to identify some examples of PNG exports. 7. Write the notes of PNG exports on the b/board. 8. Ask students to copy down the lesson notes from the b/board. 	<ol style="list-style-type: none"> 4. Listen to the explanation of the meaning of international trade and exports and their importance. 5. Give some examples of PNG exports. 6. Copy down the lesson notes from the b/board.
Conclusion	<ol style="list-style-type: none"> 9. Revise the lesson notes by asking related questions to what they learnt. 10. Give homework. 	<ol style="list-style-type: none"> 7. Answer related questions being asked about what they learnt. 8. Take down homework.

Evaluation: Check thoroughly and make corrections on student's work. Make fair judgments and comments for improvement.

Teacher's Notes:

- International trade is about countries in the world buying goods from each other and selling goods to each other
- It is important to have international trade so that:
 - Countries that do not have certain type of goods can be able to have those goods by buying from another country who has an abundance of those particular goods
 - Countries who have a lot of experiences and skills in making certain goods but do not have the raw materials, can buy abundant raw materials from countries that have these raw materials and use their experiences and skills to make those goods. For example, PNG sells abundant gold, copper, iron to Japan and Japan uses its experience and skills to change the copper and iron into machineries and cars, buses, vehicles, bikes, etc
- Exports is referring to the goods that Papua New Guinea sells to other countries
- Examples of Papua New Guinea exports are:
 - Raw materials in terms of gold, copper, iron, gas, oil, copra, cocoa, coffee beans, tea, fish, rubber, logs, copra oil, palm oil
- The importance of having PNG exports in the international trade is so that:
 - PNG earns profits from these sales to take care of itself
 - PNG creates trade relations with other countries

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 130,131 and 132

Time: 40 minutes

Unit 1: Economic Activities

Topic: International Trade

Content Standard: 8.5.1. Students will be able to explain and justify the importance of international trade on the economic development of Papua New Guinea.

Benchmark: SOS 8.5.1.1. Determine the influences of international trade on the development of Papua New Guinea.

Lesson Numbers	Lesson 130	Lesson 131	Lesson 132
Lesson Titles	Imports	Challenges in International Trade	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • define imports • give examples of imports of Papua New Guinea • state the importance of having Papua New Guinea imports in the international trade 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • revise the meaning of international trade, exports and imports • define the term-challenge or challenges • identify the types of challenges encountered in international trade 	By the end of the lesson, students will be able to:

Knowledge	<ul style="list-style-type: none"> • know the meaning of imports • know examples of PNG imports • know the importance of having PNG imports in the international trade 	<ul style="list-style-type: none"> • recall and understand the meanings of previous terms - <i>international trade, exports and imports</i> • know the meaning of the term - <i>challenge or challenges</i> • know the types of challenges encountered in international trade 	
Skills	<ul style="list-style-type: none"> • explain what imports are • identify examples of PNG imports • explain the importance of having PNG imports in the international market 	<ul style="list-style-type: none"> • explain the meanings of previous terms - <i>international trade, export and imports</i> • explain the meaning of the term - <i>challenge or challenges</i> • identify and explain types of challenges encountered in international trade 	
Attitudes/ Values	<ul style="list-style-type: none"> • appreciate the knowledge of international trade where PNG has a part in importing goods from other countries • value the importance of PNG imports in the international trade 	<ul style="list-style-type: none"> • appreciate and value the knowledge of international trade where PNG has a part in trading its exports and imports, while at the same time, being able to work around challenges that surrounds international trade 	
Assessment Task #: 33	Discuss challenges faced in international exports and imports.		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 34

Lessons: 133, 134, 135 and 136

Time: 40 minutes

Unit 1: Economic Activities

Topic: Government Authorities in International Trade

Content Standard: 8.5.1. Students will be able to explain and justify the importance of international trade on the economic development of Papua New Guinea.

Benchmark: SOS 8.5.1.2. Discuss the work of government authorities that ensure the procedures of international trade are followed.

Lesson Numbers	Lesson 133	Lesson 134	Lesson 135	Lesson 136
Lesson Titles	Investment Promotion Authority (IPA)	Papua New Guinea Customs Authority	National Agriculture Quarantine and Inspection Authority (NAQIA)	Social Science Process
Lesson Objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • explain what is Investment Promotion Authority (IPA) • state the importance of Investment Promotion Authority (IPA) • identify the different functions of Investment Promotion Authority (IPA) • discuss the functions of the IPA under different divisions, eg; Business Investment And Export Promotion Division 	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • explain what is Papua New Guinea Customs Authority • state the importance of Papua New Guinea Customs authority • identify the different functions of Papua New Guinea Customs Authority • discuss the different functions of Papua New Guinea Customs authority and correctly relate its relevant function to international trade 	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • explain what is National Agriculture Quarantine and Inspection Authority (NAQIA) • state the importance of National Agriculture Quarantine and Inspection Authority (NAQIA) • identify the different functions of National Agriculture Quarantine and Inspection Authority (NAQIA) • discuss the different functions of National Agriculture Quarantine and Inspection Authority (NAQIA) and correctly relate its relevant function to international trade 	<p>By the end of the lesson, students will be able to:</p>
Knowledge	<ul style="list-style-type: none"> • know the general meaning of Investment Promotion Authority (IPA) • know the importance of Investment Promotion Authority (IPA) • know the different functions of Investment Promotion Authority (IPA) • know the functions of the IPA under different divisions, eg; Business Investment And Export Promotion Division 	<ul style="list-style-type: none"> • know the general meaning of what Papua New Guinea Customs is • Know the different functions of Papua New Guinea Customs • know the different functions of Papua New Guinea Customs and correctly relate its relevant function to international trade 	<ul style="list-style-type: none"> • know the general meaning of National Agriculture Quarantine and Inspection Authority (NAQIA) • know the importance of National Agriculture Quarantine and Inspection Authority (NAQIA) • know the different functions of National Agriculture Quarantine and Inspection Authority (NAQIA) • explain the different functions of National Agriculture Quarantine and Inspection Authority (NAQIA) and correctly relate its relevant function to international trade 	

