

Citizenship & Christian Values Education

Teacher Guide

**Primary
Grade 4**



Standards-Based



**'FREE ISSUE
NOT FOR SALE'**

Papua New Guinea
Department of Education

Citizenship and Christian Value Education

Teacher Guide

Primary
Grade 4

Standards-Based



Papua New Guinea

DEPARTMENT OF EDUCATION

Issued free to schools by the Department of Education

First Edition

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The Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are also acknowledged for their recommendation and endorsement of this Teachers Guide.

Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BoS	Board of Studies
CCVE	Christian & Citizenship Value Education
CDD	Curriculum Development Division
C.R.E	Christian Religion Education
I.H.D	Integral Human Development
NDoE	National Department of Education
N.G.O	Non-Government Organization
P.N.G	Papua New Guinea
SAC	Subject Advisory Committee
SBC	Standard Base Curriculum
SBC	Standard Base Education
SCG	Subject Advisory Group
STEAM	Science, Technology, Arts and Mathematics
TIPNG	Transparency International Papua New Guinea
QuiSe ME	Quality in Science and Mathematics Education

Secretary's Message

The Citizenship and Christian Values Education (CCVE) Teacher Guide was developed as a support document for the implementation of the Citizenship and Christian Values Education for Grade 4. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample-guided lessons and assessment tasks with suggested teaching and learning strategies that teacher can use to work towards achievements of content standards in the syllabus.

The CCVE Citizenship and Christian Values Education is a new subject from Preparatory to Grade 12. The subject consists of elements of Civics, Citizenship and Christian Values. Citizenship and Christian Values Education is a required subject for all Grade 4 students in Papua New Guinea Schools.

Citizenship and Christian Values Education presented in the syllabus are expanded in this teacher guide. The content is presented in the standards-based curriculum perspective and contains standard statements. The content of the CCVE is based on family, classroom and school contexts and therefore teachers and respective stakeholders are encouraged to engage the involvement of parents, the school and the community and its resources, to be able to help students to be active learners, acquire citizenship knowledge and behaviour in preparation for and to progress into Grade 4.

The Citizenship Christian Values Education Strand 4 subject is supported by a Christian Religious Education, which is given a separate timing respective to each level. The Christian Religious Education content and lessons can be derived from the Christian Religious Education (CRE) implementation Guide, which is a supporting document to Citizenship and Christian Values Education.

Teachers are encouraged to read and understand the Subject content standards of both Citizenship and Christian Values Education and Christian Religious Education so that appropriate teaching programs are designed to help the students learn citizenship values in Grade 4.

The Citizenship and Christian Values Education Teachers teaching Grade 4 are instructed to use the Grade 4 Citizenship and Christian Values Education Teacher Guide.

I approve and commend this Grade 4 Teacher Guide for Citizenship and Christian Values Education subject to be used by teachers in all primary schools throughout Papua New Guinea.



Dr. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

The Citizenship and Christian Values Education subject consists of the civics, citizenship and Christian values. It provides the content that is important for the development of the foundations of a person's character. It takes into account the importance of civil society and citizenship education and Christian principles and values as an integral part of the Citizenship and Christian Values Education.

The course is organised into 4 strands. These are Civic Identities, Principles and Systems, Christian Values and Practices, Citizenship and Society, and Governance and Leadership. The subject focuses on developing the moral well-being of our students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, their communities and societies and the environment as good citizens.

The Grade 4 Teacher Guide provides information and guidelines to assist Grade 4 teachers interpret, translate and deliver the prescribed Citizenship and Christian Values Education content in the Grade 4-6 syllabus into teachable activities. With emphasis on the Affective Domain, samples of affective teaching and learning strategies have been provided for teachers to use when planning and programming.

The Teacher Guide consist suggested lesson titles with essential Values, Attitudes, Skills and Knowledge (VASK), and guided lessons to assist teachers to plan their lessons. This guide also contains samples of assessment tasks in the affective domain to help teachers to create assessment tasks for the intended content standard. The teacher guide provides teachers with the opportunity to prepare learning activities that will motivate students to think critically and communicate ideas freely with others. Therefore, teachers are encouraged to use the guide to innovate more interesting and challenging learning activities to suit different students' needs.

Citizenship and Christian Values subject content is linked to all the other subjects taught in Grade 4, which includes English, Mathematics and Culture and Community. It also links to subjects taught in in the high school level such as English, Mathematics, Science, Social Science, Arts, Physical Education, Business Studies and Technology.

The Grade 4 Citizenship and Christian Values Education is timetabled for 120 minutes per week. One thirty (30) minutes lesson is to be used by Christian Religious Education while ninety (90) minutes will be used for Citizenship and Christian Values Education. Teachers can use the time allocated to do their time table or programs according to their school needs.

Teachers must note that the Grade 4 Citizenship and Christian Values Education (CCVE) Teacher Guide does not contain Christian Religious Education (CRE) content. The Christian Religious Education content is in a separate implementation Guide, which is designed to complement the teaching of Christian Values and Principles.

The CCVE Citizenship and Christian Values Education has accommodated for two other pathways: the Spiritual Education Conceptual Framework and the Christian Religious Education Framework to enable teachers to develop subject content that is relevant and appropriate to their practice.

Purpose of the Teacher Guide

The Teachers Guide is purposely written to set guidelines and provide information and directions for teachers to effectively plan and program the Citizenship and Christian Values Education content of learning given in the grade 4-6 syllabuses.

The teacher guide provides detailed information that can assist the teacher to interpret and translate the prescribed content in the syllabus into teachable instructional programs for a school year. The teacher guide provides the scope of curriculum content, specific timeframe to teach each unit and topic, and yearly overview to help you implement the content outline in the Grade 4 - 6 Syllabus

Teachers are encouraged to read carefully the contents of the teacher guide to enable them to implement the Citizenship and Christian Values Education for Grade 4 students.

The teacher guide provides instructions, explanations, examples and samples that teachers can use or adapt to suit their teaching and learning needs. The instructions and explanations assist teachers how to effectively;

- use the suggested teaching and learning ideas to plan quality Citizenship & Christian Values Education lessons;
- prepare active and interactive teaching and learning environment ;
- decide when, where and how to use benchmarks in relation to attainment of standards;
- prepare and write learning activities that will motivate students to think critically, analyse issues, solve problems, probe questions, and communicate citizenship ideas freely with others through debates, meetings, social opportunities in gatherings and in different contexts;
- create and write assessment tasks in the Affective Domain and how to plan them to achieve identified content standards (make reference to cognitive and psychomotor domains);
- use relevant assessment recording and reporting strategies or methods.

Structure of the Teacher Guide

The Citizenship and Christian Values Education (CCVE) is a unique subject that features and promotes the teaching and learning in the Affective Domain. It places emphasis on aspects of intellectual, social, mental, emotional and spiritual growth of a person.

The CCVE subject presents teaching and learning activities that enable students to discuss moral and ethical values, Christian Values, Principles and practices that are important in life and to their community. The content is presented to enable students to deal with challenges faced in their lives every day. It emphasises on aspects of self-discipline, being responsible, team-work, and respect for the rule of law, decision-making and being a productive citizen of Papua New Guinea.

Citizenship and Christian Values subject is difficult to teach because of the subjective nature of the subject, in particular the affective domain. The affective domain focuses on students' feelings, emotions, attitudes and engagement, which translate how they interact and communicate with others. The teacher is required to invest quality time in building creativity and variety into the lessons in order to observe, judge and measure each child's performance.