<p>Skills</p>	<ul style="list-style-type: none"> • explain the general meaning of Investment Promotion Authority (IPA) • explain the importance of Investment Promotion Authority (IPA) • Identify the different functions of Investment Promotion Authority (IPA) • explain the functions of the IPA under different divisions, eg; Business Investment And Export Promotion Division 	<ul style="list-style-type: none"> • explain the general meaning of Papua New Guinea Customs • identify the different functions of Papua New Guinea Customs • explain the different functions of Papua New Guinea Customs and correctly relate its relevant function to international trade 	<ul style="list-style-type: none"> • explain what is National Agriculture Quarantine and Inspection Authority (NAQIA) • explain the importance of National Agriculture Quarantine and Inspection Authority (NAQIA) • explain the different functions of National Agriculture Quarantine and Inspection Authority (NAQIA) • explain the different functions of National Agriculture Quarantine and Inspection Authority (NAQIA) and correctly relate its relevant function to international trade 	
<p>Attitudes/ Values</p>	<ul style="list-style-type: none"> • appreciate and value the knowledge about Investment Promotion Authority (IPA) being a government authority/body in dealing with business investments and exports under one of its functions 	<ul style="list-style-type: none"> • appreciate and value the knowledge about Papua New Guinea Customs being a government authority/body in dealing with business and exports under one of its functions 	<ul style="list-style-type: none"> • appreciate and value the knowledge about National Agriculture Quarantine and Inspection Authority (NAQIA) being a government authority/body in dealing with business and exports under one of its functions 	
<p>Assessment Task #: 34</p>	<p>Identify government authorities and their involvement in international trade.</p>			

Strand 5: Trade

Term: 4 Week: 35 Guided Lesson

Lesson: 137

Time: 40 minutes

Unit 2: Producers and Consumers

Topic: Factors Aiding Production

Lesson Title: Land and Labor

Content Standard: 8.5.2. Students will be able to investigate the factors that enable producers to increase their production.

Benchmark: SOS 8.5.2.1. Investigate the factors that enable producers to increase their production.

Lesson Objective: By the end of the lesson, students will be able to:

- explain *land* as a factor of production
- explain *labor* as a factor of production
- explain the importance of *land and labor* as factors that enable production
- give examples of *land* as a factor of production
- give examples of *labor* as a factor of production

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • know what land is as a factor of production • know what labor is as a factor of production • know the importance of land and labor as factors that enable production • know examples of land as a factor of production • know examples of labor as a factor of production 	<ul style="list-style-type: none"> • explain land as a factor of production • explain labor as a factor of production • explain the importance of land and labor as factors that enable production • identify examples of land as a factor of production • identify examples of labor as a factor of production 	<ul style="list-style-type: none"> • appreciate and value the knowledge of land and labor as factors of production

References: Social Science Syllabus

Teaching Materials: Information from established companies about their production structures

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction	<ol style="list-style-type: none"> 1. Ask students to list five (5) different things that they know of in an established business or company. 2. Brain storm students' answers on a blank chart. 3. Draw the brainstorm answers into four groups, that is; Land, Labor, Capital and Enterprise on the chart. 4. Tell students that the lesson will focus on the answers connected to "Land and Labor". 5. Introduce the lesson "Land and Labor". 	<ol style="list-style-type: none"> 1. List five (5) different things they know of in an established business or company. 2. Give their answers as teacher calls them to give their responses. 3. Follow as the teacher draws their responses into four groups, that is; Land, Labor, Capital and Enterprise. 4. Take note that out of the four brainstormed ideas, they will learn about "land and labor". 5. Write the lesson topic in their exercise books.
Body	<ol style="list-style-type: none"> 6. Explain land as a factor of production. 7. Explain labor as a factor of production. 8. Explain the importance of land and labor as factors that enable production. 9. Discuss examples of land as a factor of production. 10. Discuss examples of labor as a factor of production. 11. Write all the lesson notes on the b/board. 	<ol style="list-style-type: none"> 6. Listen to the explanation of land and labor and its importance. 7. Discuss examples of Land and Labour as factors of production. 8. Write down their notes from the b/ board.
Conclusion	<ol style="list-style-type: none"> 12. Revise the lesson notes by asking related questions to what they learnt. 13. Give homework. 	<ol style="list-style-type: none"> 9. Answer related questions being asked about what they learnt. 10. Take down homework.

Evaluation: Check thoroughly and make corrections on students work. Make fair judgments and comments for improvement.

Teacher's Notes:

What is *land* as a factor of production?
 Examples of *land* as a factor of production

Land refers to all the natural resources. These resources are gifts that are given by nature. Some common examples of natural resources are water, oil, copper, natural gas, coal and forests. These resources can be renewable, such as forests, or non-renewable such as oil or natural gas. The income earned from land or other such natural resources is called rent.

What is *labor* as a factor of production?
 Examples of *labor* as a factor of production

Labor, as a factor of production, involves any human input. The quality of labor depends on the workforce's skills, education and motivation. Generally speaking, the higher the quality of labor, the more productive the workforce.

If someone has ever paid you for a job, you have contributed labor resources to the production of goods or services. Labor can be physical or mental. The income earned by labor resources is called wages. It is the largest source of income for most people.

Knowledge, Skills, Attitudes and Values (KSAV)

Lessons: 138, 139 and 140

Time: 40 minutes

Unit 2: Producers and Consumers

Topic: Factors Aiding Production

Content Standard: 8.5.2. Students will be able to investigate the factors that enable producers to increase their production.

Benchmark: SOS 8.5.2.1. Investigate the factors that enable producers to increase their production.

Lesson Numbers	Lesson 138	Lesson 139	Lesson 140
Lesson Titles	Capital and Entrepreneurship	Case study – Ramu Sugar Company	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain <i>capital</i> as a factor of production • explain <i>entrepreneurship</i> as a factor of production • explain the importance of <i>capital</i> and <i>entrepreneurship</i> as factors that enable production • give examples of <i>capital</i> as a factor of production • give examples of <i>entrepreneurship</i> as a factor of production 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> • explain what Ramu Sugar Company is and its general purpose of existence • list the examples of <i>land, labor, capital</i> and <i>enterprise</i> being used in Ramu Sugar Company • discuss <i>land, labor, capital</i> and <i>enterprise</i> as factors of production in Ramu Sugar company 	By the end of the lesson, students will be able to:

<p>Knowledge</p>	<ul style="list-style-type: none"> • know what <i>capital</i> is as a factor of production • know what <i>entrepreneurship</i> is as a factor of production • know the importance of <i>capital</i> and <i>entrepreneurship</i> as factors that enable production • know examples of <i>capital</i> as a factor of production • know examples of <i>entrepreneurship</i> as a factor of production 	<ul style="list-style-type: none"> • know what Ramu Sugar Company is and its general purpose of existence • know actual examples of <i>land, labor, capital</i> and <i>enterprise</i> being used in Ramu Sugar Company • know the knowledge of how <i>land, labor, capital</i> and <i>enterprise</i> is used as factors of production in Ramu Sugar company 	
<p>Skills</p>	<ul style="list-style-type: none"> • explain <i>capital</i> as a factor of production • explain <i>entrepreneurship</i> as a factor of production • explain the importance of <i>capital</i> and <i>entrepreneurship</i> as factors that enable production • identify examples of <i>capital</i> as a factor of production • identify examples of <i>entrepreneurship</i> as a factor of production 	<ul style="list-style-type: none"> • explain what Ramu Sugar Company is and its general purpose of existence • list the examples of <i>land, labor, capital</i> and <i>enterprise</i> being used in Ramu Sugar Company • explain how <i>land, labor, capital</i> and <i>enterprise</i> is being used as factors of production in Ramu Sugar company 	
<p>Attitudes/ Values</p>	<ul style="list-style-type: none"> • appreciate the knowledge of <i>capital</i> and <i>entrepreneurship</i> as factors of production 	<ul style="list-style-type: none"> • appreciate the knowledge of how <i>land, labor, capital</i> and <i>enterprise</i> is used as factors of production in Ramu Sugar company 	
<p>Assessment Task #: 35</p>	<p>Conduct case study on a reputable company and identify factors that empower its production.</p>		

Knowledge, Skills, Attitudes and Values (KSAV)

Week: 36

Lessons: 141, 142, 143 and 144

Time: 40 minutes

Unit 2: Producers and Consumers

Topic: Consumer Education

Content Standard: 8.5.2. Students will be able to investigate the factors that enable producers to increase their production.

Benchmark: SOS 8.5.2.2. Assess the importance of consumers and producers in the market economy.

Lesson Numbers	Lesson 141	Lesson 142	Lesson 143	Lesson 144
Lesson Titles	Consumers as Buyers	Consumers as Tax Payers	Consumers and Prices	Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define the term - <i>consumer</i> explain <i>consumer</i> as a buyer and vice versa discuss the importance of a <i>consumer</i> in the economy 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define the term - <i>tax payer</i> explain <i>consumer</i> as a tax payer discuss the importance of a <i>consumer</i> as a <i>tax payer</i> in the economy identify type of tax paid by <i>consumer</i> discuss type of tax paid by <i>consumer</i> 	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> define the term - <i>price</i> or <i>prices</i> explain <i>consumers'</i> positive and negative behavior in relation to prices discuss a <i>consumer</i> being a wise buyer when dealing with high prices 	By the end of the lesson, students will be able to:
Knowledge	<ul style="list-style-type: none"> know the meaning of the term - <i>consumer</i> know that a <i>consumer</i> is a buyer and vice versa know the importance of a <i>consumer</i> in the economy 	<ul style="list-style-type: none"> know the meaning of the term - <i>tax payer</i> know that a <i>consumer</i> is a tax payer know the importance of a <i>consumer</i> as a tax payer in the economy know the type of tax being paid by a <i>consumer</i> explain the type of tax paid by a <i>consumer</i> 	<ul style="list-style-type: none"> know the meaning of the term - <i>price</i> or <i>prices</i> know about <i>consumers'</i> positive and negative behavior in relation to prices know the knowledge of a <i>consumer</i> being a wise buyer when dealing with high prices 	
Skills	<ul style="list-style-type: none"> explain the term - <i>consumer</i> explain <i>consumer</i> as a buyer and vice versa explain the importance of a <i>consumer</i> in the economy 	<ul style="list-style-type: none"> explain the term - <i>tax payer</i> explain <i>consumer</i> as a tax payer explain the importance of a <i>consumer</i> as a tax payer in the economy identify type of tax paid by <i>consumer</i> explain the type of tax paid by <i>consumer</i> 	<ul style="list-style-type: none"> explain the term-price or prices explain <i>consumers'</i> positive and negative decision making in relation to prices explain a <i>consumer</i> being a wise buyer when dealing with high prices 	
Attitudes/ Values	<ul style="list-style-type: none"> appreciate and value <i>consumer</i> as a buyer and vice versa the importance of a <i>consumer</i> in the economy 	<ul style="list-style-type: none"> appreciate and value a <i>consumer</i> being the tax payer 	<ul style="list-style-type: none"> appreciate and value the knowledge of a <i>consumer</i> and his or her power of decision making with or dealing with prices 	
Assessment Task #: 36	Identify important roles the consumers play in the market economy.			

Assessment, Recording and Reporting

Assessment is not a singular activity. It is about measurement of performance at a given point in time and over time. It is a means of obtaining information that can be used to promote future learning.

Assessment, recording and reporting should:

- advance the learning process;
- offer all students an opportunity to show what they know, understand and can do;
- help students to understand what they can do and their next steps so that they know how to improve and become independent learners;
- embrace and reflect the academic, social, emotional and moral development of learners;
- be based on a considered view of what learning should be assessed in each subject or area of experience;
- help motivate students and enhance esteem;
- relate to shared learning objectives;
- enable teachers to plan more effectively;
- help parents/guardians to be involved in their children's progress;
- provide schools with information to evaluate work and set appropriate targets.

Assessment

Assessments are an integral part of the instructional process and can serve as meaningful sources of information about student learning. Feedback from ongoing assessment in the classroom can be immediate and personal for a learner and guide the learner to understand their misconceptions and use the information to set new learning goals.

Assessment refers to all the ways we gather information about progress in a student's learning. Assessment tasks should reflect the objectives and criteria and be meaningful and relevant. They may include tests, observations, discussions, group activities, presentations and projects.

A criterion-referenced assessment is the basis of all formal assessment at all primary schools throughout Papua New Guinea. This means that the assessment criteria are decided when planning the learning and explicitly communicated to students prior to the assessment task(s). Teachers ensure that all assessments tasks, including prior knowledge assessments must connect with the benchmarks and content standards.

Reporting

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students and parents or guardians. Teachers report to parents and students both formally and informally. Early in the year a Subject Assessment Period Sheet (SAPS) is to be prepared to capture details of all the assessments given.