Values based education

The Teacher Guide is guided by and is value-based. Values development is influenced by both external and internal factors. The Citizenship and Christian Values Education Teachers must make sure that they are role models for students as the success of each student is highly dependent on the teacher's relationship with the student. The teachers must be morally and ethically sound.

Assessment in CCVE assesses the abilities of students to show an understanding of citizenship participation, Christian values and moral principles, and apply the processes involved in moral reasoning, responsible decision-making and problem-solving. Assessments should be broad-based and multi-dimensional, and designed according to the needs, interests and abilities of the students. As Citizenship and Christian Values Education focuses on character development, emphasis should be placed on Formative Assessment.

Social Inclusion

Teachers are encouraged to take into account different physical and mental abilities and disabilities of students to socially include all students. Basic rules and guidelines must be provided for students to feel wanted and loved, to respect different cultures and to relate to other people freely and with confidence. The CCVE subject caters for diversities, marginalised individuals and addresses these multiple and sensitive issues.

Features of the CCVE Introductory and Conclusion Sections of a Lesson in the Teaching and Learning Activities samples.

Introductory Section Sample 1: Moral Activity - Questions

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction – 5 mins	<p>Sample Introductory questions in the Affective Domain</p> <p>Ask Students</p> <ul style="list-style-type: none"> • “How do you feel about yourself?” • “What is something you like about your family?” 	<p>Orally respond to the questions asked by the teacher.</p> <p>Asks teacher or other students raise questions about what they think the moral is in the story/ song etc?</p>
Body - 20 mins		
Conclusion - 5 mins		

Introductory Section Sample 2: Belief /View Point Activity – Questions

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction – 5mins	<p>Sample Introductory questions in the Affective Domain</p> <ul style="list-style-type: none"> • What family activity do you enjoy and like to do most with your family? • What would you prefer eating on a sunny hot day with your family? 	<ul style="list-style-type: none"> • Orally respond to the questions asked by the teacher. • Asks teacher or other students raise questions about their belief/point of view about the story/song etc?
Body - 20 mins		
Conclusion - 5 mins		

Introductory Section Sample 3 Sample Opinionative Activity – Questions

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction – 5mins	<p>Sample Introductory questions in the Affective Domain.</p> <p>What do you think is the best thing to do when you are angry?</p> <p>What do you think makes a person beautiful?</p>	<p>Orally respond to the questions asked by the teacher.</p> <p>Asks teacher or other students questions about their Bias/ opinion about the story/song etc?</p>
Body - 20 mins		
Conclusion - 5 mins		

Teacher Reflection/Evaluation:

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.....

Conclusion Section Sample

Sample 1- Conclusion Questions

Lesson part	Teacher Teaching Activities	Students Learning Activities
Introduction – 5 mins		
Body - 20 mins		
Conclusion - 5 mins	<p><i>Sample Concluding Questions in the Affective Domain.</i></p> <ul style="list-style-type: none"> • What did you discover about yourself that you were not aware of? • How do you feel learning about your family? • What would like us to learn about in our next lesson? • What do you think was the best thing you learnt in this lesson? 	<ul style="list-style-type: none"> • Orally responds to the questions asked by the teacher. • Asks teacher or other students questions about their Bias/opinion about the story/song etc?

IMPORTANT: STUDENTS MUST NOT BE REQUIRED TO RESPOND TO “WRITING QUESTIONS” IN THE CONCLUSION. CONCLUSION MUST ONLY CONSIST CONCLUDING REFLECTIVE QUESTIONS THAT MUST BE ORALLY RESPONDED TO BY THE STUDENTS. REMEMBER: YOU ONLY HAVE 5 MINUTES TO GET MOST OF THE STUDENTS TO REFLECT ON THEIR LEARNING IN THE LESSON (ASSESSMENT AS LEARNING).

Features of CCVE Lesson Objectives

The CCVE Lesson Objectives is featured with three objectives for the one lesson: An Affective Objective, a Psychomotor Objective and a Cognitive Objective. This means all the three (3) lesson objectives must be achieved in the one lesson. Note that the Affective Objective is stated first and emphasis must be placed on it.

Sample Lesson Objectives

Lesson Objectives: Students will be able to:

- **Affective Objective:** Express their feelings about the importance of valuing a family name.
- **Psychomotor Objective:** Identify and list ways they can show they value their family name.
- **Cognitive Objective:** What is important about having a family name? List ways they can show they value their family name.

When a lesson is planned in CCVE, activities must be planned around the three lesson objectives, and as much as possible, teachers must aim to achieve all of the objectives in that single lesson.

Features of the Key Concepts in a CCVE Lesson

The CCVE Key Concepts are organized in the manner of acronyms “**ASK**” meaning “Attitudes (A)” concepts are listed first, followed by “**Skills (S)**” and the “Knowledge (K)”. The teaching of CCVE is placing emphasis on the Affective Domain and therefore, the concepts of attitudes are of great importance in teaching and learning of the CCVE curriculum content. The lesson must start with an attitude concept.

Important Note:

The Table of key concepts consist a number of concepts. However, the teacher is required to use at least one of them in a lesson. For example; one table of key concepts may have 3 attitudes, 4 skills and 3 knowledge concepts. It doesn't mean all 3 attitudes and 4 skills or 3 knowledge concepts must be taught in this one lesson.

The table of key concepts has more than one concept listed to give the teachers the opportunity to utilize a concept that will aid them in achieving either one of the Lesson Objectives.

Remember that a lesson is only 30-40 minutes in which all three objectives must be achieved. Therefore, no more than one attitude concept, one skill concept and one knowledge concept, must be used in a lesson for Phase 1 level of learning (Preparatory).

Sample Key Concepts for one CCVE Lesson:

Values /Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> Value family name. Respect for family. Respect and Resilience for other people's family names that may sound offensive or funny in another person's language. 	<ul style="list-style-type: none"> How can we show we respect and value our family name? How can we correct our classmates who are disrespectful to others and their family names? Evaluate the consequences of making fun of or intimidating others and their family names. 	<ul style="list-style-type: none"> What it means to have value for a family name? Ways we can show value and respect for our family names. Ways we can show comfort for those who have been made fun of or are intimidated because of their family name. Ways we can correct our classmates who are disrespectful to others and their family names.

Explanation for the Introduction in Teaching and Learning Activities

The teachers are required to introduce and conclude all CCVE lessons with activities that promote affective teaching and learning. Such as the use of a moral activity, an opinionative activity, bias, belief or view point activities in Grade 4.

1. A moral activity

A moral activity may include a story of good morals and character to help students get tuned into the lesson. It may also include stories of bad behavior and character and their consequences to help discourage the students practicing bad behaviors. The use of stories with bad morals and their consequences gives the students the opportunity to make decisions about sticking to good morals and behaviors. For example; "The Story of the Good Samaritan in the Bible that tells of kindness and love."

Other examples would be the use of quotes, tales or fables and famous sayings from their locality. Read the storybooks by John and Agnes Kian, two PNG Authors. 5 sets of short Animal stories, called "Kapul Series" by Agnes Kian and "A Collection of Four Great Animal Stories" by John Kian," in which animals portray bad and good behaviours and the Moral lessons learnt from their actions. Read the stories and learn how different characters touch others within their surroundings and help them become better. Many universal stories also carry within their genre a moralistic lesson, as in the story of "the tortoise and the hare", an old tale that tells of Pride and humility.