Interviews

By the end of each term a Three-Way-Conference involving the teacher, student and parent is held to discuss the student's progress and plan for further learning. At the end of each term, parents are invited to attend a student led conference to collect their children's Subject Assessment Summary Sheet (SASS). Parents may request a confidential interview with the teacher at any time, if they have a concern about their child's well-being, curriculum or progress.

Written reports

Students and parents are provided with written Mid-Year and End of Year Summative Reports. These detail a student's progress in the areas of study including a level of achievement, attitudes towards learning and demonstrates aspects of the Student Profile.

Student work samples

Throughout the year, student progress is reported to parents through the sharing of work samples. This can include books, portfolios and other pieces of work sent home at least once per term and/or invitations to parents to view work on display in the classroom/school or to attend performances and exhibitions.

In the classroom students and teachers compile a Student Portfolio. For each unit covered, the following samples are included:

- a title page outlining the strand including units, topics, lesson title and questions;
- a prior knowledge sample of work;
- a selection of two or three work samples (formative assessments);
- a final assessment linked to the content standards (summative assessment).

Other pieces of work not outlined above must not be included in the student portfolio but may be provided to parents through other means.

Student involvement

In the school, students are encouraged to be participants in the assessment and reporting process. This means that students have the opportunity to:

- monitor and evaluate their own progress through self-assessment;
- reflect on their learning, including the development of Student Profile;
- assess the work of their peers against agreed criteria;
- work with teachers to formulate assessment activities;
- set goals for their own learning;
- provide reflections about their learning in three-way and student-led conferences and written reports.

Yearly Assessment Overview

The Assessment Overview is organized by weeks, strands, units, content standards and benchmarks to show the linkage. The summary of the yearly assessment tasks is all captured in the overview. The assessments are formulated out from the content standards and benchmarks of the five Social Science strands – Environment and Resources, Civic and Organizations, Culture, Trade, History and Change.

Thirty six (36) assessment tasks have been provided in this assessment overview, however, you should develop other assessment tasks suitable to your environment and availability of resources.

In Social Science lessons, you should give an assessment task each week. The Social Science process lesson is allocated for the teacher to introduce new assessment tasks or projects during this lesson. Students are also allowed to use these lessons to do their assessment tasks.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Environment and Resources	Physical and Human Environment	8.1.1.	SOS 8.1.1.1. Describe the features of physical environments and examine how these are constructed or formed.	1. Identify geographical features in the world (e.g., climate, vegetation and land forms).
			SOS 8.1.1.2. Describe the features of human environments and examine how these are constructed or formed.	2. Identify and analyze human features of the world (e.g., cities, population and settlement pattern).
			SOS 8.1.1.3. Use maps to interpret and compare the physical and human environment features of different places.	3. Use reference points, latitude and longitude, direction and grid systems to locate positions on various representations of the earth's surface.
	Effects of Environmental Change	8.1.2.	SOS 8.1.2.1. Elaborate on how changes in the physical and human environment contribute to people migration.	4. Explain the significance of global migration.
			SOS 8.1.2.2. Use basic research skills to ascertain the effects of human environment change on the movement of people away from their local communities.	5. Identify effects, patterns and solutions of global migration.
			SOS 8.1.2.3. Use basic mapping skills and techniques to show the migration routes of people in PNG due to environmental change.	6. Conduct case studies on the waves of migration in PNG.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Environment and Resources	Human Impacts on Environment	8.1.3.	SOS 8.1.3.1. Analyze the different ways farming methods impact on the natural environment.	7. Discuss methods of farming and the positive and negative impact on the methods of farming.
			SOS 8.1.3.2. Examine how urbanization impacts on the natural environment.	8. Discuss and identify issues related to the development of urbanizations (e.g., environmental damage, inadequate water and sanitation and urban housing decay).
			SOS 8.1.3.3. Critically analyze the impact of logging on the local environment.	9. Research on logging sites in Papua New Guinea and present your findings as an essay.
	Environmental Sustainability	8.1.4.	SOS 8.1.4.1. Analyse the different strategies, approaches and practices of protecting and sustaining the natural environment.	10. Discuss actions or campaigns to sustain global natural environment.
			SOS 8.1.4.2. Discuss how personal and group actions and changes in attitudes, values and practices can contribute towards the protection and the sustainability of natural environments.	11. Identify global organizations with prudent policies on environment protection, global emission and agriculture and food security.
	Natural Hazards	8.1.5.	SOS 8.1.5.1. Discuss major hazardous natural events in other parts of the world and evaluate their causes.	12. Identify and discuss global hazardous natural events (e.g., medical and pests plague, eruptions, mudstones, glacier, tornado, freezing and heat waves).
			SOS 8.1.5.2. Explain how people respond to hazardous events and the front-line organizations that provide humanitarian assistance and rehabilitation programs.	13. Identify people and organizations that provide resilience, rehabilitation programs and relief assistance.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Civic and Organizations	Groups and Organizations	8.2.1.	SOS 8.2.1.1. Distinguish between the main functions and characteristics of the provincial and national governments.	14. Examine functions and characteristic of the Provincial and the National Government.
			SOS 8.2.1.2. Use basic research skills to investigate how the provincial government system was created and analyze the rationale and justification for this form of government.	15. Conduct case studies on the structure of provincial and autonomous government and Motu Koitabu Assembly.
			SOS 8.2.1.3. Analyze the structures of provincial governments and draw conclusions about their effectiveness in enabling government roles and responsibilities to be effectively implemented.	
	Relationships and Communication between Groups and Organizations	8.2.2.	SOS 8.2.2.1. Identify international groups and organizations that assist Papua New Guinea in terms of development.	16. Discuss the type of aid assistance to Papua New Guinea from Australia, Japan and China.
			SOS 8.2.2.2. Discuss impacts of international groups and organizations contribution to Papua New Guinea's development.	17. Discuss social, political and economic impacts on Papua New Guinea's international relation.
			SOS 8.2.2.3. Discuss ways of enhancing Papua New Guinea's relations with international groups and organisations.	18. Discuss Papua New Guinea's bilateral and multilateral relationship with other nations.
	Changes and Development	8.2.3.	SOS 8.2.3.1. Identify multi-national companies that contribute to national development.	19. Discuss contributions of multi-national companies in the nation's development.
			SOS 8.2.3.2. Discuss the impacts of the contributions by multi-national companies.	20. Identify the economic, political and social impacts of multi-national companies.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Culture	Cultures	8.3.1.	SOS 8.3.1.1. Compare and contrast Papua New Guinean cultures with those of other countries and appreciate the uniqueness of these cultures.	21. Examine the cultures of the world (e.g., Eskimos and Zulus).
			SOS 8.3.1.2. Discuss the importance of showcasing and promoting the indigenous cultures.	22. Identify ways of sustaining and strengthening indigenous cultures of the world.
			SOS 8.3.1.3. Evaluate the importance of Melanesian Festival of Arts in showcasing and promoting Melanesian cultures.	
	Changes in Cultures	8.3.2.	SOS 8.3.2.1. Debate how inter-marriages affect and are affected by cultural beliefs, values and practices.	23. Debate on the general views and effects of Inter-marriages.
			SOS 8.3.2.2. Evaluate the advantages and disadvantages of modern technology such as mobile phones on people's lives and remote places.	24. Debate on the impacts of the use of mobile phones in Papua New Guinea.
			SOS 8.3.2.3. Analyse the effects of eating processed food as opposed to eating traditional food.	
	Cultural Participation	8.3.3.	SOS 8.3.3.1. Discuss how essential knowledge, values and attitudes are learned by one's participation in cultural activities.	25. Explore and identify significant global cultural events and exhibitions.
			SOS 8.3.3.2. Explain the process of planning, organising and staging various cultural activities in local communities.	26. Identify cultural events of Papua New Guinea and the Pacific.
	History and Change	History	8.4.1.	SOS 8.4.1.1. Critically analyse the impacts of colonization on Papua New Guinea and its people.
SOS 8.4.1.2. Use basic research skills to investigate and document the impacts of World War I and World War II on various communities, individuals and groups in Papua New Guinea.				28. Explore and identify the impacts of World War I and II in Papua New Guinea.
SOS 8.4.1.3. Describe and examine in chronological order when important life changing events happened and the type of impacts these events had on people and places.				29. Discuss and identify features of constructing and interpreting timelines.
Change		8.4.2.	SOS 8.4.2.1. Examine the process of transition from colonial rule to self-government and its consequences.	30. Examine colonial governance, leaders and impacts of governance during colonial era.
			SOS 8.4.2.3. Profile political leaders in Papua New Guinea and their contributions towards Papua New Guinea gaining independence.	31. Examine the distinction between self-government, independence and autonomous government in Papua New Guinea.
			SOS 8.4.2.3. Profile political leaders in Papua New Guinea and their contributions towards Papua New Guinea gaining independence.	32. Identify the contributions of political leaders towards achieving of Papua New Guinea's Independence.

Strand	Unit	CS	Benchmarks	Assessment Tasks
Trade	Economic Activities	8.5.1.	SOS 8.5.1.1. Determine the influence of international trade on the development of Papua New Guinea.	33. Discuss challenges faced in international exports and imports.
			SOS 8.5.1.2. Discuss the work of government authorities that ensure the procedures of international trade are followed.	34. Identify government authorities and their involvement in international trade.
			SOS 8.5.1.3. Compare Papua New Guinea's trade with other countries, and evaluate its consequences.	
	Producers and Consumers	8.5.2.	SOS 8.5.2.1. Investigate the factors that enable producers to increase their production.	35. Conduct case study on a reputable company and identify factors that empower its production.
SOS 8.5.2.2. Assess the importance of consumers and producers in the market economy.			36. Identify important roles the consumers play in the market economy.	

Social Science Processes and Activities

The table displays all the Social Science processes and activities students will be tasked to undertake and involved actively in Social Science process learning.

Social Science Processes	Activities
Gathering Information	<ul style="list-style-type: none"> • Interview resource people– (research) • Go for excursion • Small group discussion • Conduct surveys into your community (research) • Invite guest speakers to speak to you • Writing letters to organizations, groups and individuals for information • Library search for information – (research) • Interpret maps, graphs, (line, bar, pie, climate) • Interpret tables, timelines, diagrams and flow charts • Obtain information from photographs and cartoons • Summarize main points from variety of texts • Read a variety of written sources • Gather information from newspapers and other articles • Brainstorm
Analysing Information	<ul style="list-style-type: none"> • Create tables of information • Transform information into graphs, diagrams and flow charts • Compare the accuracy of information from different sources • Analyze evidence • Interpret and construct timelines • Using mapping conventions such as: key/legend, scale, cardinal points, grid reference

Social Science Processes	Activities
Evaluating Information	<ul style="list-style-type: none"> • Compare different points of view and check for supporting evidence • Propose alternatives to the way things are • Role Play • Create, interpret and use maps
Making Judgments	<ul style="list-style-type: none"> • Note patterns and predict possible trends • Interpret and/or draw cross-sections • Debate opposing viewpoints • Make predictions • Draw conclusions from data
Taking Actions	<ul style="list-style-type: none"> • Develop posters • Build models • Present information to other classes • Dramatizations such as (building cultural appreciations and tolerance) • Reports (writing or oral) • Assignments • Maintain a diary of change • Interpret alternatives and predictions • Awareness campaigns • Demonstrations within the community • Actively change an aspect of community life such as (sustainable environmental practice, changes to community building practice)

Methods of Assessment, Recording and Reporting

This sub-section gives you particular information on different strategies of assessing. These strategies include:

- Assessing – unit tests, projects, assignments and observations;
- Recording – checklists, students portfolios, assessment samples and rubrics;
- Reporting students' attainments – report cards and record cards.

Types of Assessment Methods

These are assessment methods taken from the syllabus. You can use any of them to assess your students.

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

Some of the samples of assessments are shown on pages 103 to 107. You will notice few ways of criterion referenced assessment rubrics modified and inserted under Grade 8 assessment samples. Teachers can see and apply the same strategy to assess students learning when undertaking other Social Science processes activities from the table above.

Assessment Samples

Below are three samples of assessment methods and the criteria/rubric that you can refer to create your own assessment.

Sample: (1)

Name: _____ Grade: 8 Total Mark ___/20 = ___%

Strand 1: Environment and Resources

Unit 3: Environmental Sustainability

Topic: Sustainable Use of Resources

Content Standard: 8.1.4. Students will be able to describe and examine different strategies, approaches, and practices for protecting and sustaining the natural environment.

Benchmark: SOS 8.1.4.1. Analyse the different strategies, approaches, and practices of protecting and sustaining the natural environment.