2. Opinionative/ Bias/ View Point and Belief Activity

An opinionative, bias, view point and belief activity may include children expressing their opinions, biases, viewpoints and beliefs about certain things. Students at this level must be given the opportunity to express themselves in these activities. The teacher must only facilitate and guide the students learning in these types of activities.

For example, the students may be asked to express their view point about a certain character in a story such as ‘What do you think about the dog in the story?’ This kind of question provides the students the challenge to analyse the story and gives them the opportunity to express themselves. This would not be possible if the question asked was a cognitive question for example, ‘who is the cleverest between the dog and the ...?’ This question expects a factual answer and does not allow the student to explore their potential of using higher order affective, psychomotor and cognitive levels of learning. This type of questions limits the students’ capability of exploring the extents to which they can discover and learn for themselves.

3. Sample introductory Questions in a Lesson (Affective Domain)

Sample Moral Activity - Questions

Ask Students:

- “How do you feel about yourself?”
- “What is something you like about your family, your place, the food, your school etc?”

Sample Bias/ Belief /View Point Activity – Questions

- What family activity do you enjoy and like to do most with your family?
- What do you like/dislike most about ...?
- What would you prefer eating/drinking on a sunny hot day?

Sample Opinionative Activity – Questions

- What do you think is the best thing to do when you are angry?
- What do you think makes a person beautiful?
- What do you think should be done to law and rule breakers?

The use of songs, poems and rhymes in the introduction

If students are asked to sing a song or recite a rhyme or a poem, ask students such questions after singing or reciting.

- “What they like and dislike about the song/poem/rhyme?”
- “What is the meaning of the song/poem/rhyme?”
- “What is one important lesson/ moral/ value can you pick out from the song/poem/rhyme?”

Sample Concluding Questions in the Affective Domain

- “What did you discover about yourself that you were not aware of?”
- “How do you feel learning about your friend?”
- “What would you like us to learn about in our next lesson?”
- “What do you think was the best thing you learnt in this lesson?”
- “How would have preferred the lesson to have been presented to you?”
- “What would be one area you would like us to improve in the next lesson?”

How to use the Teacher Guide

The Grade 4 Teacher Guide is an expansion of the content in the Citizenship and Christian Values Education Grades 4-6 Syllabus. The syllabus contains the National Content Standards and Benchmarks, which are expanded into teaching and learning activities in the teacher guide.

The scope of learning is translated and programmed according to the four terms, the weeks and the days of the week. The suggested teaching and learning strategies and the key important instructions provided for teachers can be used to design and manage teaching and learning activities for the students in the classroom.

The assessment methods, assessment samples, reporting and recording strategies contained in this guide will assist teachers to plan assessment in Citizenship and Christian Values Education for the school year.

The teacher guide can be used for developing both classroom learning and professional development activities. The document is a useful resource for developing school and community based in-service programs.

Teachers must thoroughly read the contents of the documents in order to develop an understanding that;

Lesson titles in the teacher guide were drawn out from the Benchmarks. One or more lessons were created from one benchmark. From the lesson titles outlined in the planning and programming section, the Values, Attitudes, Skills and the Knowledge were identified.

When planning a lesson, it is important that, the Values, Attitudes, Skills and Knowledge of the lesson come out clearly in the teaching and learning activities as displayed in the sample guided lessons.

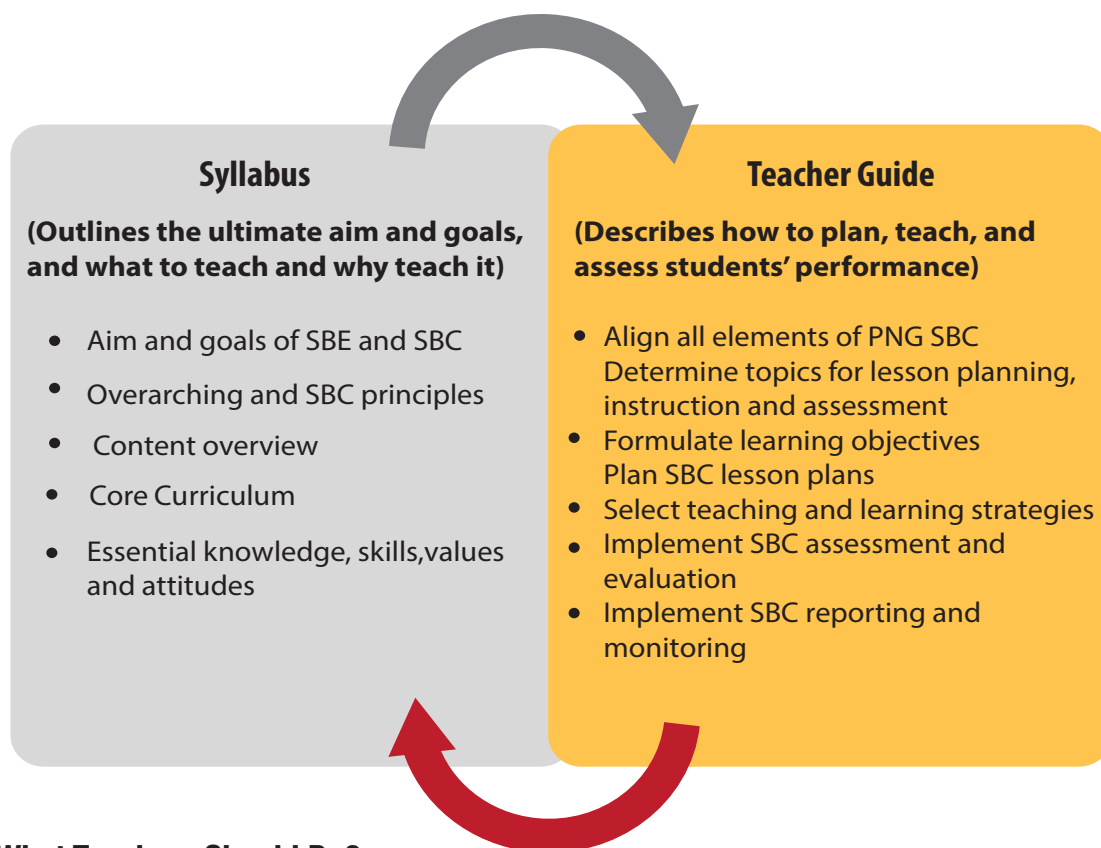
Samples of assessment tasks are provided to assist teachers in preparing both the Proficiency and Performance Assessments. The two different types of assessments must place emphasis on the affective domain.

Syllabus and Teacher Guide Alignment

What Teachers Should Know?

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards). It expands the content overview and describes how this content - identified in the content standards and their components (essential knowledge, skills, values or attitudes) – can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. Grade 4 Citizenship, Christian Values Education (CCVE) comprises of grade 4 syllabus and the grade 4 teacher guide. These two documents are closely aligned, complimentary and mutually beneficial. They should be used together to plan lessons, teach relevant content, and assess the levels of students' proficiency. They are essential focal points for teaching and learning the essential CCVE values, attitudes, skills and knowledge.

Figure 1: *Syllabus and teacher guide alignment*



What Teachers Should Do?