Assessment Task 10: Discuss actions or campaigns to sustain global natural environment.

Assessment Method: Debate

Social Science Process: Making Judgments

Activity: Conduct a debate on actions or campaigns addressing ways to sustain the natural environment.

Debate Rubrics

Category	4	3	2	1	Points
Information	All information presented in the debate was clear and accurate supported with facts and examples	Most information presented in the debate was clear, accurate and thorough with some facts and examples	Most information presented in the debate was clear and with some inaccuracies Few facts and examples used	Information had some inaccuracies or was not clear Lack factual support	
Rebuttal (Strength of arguments)	Rebuttal was accurate, relevant and strong	Most counter arguments were accurate, relevant and strong	Most counter arguments were accurate and relevant but several were weak	Counter arguments were not accurate or relevant	

Category	4	3	2	1	Points
Presentation style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way they kept the attention of the audience	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way they kept the attention of the audience	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way they kept the attention of the audience	One or more members of the team had the presentation style that did not keep the attention of the audience	
Language	Persuasive language was used very successfully to present and defend arguments	Persuasive language was usually used to present and defend arguments	Persuasive language was occasionally used to present and defend arguments	Persuasive language was not used correctly	
Team work	All members participated equally in the debate	Most members participated in the debate	One members did the majority of the debate	One member did all of the debating	
Total					
Teacher's Comments					

Class List:

Names	Categories					Total/20
	Participation	Contribution	Oral presentation	Group collaboration	Supporting evidence	
Group 1						
Martin Momani						
Jack John						
Justina Sam						
Sandra Lau						
Group 2						
Fred Dom						
Kungus Lambu						
Frank Ilos						

Sample: (2)

Group #: _____ **Grade:** 8 **Total Mark:** ____/20 = ____%

Strand 4: History and Change

Unit 1: History

Topic: Timeline

Content Standard: 8.4.1. Students will be able to identify significant historical events and analyze their impacts on Papua New Guinea.

Benchmark: SOS 8.4.1.3. Describe and examine in chronological order when important life changing events happened and the type of impacts these events had on people and places.

Assessment Task 29: Discuss and identify features of constructing and interpreting timelines.

Assessment Method: Project - Timeline

Social Science Process: Gathering Information

Activity: Construct a timeline on events of World War II with reference to Papua New Guinea

Timeline Project Rubric

Category	4	3	2	1	Points
Content/ Facts	Facts were accurate for all events reported on the timeline	Facts were accurate for almost all events reported on the timeline	Facts were accurate for most the events recorded on the timeline	Facts were often inaccurate for events reported on the timeline	
Graphics	All graphics are effective and balanced with text use	All graphics are effective but there appear to be too few or too many	Some graphics are effective and balanced and their use is balanced with text	Several graphics are not effective	
Readability	The overall appearance of the timeline is pleasing and is easy to read	The overall appearance of the timeline is somewhat pleasing and easy to read	The timeline is relatively readable	The timeline is difficult to read	
Requirements	The timeline contained 10 events related to the topic being studied	The timeline contained at least 8 to 9 events related to the topic being studied	The timeline contained at least 6 to 7 events related to the topic being studied	The timeline contained fewer than 5 events	
Total					
Teacher's Comments					

Class List:

Names	Categories				Total /25
	Content/Facts	Graphics	Readability	Requirements	
Martin Momani					
Jack John					
Justina Sam					
Sandra Lau					
Fred Dom					
Kungus Lambu					
Frank Ilos					

Sample: (3)

Name: _____ **Grade:** 8 **Total Mark:** ___/20 = ___%

Strand 1: Environment and Resources

Unit: 2. Human Impacts on Environment

Topic: Impacts of Global Urbanization

Content Standard: 8.1.3. Students will be able to investigate how human activities affect the natural environment.

Benchmark: SOS 8.1.3.2. Examine how urbanization impacts on the natural environment.

Assessment Task 8: Discuss and identify issues related to the development of urbanizations (e.g., environmental damage, inadequate water and sanitation and urban housing decay).

Social Science Process: Gathering Information

Activity: Conduct a survey, compile data and tabulate the information on data and report

Research Rubrics

Assessment (rubric)	Achievement Level (Social Science Process and Skills – (Interview))				Points
	4	3	2	1	
Topic and Introduction	State the research topic and a summary of introduction on the importance of the research	State the research topic and illogical introduction of the importance of the research	Did not state the research topic but introduce the importance of the research	State the research topic only	

Distribution of Information	The results of the findings are presented briefly on tallies or graphs and in logical order	The results of the findings are presented on tallies or graphs however not in logical order	The results of the findings are partly presented on tallies or graphs	The results of the findings are presented in writing form	
Explaining of Findings	Explain briefly each information represented on the tallies or graphs	Most information represented on the tallies or graphs were explained	Some information represented on the tallies or graphs were explained	No explanation done on the tallies or graphs represented	
Clarity, links and sequence	Findings based only on the topic given. Data distribution linked to research question. The findings are presented in logical order	Findings based only on the topic given. Data distribution linked to research question. The findings are not presented in logical order	Findings partly based on the topic given. Data distribution linked to research question was irrelevant.	Findings based outside of the topic given. Data distribution not linked to research question. Presentation done but not in sequence	
Reference and Appendices	Interviewees all listed correctly in alphabetical order with attachments of documents such as questionnaires all produced	Interviewees all listed correctly in alphabetical order. Attachments of documents such as questionnaires produced were partly untidy	Interviewees listed but not in alphabetical order. Attachments of documents such as questionnaires were partly produced	No list of interviewees. Few torn and untidy attachments were produced	
Total Points					/20
Teacher's comments					

Class List:

Names	Categories					Total /20
	Introduction Topic	Distribution of Information	Explaining of Findings	Clarity, links and sequence	Reference and Appendices	
Arther Boniem	4	3	4	3	3	17
Dau Kaman	2	4	2	3	1	12
Gloria Kas	3	2	1	1	1	8
Mathilda Guke	3	2	2	2	1	10
Nathan Koi	2	2	2	2	2	10

This is a sample rubric for Research Assessment (Survey). Teachers can select their own research topics from any of the strands and apply the same rubric for marking. Please be mindful that research assessment MUST NOT exceed more than 20 marks or less. This assessment must be introduced in the beginning of week one of term two, three and four. Teachers will have to guide and explain in detail each of the five Research Assessment Rubrics to students during the Social Science Process lessons. This approach will help students to compile a good research report.

Glossary

assessment	activities given to students to measure the progress of their learning
assessment strategies	different styles and ways of assessing student's work
assessment for learning	it is an ongoing process that arises out of the interaction between teaching and learning
assessment as learning	it is a self or peer assessment that allows students to reflect on their own learning and identify areas of strength and weakness
assessment of learning	use of a task or activity to measure, record and report on a student's level of achievement in regards to specific learning expectations
assessment tasks	test of knowledge and skills gained throughout the particular unit or topic
benchmark	assessment of content standards at the end of each level of schooling
change	to make something to become different
civics	the studies of society and the relationships of individual within a society
conferencing	a conversation between the teacher and student or in small groups
content standards	statements that describe what students should know and do in each subject area
contributions	something that you give to help produce or achieve something together with other people successfully
culture	the way of life in a society
developments	the process of change taking place in an environment
economic	business activities involving money, trade and industries
effects	the result of a particular influence on environment and people
environment	things that are around us
hazards	a situation that poses a level of threat to life, health, property or environment
history	the happenings of the past
human	referring to people
impacts	an object or powerful force hitting on another object
interview	conversations where questions are asked and answers are given.
observations	a careful watch over student's work
on-going research	constant investigation into a subject to discover facts
oral tasks	an examination, test or task that involves candidates expressed in spoken form where the questions and answers are in written form
organization	how people are grouped in societies for different purposes
participations	when you take part or become involved in an event

physical	existence of real material world that people can be able to see and touch
practical tasks	activities involving students to display or do both indoor and outdoor
presentations	a manner or way something is shown to other people
primary sources	provides first hand information about an event or direct from a person or work of art
questionnaires	a set of questions used to collect information in a survey
relationships	the connection between two or more people or groups and their involvement with one another
reporting	to give correct information about students' performance
research	an investigation into a subject in order to discover facts
resource	something that is a source of help to human in the form of natural and man-made
secondary sources	relying on information created after an event such as books, objects, sounds and pictures
self – assessment	a judgment sometimes for official purposes which you make about your abilities, principles or decisions
social science process	a process used in social science to gather information, analyze, make judgments and presenting the information
students records	a body of information or statistics gathered over a period of time from students' performance
sustainability	able to continuously maintain over a period of time
tests	way of discovering by questions or practical activities to measure someone's knowledge, ability or experience
topic	an issue or theme of discussion
trade	the process of buying and selling
unit	a single part of a whole discussion
visual presentation	show something to others in a form of picture, table, graph, paintings, drawing, label, diagram, map and flow chart
writing	the activity of creating written work such as essays, assignments or case study

Resources

Primary Source	Secondary Source
Teachers	Syllabus
Students	Teacher Guides
Parents	Atlases
Community Leaders	Supplementary books
Church Pastors	Student Textbooks
Elders	Student activity books
Sex workers	Globes
HIV/AIDS Advocators	Maps
Community Health Workers	Compasses
Welfare Officer	Protractors
Village Court Magistrates	Rulers
Police Officers	Grid books
Juvenile Officer	Telephone Directories
Lawyers	Encyclopedias
Stores/PMV operators	Geography Books
Councilors	Currencies
Missionaries	Google

Contacts			
ANZ Banking Group (PNG) Ltd PO BOX 1152 Port Moresby, NCD	Bank of South Pacific PO BOX 78 Port Moresby, NCD	Conservation & Environment Protection Authority PO BOX 6601 Boroko, NCD	Eastwest Transport PO BOX 916 Port Moresby, NCD
Electoral Commission of Papua New Guinea PO BOX 5348 BOROKO NCD	Integrity of Political Parties & Candidates Commission PO BOX 45 Waigani, NCD	Mineral Resource Development Company PO BOX 1076 Port Moresby, NCD	National Cultural Commission PO BOX 7144 Boroko, NCD
National Development Bank Ltd PO BOX 686 Waigani, NCD	National Disaster Center PO BOX 4970 Boroko, NCD	National Fisheries Authority PO BOX 2016 Port Moresby, NCD	National Maritime Safety Authority PO BOX 668 Port Moresby, NCD
Natural Resources International PO BOX 1265, Waigani, NCD	Provincial & Local Government Affairs PO BOX 1287 Boroko, NCD	Small & Medium Enterprises Corporation PO BOX 286 Waigani, NCD	Supreme & National Court PO BOX 7018 Boroko, NCD

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Appendices

Appendix A

Social Science Process

Interview Questionnaire

Please write the names of the interviewee and indicate male or female in the box provided

Name: Male Female

This information will guide you to check equal participations of male and female interviewed.

Part (A). Is the environment conducive for human survival?

Please put a tick in the box where appropriate.

1. What is your understanding about the nature of the environment?

Mountainous Valley Densely Forested

2. Is the soil temperature conducive to yield basic food crops within human expectation?

Warm Moderate Cold

3. How far is the main town for shopping, marketing and banking activities?

Walking Distance Far Very Far

Part (B): Are basic government services enough for people to access?

Put tick in the space where appropriate.

Availability of Government Services	Enough	Few	None
4. Schools and Health Centers			
5. Roads and Airfields			
6. Police and Justice			

IMPORTANT:

Use this interview format to structure similar one for your students. Photocopy enough questionnaire sheets for students to use in their interview. Say you have 30 students and expected each student to interview 8 people (8x30 = 210), photocopy 210 sheets for students. Each student must have 8 questionnaire sheets to interview respondents. Ensure all interview forms are attached with their reports. Deduct marks from non-attachments of questionnaire forms.

Appendix B

Sample Notification Letter

Parents and Guardian Research Notification

January 14, 2018

Dear Students and Parents,

All my students will be completing research projects over the term break. The purpose of this research is to improve students' research skills and prepare them for research assignments they will have in the upcoming years in high school. This is a very challenging unit for students. It is very important that students take this project seriously and work diligently. Most of the assignments will be completed in class; however, if a student falls behind on a deadline or misses an instructional period, students may find themselves having to catch up on their own time outside of class.

Each student will be given a research packet that outlines the details and expectations of the project. Although each step will be explained in class before work is begun in that section, all students will need to carefully read through the research packet to be properly prepared. Because students may also refer to their research packets if they are working at home or in the library on their own time, it is imperative that they do not lose this packet.