Teacher guide should be used in conjunction with the syllabus. These two documents are closely aligned and complimentary. Teachers should use both documents when planning, teaching and assessing grade 6 Citizenship and Christian Values Education content. Syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards

that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content should be taught, so that the intended learning outcomes are achieved. It also describes and provides examples of how to evaluate and report on students' attainment of the learning standards, and use evidence from the assessment of students' performance, to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance. Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and assessment.

Learning and Performance Standards

What Teachers Should Know?

Standards-Based Education (SBE) and SBC are underpinned by the notion of quality. Standards define the expected level of education quality that all students should achieve at a particular point in their schooling. Students' progression and achievement of education standard(s) are measured using performance standards or criteria to determine their demonstration or performance on significant aspects of the standards and therefore their levels of proficiency or competency. When they are judged to have attained proficiency on a content standard or benchmark or components of these standards, they are then deemed to have met the standard(s) that is, achieved the intended level of education quality.

Content standards, benchmarks, and learning objectives are called learning standards while performance and proficiency standards (evidence outcomes) can be categorised as performance standards. These standards are used to measure students' performance, proficiency, progression and achievement of the desired level of education quality. Teachers are expected to understand and use these standards for lesson planning, instruction and assessment

Content Standards, Benchmarks, Performance Standards

Content Standards

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environment, and employable skills gaps identified from a situational analysis. They were developed using examples and experiences from other countries and best practice, and contextualized to PNG contexts.

Content standards describe what (content - knowledge, skills, values, and attitudes) all students are expected to know and do (how well students must learn and apply what is set out in the content standards) at each grade-level before proceeding to the next grade. These standards are set at the national level and thus cannot be edited or changed by anyone except the National Subject-Based Standards Councils. Content Standards:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching and SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- provides provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

Benchmarks

Benchmarks are derived from the content standards and benchmarked at the grade-level. Benchmarks are specific statements of what students should know (i.e., essential knowledge, skills, values or attitudes) at a specific grade-level or school level. They provide the basis for measuring students' attainment at content standard, as well as progress to the next grade of schooling. Grade-level benchmarks:

- are evidenced-based;
 - are rigorous and comparable to regional and global standards;
 - are set at the grade level;
 - are linked to the national content standards;
 - are clear, measurable, observable and attainable;
-
- articulate grade level expectations of what students are able to demonstrate to indicate that they are making progress towards attaining the national content standards;
 - provide teachers a clear basis for planning, teaching, and assessing lessons;
 - state clearly what students should do with what they have learned at the end of each school-level;
 - enable students' progress towards the attainment of national content standards to be measured, and
 - enable PNG students' performance to be compared with the performance of students in other countries.

Figure 2: Approach for setting national content standards and grade-level benchmarks



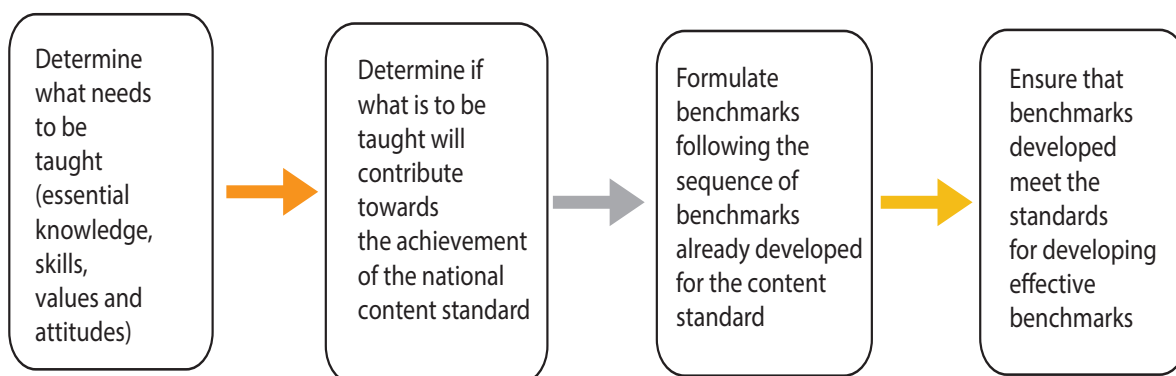
What Teachers Should Do?

Development of Additional Benchmarks

Teachers should develop additional benchmarks to meet the learning needs of their students. They should engage their students to learn about local, provincial, national and global issues that have not been catered for in the grade-level benchmarks but are important and can enhance students' understanding and application of the content. However, it is important to note that these benchmarks will not be nationally examined, as they are not comparable. Only the benchmarks developed at the national level will be tested.

This does not mean that teachers should not develop additional benchmarks. An innovative, reflect, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for students. Teachers should follow the following process when developing additional grade-level benchmarks.

Figure 3: Benchmark development process



Learning Objectives

Learning or instructional Objectives are precise statements of educational intent. They are formulated using a significant aspect or a topic derived from the benchmark, and is aligned with the educational goals, content standards, benchmarks, and performance standards. Learning objectives are stated in outcomes language that describes the products or behaviours that will be provided by students. They are stated in terms of measurable and observable student behaviour. For example, students will be able to identify all the main towns and cities towards of PNG using a map.

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration or performance must be. They are explicit definitions of what students must do to demonstrate proficiency or competency at a specific level on the content standards.

Performance standards:

- Measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations.
- Provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude.
- Are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards.
- Are used as the basis for measuring students’ progress towards meeting grade-level benchmarks and content standards.

Proficiency Standards

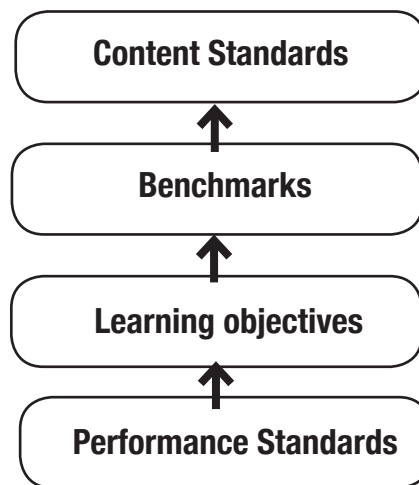
Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, sub-strand or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations. They are also categorized as benchmarks because that is what all students are expected to do before exiting a grade or are deemed ready for the next grade.

Learning and Performance Standards Alignment

What Teachers Should Know?

Content Standards, Benchmarks, learning objectives, and performance standards are very closely linked and aligned (see figure 3). There is a close linear relationship between these standards. Students’ performance on a significant aspect of a benchmark (knowledge, skill, value, or attitude) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student’s proficiency on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.

Figure 4: Content standards, benchmarks, learning objectives and performance standards alignment.



What Teachers Should Do?

Effective alignment of these learning standards and all the other components of PNG SBE and SBC (ultimate aim and goals, overarching, SBC and subject-based principles, core curriculum, STEAM, and cognitive, high level, and 21st Century skills) is not only critical but is also key to the achievement of high academic standards by all students and the intended level of education quality. It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectations).

Core Curriculum

What Teachers Should Know?

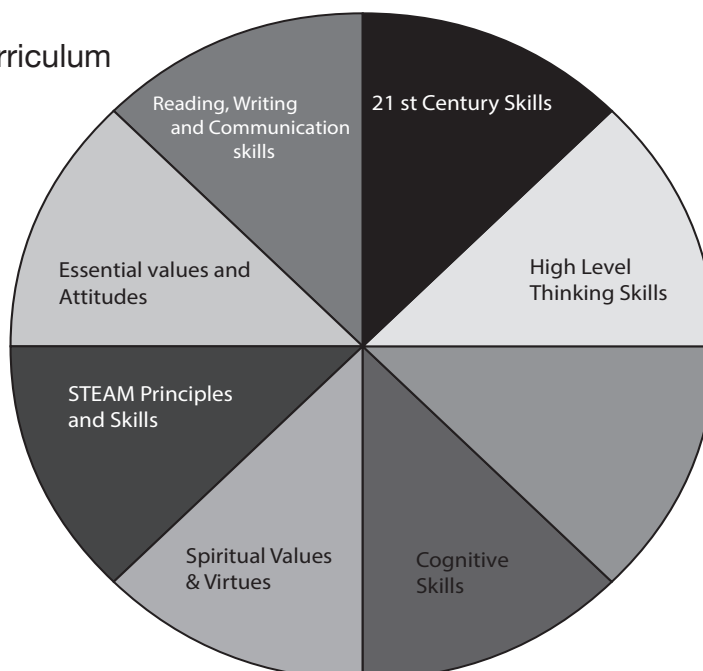
A core set of common learning's (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions, they will need to be successful in modern or postmodern work places, higher-education programs and to be productive, responsible, considerate and harmonious citizens. Common set of learning's are spirally sequenced from Prep-Grade 12, to deepen the scope and increase the level of difficulty in the learning activities, so that what is learned is reinforced at different grade levels.

The core curriculum includes:

- Cognitive (thinking) skills (Refer to the syllabus for a list of these skills).
- Non-cognitive skills (Soft skills, Transferrable skills, Transversal skills, Life Skills and the 21st century skills - Refer to table of Non-Cognitive skills in the Appendix).
- Reasoning, decision-making and problem-solving skills.
- High level thinking skills (Analysis, Synthesis and Evaluation Skills).
- 21st century skills (Refer to illustrative list in the Appendix).
- Reading, writing and communication Skills.
- STEAM principles and skills.
- Essential values and attitudes (Core personal and social values, and sustaining values), and
- Spiritual values and virtues.

The essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship.

Figure 5: Core curriculum



Teaching and Learning

Teaching and Learning for early learners can be challenging for teachers. It is important that the teachers must fully understand their students learning needs in order to deliver the subject content for learning in the classrooms despite students' abilities, age gender or originality.

The teachers are encouraged to identify and use affective teaching and learning strategies and methods to deliver the CCVE lessons. The learning activities at this stage must be focused in founding values such as respect, honesty, truthfulness, trustworthy, kindness and being humble.

CCVE emphasizes the use of the cognitive and affective domains to teach children to appreciate nature and diversity in relation to their cultural, regional, religious, and socio-economic and gender with respect for themselves, others and their environment.

The different teaching and learning strategies for the Citizenship and Christian Values Education are presented in the Appendix of this teacher guide for reference.

Role of the Teacher in the Affective Domain

Through the different levels of learning, the role of the Teacher in teaching in the Affective Domain is to facilitate Exploration, Analysis, Reflections, Evaluations, Clarification and Synthesis;

- of students beliefs, values, feelings, desires, opinions, attitudes, perceptions etc;
- to help learners discover/get in touch with their feelings;
- to motivate students;
- to help students see relevance (to their own lives).

The teacher also performs the role of;

- building student to student and student to teacher relationships;
- scaffolding students learning;
- planning students learning;
- making learning appropriate and explicit;
- creating a conducive learning environment.

How does the Teacher give feedback to students in the Affective Domain?
In other words, if there is no Right or wrong, what should the teacher do then?

- Praise or appreciate students for good efforts.
- Being very thoughtful and considerate of their expressions.
- Ask questions/point out flaws in look (facial expression).
- Ask for clarification for unclear thinking.
- Thank students for trying.
- Ask students to think more deeply.
- Be vigilant and respectful.

What could the students be asked to do in an affective lesson?

- Identify own attitudes.
- Explore what they have learned.
- Discover related issues.

Teaching in the affective domain is very important because it has a major impact on the behaviour of an individual student. Their beliefs, attitudes, opinions and biases affect how they treat other people. Teaching in the affective domain helps students to:

- Identify, articulate and speak about their attitudes.
- Understand and analyse their feelings, values and attitudes.
- Encourage group and individual analysis of aspects of attitudes.
- Encourage personal reflection on own values, attitudes.
- Encourage questioning of values, attitudes.
- Affect and change unhealthy attitudes.
- Motivate students to act in ways that are healthy/acceptable/sociable and reflect their attitudes.
- Build respect and tolerance for others' different values, ideas etc.
- Personalize information provided (e.g. risk prevention, social skills).
- See the relevance of information to themselves.
- Challenge biases and prejudices.
- Build Christian Values, Morals and Ethics in individuals as citizens.

Introductory and Conclusion section of a lesson

The introductory and conclusion sections of a Citizenship and Christian Values Education Lesson is featured by the Affective questioning technique that teachers must observe and utilize to achieve a very interactive learning atmosphere.

It is VERY IMPORTANT that the introductory and conclusion sections of the lesson are captivating and as much as possible, MUST start with Affective Questioning based on a MORAL STORY/ACTIVITY or a BIAS/BELIEF/VIEW POINT or OPINION and conclude with emphasis on the affective domain.

Science Technology Engineering Arts Mathematics (STEAM) and Citizenship

STEAM education is an integrated, multidisciplinary approach to learning that uses science, technology, engineering, arts and mathematics as the basis for inquiring about how STEAM has and continues to change and impact the social, political, economic, cultural and environmental contexts and identifying and solving authentic (real life) natural and physical environment problems by integrating STEAM-based principles, cognitive, high level and 21st century skills and processes, and values and attitudes.

CCVE is focused on both goals of STEAM rather than just the goal of problem-solving. This is to ensure that all students are provided opportunities to learn, integrate and demonstrate proficiency on all essential STEAM principles, processes, skills, values, and attitudes to prepare them for careers, higher education and citizenship.

Objectives

Students will be able to:

1. Examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
2. Investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
3. Identify and solve problems using STEAM principles, skills, concepts, ideas and process.
4. Identify, analyse and select the best solution to address a problem.
5. Build prototypes or models of solutions to problems.
6. Replicate a problem solution by building models and explaining how the problem was or could be solved.
7. Test and reflect on the best solution chosen to solve a problem.
8. Collaborate with others on a problem and provide a report on the process of problem solving used to solve the problem.
9. Use skills and processes learnt from lessons to work on and complete STEAM projects.
10. Demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
11. Explain the significance of values and attitudes in problem-solving.

Content Overview

STEAM is a multidisciplinary and integrated approach to understanding how science, technology, engineering, arts and mathematics shape and is shaped by our material, intellectual, cultural, economic, social, political and environmental contexts. And for teaching students the essential in demand cognitive, high level and 21st century skills, values and attitudes, and empower them to effectively use these skills and predispositions to identify and solve problems relating to the natural and physical environments as well as the impact of STEAM-based solutions on human existence and livelihoods, and on the social, political, economic, cultural, and environmental systems.