Nevertheless, should a student lose their packet, they will be able to print another copy using own expense. All students will share the same theme on their project. However, how each student interprets that theme and where they choose to take their interpretation will vary. I encourage parents to talk with your child about the progress of their project, while also keeping track of their timeline. Students will have a calendar of due dates. Students will be informed of any changes to dates, and this information will also be updated on my calendar.

I will discuss at length with students the importance of academic integrity and their research project. I will also discuss this document and the consequences for plagiarism the most common academic integrity issue we face with students. Research, while challenging, can be one of the most rewarding academic achievements students can have.

I look forward to guiding the students through the maze of academic research. Please contact me if you have any questions or concerns. I will be glad to help in any way I can.

Sincerely,

Nathan Kaman
Class teacher

Appendix C

Sample Guided Lesson Format

Term: _____ Week: _____

Strand #: _____

Lesson #: Unit #: Time: 40 minutes
Topic:
Lesson Title:
Content Standard:
Benchmark:

Lesson Objective: By the end of the lesson, students will be able to:

Knowledge	Skills	Attitudes/Values

References:

Teaching Materials:

Teaching and Learning Activities:

Parts of the Lesson	Teacher Guidelines and Instructions <i>Teacher will.....</i>	Students Activities <i>Students will.....</i>
Introduction		
Body		
Conclusion		

Evaluation:

Appendix D

Sample (KSAV) Format

Knowledge, Skills, Attitudes and Values (KSAV)

Week: _____ **Lesson:** _____
Unit: _____ **Time:** 40 minutes
Topic: _____
Content Standard: _____
Benchmark: _____

Lesson Numbers	Lesson #	Lesson #	Lesson #	Lesson #
Lesson Titles				Social Science Process
Lesson Objectives	By the end of the lesson, students will be able to:	By the end of the lesson, students will be able to:	By the end of the lesson, students will be able to:	
Knowledge				
Skills				
Attitudes/ Values				
Assessment Task#:				

Appendix E

Weekly Lesson Plan Format

Jiwaka Primary School

Subject: _____ Grade: _____ Term: () Week: () Date: / /20____ To / /20____

Strand: _____ Unit: _____

Topic: _____ Lesson Number: _____

Content Standard: ()

Performance Standard:

Key Concepts

LESSON# and TITLE	OBJECTIVE Students will be able to:	KNOWLEDGE	SKILLS	ATTITUDE/ VALUES	ASSESSMENT

References:	
Teaching Materials:	

Class Teacher's Comment	Supervisor's Comment

Appendix F

Bloom's Revised Taxonomy

<p>Creating (High order thinking)</p>	<p>Generating new ideas, products or ways of viewing things by:</p> <ul style="list-style-type: none"> • Designing • Constructing • Planning • Producing • Inventing • Devising • Making
<p>Evaluating (High order thinking)</p>	<p>Justifying a decision or course of action by:</p> <ul style="list-style-type: none"> • Checking • Hypothesizing • Critiquing • Experimenting • Judging
<p>Analysing (High order thinking)</p>	<p>Breaking information into parts to explore understanding and relationships by:</p> <ul style="list-style-type: none"> • Comparing • Organizing • Deconstructing • Interrogating • Finding
<p>Applying</p>	<p>Using information in another familiar situation by:</p> <ul style="list-style-type: none"> • Implementing • Carrying out • Using • Executing
<p>Understanding</p>	<p>Explaining ideas or concepts by:</p> <ul style="list-style-type: none"> • Interpreting • Summarizing • Paraphrasing • Classifying • Explaining
<p>Remembering</p>	<p>Recalling information by:</p> <ul style="list-style-type: none"> • Recognizing • Listing • Describing • Retrieving • Naming • Finding

Appendix G

The table showing examples of guided questions for each of the levels of the Bloom's Taxonomy.

Remembering	How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect "transport" pictures from magazines – make a poster with information
Understanding	How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.
Applying	Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about "The Little Red Engine" and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph.
Analysing	Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses – write a report. Use a Venn Diagram to compare boats to planes or helicopters to bicycles.
Evaluating	What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc.
Creating	Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty year's time? Discuss, write about it and report to the class. Write a song about travelling in different forms of transport.

Appendix H

The 21st Century Skills, Knowledge, Values and Attitudes

The 21st century skills movement which broadly calls on schools to create programs and learning experiences that equips students with the most essential and in-demand knowledge, skills and dispositions they will need to be successful in higher-education programs and modern workplaces.

The term 21st century skills refers to a broad set of knowledge, skills, work habits and character traits that are believed-by educators, school reforms, college professors, employers and others-to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

The 21st century skills can be applied in all academic subject areas and all educational career and civic settings throughout a student's life. The skills students will learn reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

The following list provides a brief illustrative overview of the knowledge, skills, work habits and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise and public.

Appendix I

What is STEAM?

The acronym of STEAM denotes *Science, Technology, Engineering, Arts and Mathematics*. STEAM refers to teaching and learning which make up the scope of preferred teaching and learning in the actual learning environment in **both formal and informal classroom settings**. STEAM is an educational concept introduced to meet the envisioned knowledge, skills, values and attitudes in particular preferred teaching and learning fields of Science, Technology, Engineering, Arts and Mathematics.

STEAM education integrates concepts that are usually taught as separate subjects in different classes and emphasis the application of knowledge to real-life situations and to the understanding of how STEAM disciplines shape our material, intellectual, cultural, economic, social and environmental contexts.

STEAM education emphasis the teaching, learning and the application of essential concepts, ideas, processes, high level thinking skills and 21st century knowledge, skills, values and attitudes in understanding and solving physical and natural problems rather on in-depth teaching and learning of STEAM content.

STEAM education focuses on providing the learners real life experiences of how STEAM related skills, concepts, processes, ideas, principles, values and attitudes are applied and used to identify problems and questions in real life situations, explain the natural and physical world and draw evidence-based conclusions.

- By exposing students to STEAM and giving opportunities to them to explore STEAM related concepts, they will develop a passion for it and hopefully, pursue a job in a STEAM field.
- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, arts or mathematical problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.
- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.
- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions and volunteer and community development organizations.
- They underpin STEAM education. They are the main enablers of STEM education.

In general, the 21st century skills can be applied in all academic subject areas and in all educational career and civic settings throughout a student's life.

The skills students will learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

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