STEAM disciplines have and continue to shape the way we perceive knowledge and reality, think and act, our values, attitudes, and behaviors, and the way we relate to each other and the environment. Most of the things we enjoy and consume are developed using STEAM principles, skills, process, concepts and ideas. Those things humans used and enjoyed in the past and at present, have been developed by scientists, technologists, engineers, artists and mathematicians to address particular human needs and wants. Overtime, more needs were identified and more products were developed to meet the ever changing and evolving human needs. What is produced and used is continuously reflected upon, evaluated, redesigned, and improved to make it more advanced, multipurpose, fit for purpose, and targeted towards not only improving the prevailing social, political, economic, cultural and environmental conditions but also to effectively respond to the evolving and changing dynamics of human needs and wants. And, at the same time, solutions to human problems and needs are being investigated and designed to address problems that are yet to be addressed and concurred. This is an evolving and ongoing problem-solving process that integrates cognitive, high level, and 21st century skills, and appropriate values and attitudes.

STEAM is a significant framework and focal point for teaching and guiding students to learn, master and use a broad range of skills and processes required to meet the skills demands of PNG and the 21st century. The skills that students will learn will reflect the demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. These skills include cognitive (critical, synthetic, creative, reasoning, decision-making, and problem-solving) skills, high level (analysis, synthesis and evaluation) skills and 21st century skills (see Appendix 4). Knowledge-based, information, and technology driven economies require knowledge workers not technicians. Knowledge workers are lifelong learners, are problem solvers, innovators, creators, critical and creative thinkers, reflective practitioners, researchers (knowledge producers rather than knowledge consumers), solutions seekers, outcomes oriented, evidence-based decision makers, and enablers of improved and better outcomes for all.

STEAM focuses on the skills and processes of problem solving. These skills and processes are at the heart of the STEAM movement and approach to not only problem solving and providing evidence-based solutions but also the development and use of other essential cognitive, high level and 21st century skills. These skills are intertwined and used simultaneously to gain a broader understanding of the problems to enable creative, innovative, contextually

relevant, and best solutions to be developed and implemented to solve the problems and attain the desired outcomes. It is assumed that by teaching students STEAM-based problem-solving skills and providing learning opportunities inside and outside the classroom will motivate more of them to pursue careers and academic programs in STEAM related fields thus, closing the skills gaps and providing a pool of cadre of workers required by technology, engineering, science, and mathematics-oriented industries.

Although, STEAM focuses on the development and application of skills in authentic (real life) contexts, for example the use of problem-solving skills to identify and solve problems relating to the natural and physical worlds, it does not take into account the significant influence values and attitudes have on the entire process of problem solving. Values and attitudes are intertwined with knowledge and skills. Knowledge, skills, values and attitudes are inseparable. Decisions about skills and processes of skills development and application are influenced by values and attitudes (mindset) that people hold. In the same light, the use of STEAM principles, processes and skills to solve problems in order to achieve the outcomes envisaged by society, are influenced by values and the mindset of those who have identified and investigated the problem. As well as those who are affected by the problem and will benefit from the outcome.

STEAM Problem-Solving Methods and Approaches

Problem-solving involves the use of problem-solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it. Even though there are many different problem-solving methods and approaches, they share some of the steps of problem-solving, for example:

- identifying the problem;
- understanding the problem by collecting data;
- analyse and interpret the data;
- draw conclusions;
- use data to consider possible solutions;
- select the best solution;
- test the effectiveness of the solution by trialling and evaluating it, and
- review and improve the solution.

STEAM problem solving processes go from simple and technical to advance and knowledge-based processes. However, regardless of the type of process used, students should be provided opportunities to learn the essential principles and processes of problem solving and, more significantly, to design and create a product that addressed a real problem and meets a human need. The following are some of the STEAM problem solving processes.

Engineering and Technology Problem Solving Methods and Approaches

Engineering and technology problem-solving methods are used to identify and solve problems relating to the physical world using the design process. The following are some of the methods and approaches used to solve engineering and technology related problems.

Parts Substitution

Is the most basic of the problem-solving methods. It simply requires the parts to be substituted until the problem is solved.

Diagnostics

After identifying a problem, the technician would run tests to pinpoint the fault. The test results would be used either as a guide for further testing or for replacement of a part, which also need to be tested. This process continues until the solution is found and the device is operating properly.

Troubleshooting

Troubleshooting is a form of problem solving often applied to repair failed products or processes.

Reverse Engineering

Reverse engineering is the process of discovering the technological principles underlying the design of a device by taking the device apart, or carefully tracing its workings or its circuitry. It is useful when students are attempting to build something for which they have no formal drawings or schematics.

Divide and Conquer

Divide and conquer is the technique of breaking down a problem into sub-problems, then breaking the sub-problems down even further until each of them is simple enough to be solved. Divide and conquer may be applied to all groups of students to tackle sub-problems of a larger problem, or when a problem is so large that its solution cannot be visualised without breaking it down into smaller components.

Extreme Cases

Considering “extreme cases” – envisioning the problem in a greatly exaggerated or greatly simplified form, or testing using extreme condition – can often help to pinpoint a problem. An example of the extreme-case method is purposely inputting an extremely high number to test a computer program.

Trial and Error

The trial and error methods involve trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

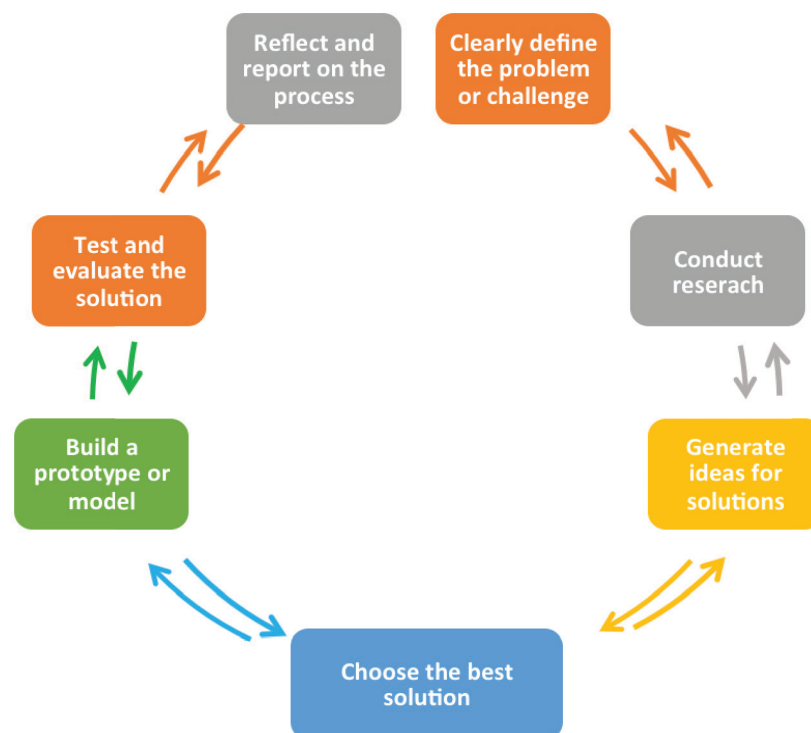
Engineering Design Process

Technological fields use the engineering design process to identify and define the problem or challenge, investigate the problem, collect and analyse data, and use the data to formulate potential solutions to the problem, analyse each of the solutions in terms its strengths and weaknesses, and choose the best solution to solve the problem. It is an open-ended problem-solving process that involves the full planning and development of products or services to meet identified needs. It involves a sequence of steps such as the following:

- Analyse the context and background, and clearly define the problem.
- Conduct research to determine design criteria, financial or other constraints, and availability of materials.
- Generate ideas for potential solutions, using processes such as brainstorming and sketching.
- Choose the best solution.
- Build a prototype or model.
- Test and evaluate the solution.
- Repeat steps as necessary to modify the design or correct faults.
- Reflect and report on the process.

These steps are shown in figure 6.

Figure 6: Engineering design process



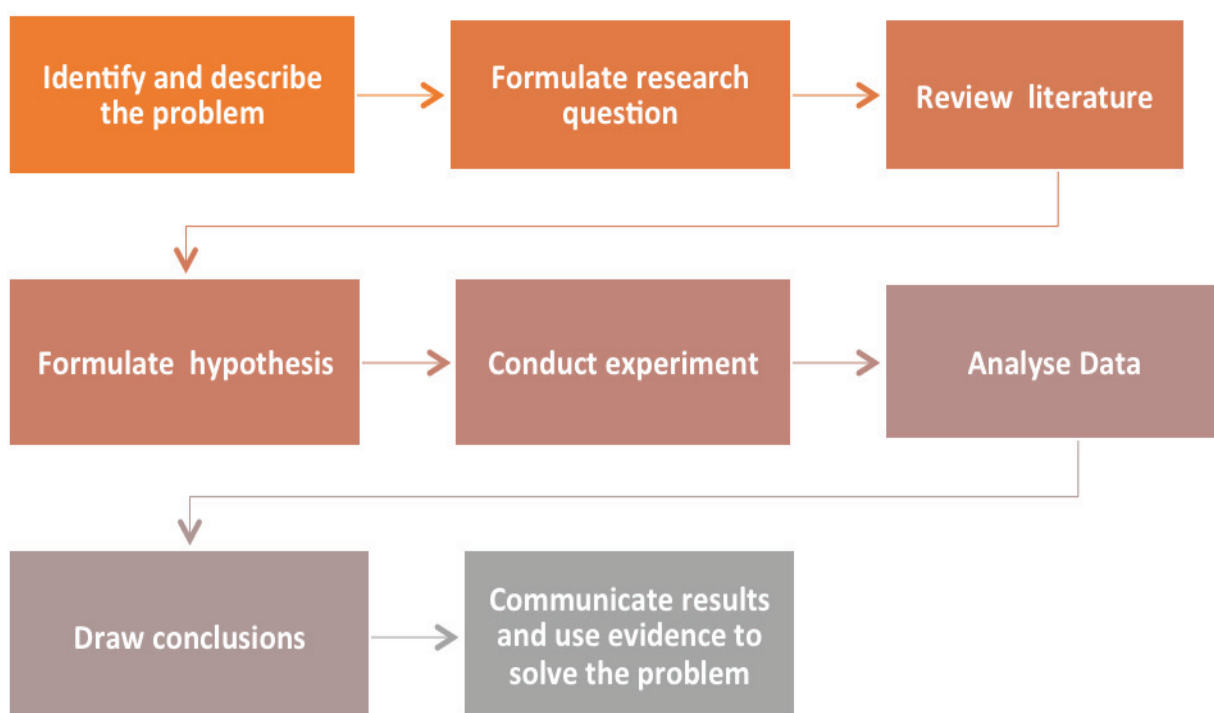
The Scientific Method and Approach to Problem-Solving

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems relating to the natural world. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

- Observation.
- Communication.
- Classification.
- Measurement.
- Inference.
- Prediction.

These processes are at the heart of the scientific inquiry and problem-solving process.

Figure 7: The process of scientific inquiry



The above steps should be taught and demonstrated by students separately and jointly before they implement the inquiry process. Students should be guided through every step of the process so that they can explain it and its importance, and use the steps and the whole process proficiently to identify, investigate and solve problems. A brief explanation and examples of each step are provided below to help teachers plan and teach each step. Students should be provided with opportunities to practice and reflect on each step until they demonstrate the expected level of proficiency before moving on to the next one.

Step 1: Identify and describe the problem

Problems are identified mainly from observations and the use the five senses – smell, sight, sound, touch and taste. Students should be guided and provided opportunities to identify natural and physical environment problems using their five senses and describe what the problem is and its likely causes.

Example: Observation

When I turn on a flashlight using the on/off switch, light comes out of one end.

Step 2: Formulate research question

After the problem is identified and described, the question to be answered is then formulated. This question will guide the scientist in conducting research and experiments.

Example: Question

What makes light comes out of a flashlight when I turn it on?

Step 3: Review literature

It is more likely that the research problem and question have already been investigated and reported by someone. Therefore, after asking the question, the scientist spends some time researching; reading and reviewing previous studies and findings, books written on the subject and discussions to learn more about the problem. These finding gives the researcher background information about the question asked. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on what method experiment or research approach he/she will need to take before the experiment is conducted,

Example: Literature review

The scientist may look in the flashlight's instruction manual for tips or conduct online search on how flashlights work using the manufacturer's manual or relevant websites in the internet. Scientist may even analyse information of past experiments or discoveries regarding the relationship between energy and light. The literature review gives direction as how the research will be conducted.

Step 4: Formulate hypothesis

With a question in mind, the researcher decides on what he/she wants to test (The question may have changed as a result of the literature review). The research will clearly state what he/she wants to find out by carrying out the experiment. He/She will make an educated guess that could answer the question or explain the problem. This statement is called a hypothesis. A hypothesis guides the experiment and must be testable.

Example: Hypothesis

The batteries inside a flashlight give it energy to produce light when the flashlight is turned on.

Step 5: Conduct experiment

This step involves the design and conduct of experiment to test the hypothesis. Remember, a hypothesis is only an educated guess (a possible explanation), so it cannot be considered valid until an experiment verifies that it is valid.

Example: Experimental Procedure

1. Remove the batteries from the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does not produce light.

2. Reinsert the batteries into the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does produce light.

3. Write down these results.

In general, it is important to design an experiment to measure only one thing at a time. This way, the researcher knows that his/her results are directly related to the one thing he/she changed. If the experiment is not designed carefully, results may be confusing and will not tell the researcher anything about his/her hypothesis.

Researchers collect data while carryout their experiments. Data are pieces of information collected before, during, or after an experiment. To collect data, researchers read the measuring instruments carefully. Researchers record their data in notebooks, journals or on a computer.

Step 6: Analyse data

Once the experiment is completed, the data is then analysed to determine the results. In addition, performing the experiment multiple times can be helpful in determining the credibility of the data.

Example: Analysis

Record the results of the experiment in a table.
Review the results that have been written down.

Step 7: Draw conclusions

If the hypothesis was testable and the experiment provided clear data, scientist can make a statement telling whether or not the hypothesis was correct. This statement is known as a conclusion. Conclusions must always be backed up by data. Therefore, scientists rely heavily on data so they can make an accurate conclusion.

If the data support the hypothesis, then the hypothesis is considered correct or valid.

If the data do not support the hypothesis, the hypothesis is considered incorrect or invalid.

Example: Valid Hypothesis

The flashlight did not produce light without batteries. The flashlight did produce light when batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is valid, given that no changes are made to the flashlight during the experiment.

Example: Invalid Hypothesis

The flashlight did NOT produce light when the batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is invalid. In this case, the hypothesis would have to be modified to say something like, “The batteries inside a flashlight give it energy to produce light when the batteries are in the correct order and when the flashlight is turned on.” Then, another experiment would be conducted to test the new hypothesis.

An invalid hypothesis is not a bad thing! Scientists learn something from both valid and invalid hypotheses. If a hypothesis is invalid, it must be rejected or modified. This gives scientists an opportunity to look at the initial observation in a different way. They may start over with a new hypothesis and conduct a new experiment. Doing so is simply the process of scientific inquiry and learning.

Step 8: Communicate findings

Scientists generally tell others what they have learned. Communication is a very important component of scientific progress and problem solving. It gives other people a chance to learn more and improve their own thinking and experiments. Many scientists’ greatest breakthroughs would not have been possible without published communication or results from previous experimentation.

Every experiment yields new findings and conclusions. By documenting both the successes and failures of scientific inquiry in journals, speeches, or other documents, scientists are contributing information that will serve as a basis for future research and for solving problems relating to both the natural and physical worlds. Therefore, communication of investigative findings is an important step in future scientific discovery and in solving social, political, economic, cultural, and environmental problems.

Example: Communication of findings

Write your findings in a report or an article and share it with others or present your findings to a group of people. Your work may guide someone else's research on creating an alternative energy sources to generate light or additional uses for battery power, etc.

Artistic Design

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

The equipping and enabling of students to become proficient in a broad range of STEAM skills, processes and predispositions can also lead to the attainment of many other societal goals, including national and global development goals and aspirations. These goals include:

- sustainability goals;
- peaceful related goals;
- work related goals;
- academic goals;
- relationship goals;
- health goals;
- adoption and internalisation of values and attitudes accepted by society, and
- Improved social, political, economic outcomes.

Even though the original purpose and the drive of STEAM was to develop a pathway to engage students in learning about, experiencing, and applying STEAM skills in real life situations to motivate and hopefully get them to pursue careers in STEAM related fields and undertake STEAM related higher education programs to meet the demand for STEAM workers, STEAM education can also be used to teach and engage students in study more broadly the impact of STEAM on the social, economic, political, intellectual, cultural and environmental contexts. This line of inquiry is more enriching, exciting, empowering and transformative.

What Teachers Should Do?

STEAM-Based Lesson planning

Effective STEAM lesson planning is key to the achievement of expected STEAM outcomes. STEAM skills can be planned and taught using separate STEAM-based lesson plans or integrated into the standards-based lesson plans. To effectively do this, teachers should know how to write effective standards and STEAM-based lesson plans.

Developing STEAM-based Lesson Plans

An example of a standards-based lesson plan is provided in Appendix? Teachers should use this to guide them to integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

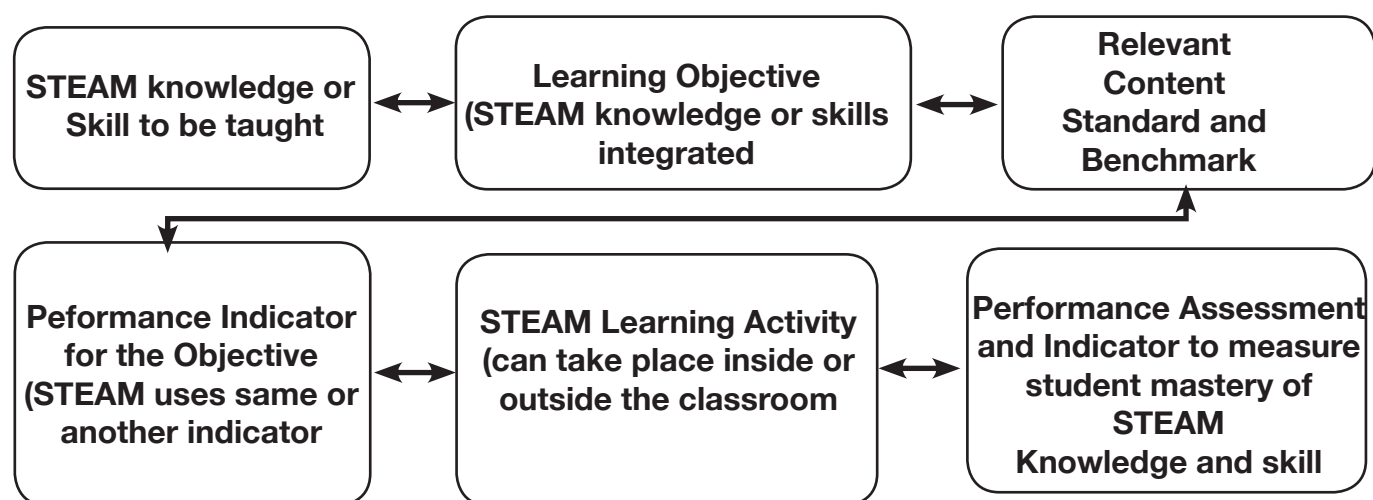
Integration of STEAM problem-solving skills into standards-based lesson plans.

Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into standards-based lesson plans is essential for achieving the desired STEAM learning outcomes. When integrating STEAM problem-solving skills into the standards-based lesson plans, teachers should ensure that these skills are not only effectively aligned to the learning objective and performance standards, they must also be effectively taught and assessed.

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21st century skills, is provided in the grade 4 Syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 4 benchmarks, when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

Figure 8: Process for integrating STEAM principles and problem-solving skills into standards-based lessons



Teachers should follow the following steps when integrating STEAM problem-solving principles and skills into their standards-based lesson plans.

- Step 1:** Identify the STEAM knowledge or skill to be taught (From the table of KSVAs for each content standard and benchmark). This is could already be captured in the learning objective stated in the standards-based lesson plan.
- Step 2:** Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) if this is different from the one already stated in the lesson plan.
- Step 3:** Develop a student learning activity (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.
- Step 4:** Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator (s) of the standard (s).

STEAM Teaching Strategies

STEAM education takes place in both formal and informal classroom settings. It takes place during and after school hours. It is a continuous process of inquiry, data analysis, making decisions about interventions, and implementing and monitoring interventions for improvements.

There are a variety of STEAM teaching strategies. However, teaching strategies selected must enable teachers to guide students to use the engineering and artistic design processes to identify and solve natural and physical environment problems by designing prototypes and testing and refining them to effectively mitigate the problems identified. The following are some of the strategies that could be used to utilise the STEAM approach to solve problems and coming up with technological solutions.

Inquiry-Based Learning.
 Problem-Based Learning.
 Project-based learning.
 Collaborative Learning.

Collaborative learning involves individuals from different STEAM disciplines and expertise in a variety of STEAM problem solving approaches working together and sharing their expertise and experiences to inquire into and solve a problem.

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged in STEAM related careers or disciplines to learn first-hand about how STEAM related skills, processes, concepts, and ideas are applied in real life to solve problems created by natural and physical environments. Collaborative learning experiences can be provided after school or during school holidays to enable students to work with STEAM experts and practitioners to inquiry and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. Developing STEAM partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem solving principles and skills.

- Participatory Learning
- Group-Based Learning
- Task Oriented Learning
- Action Learning
- Experiential Learning
- Modelling
- Simulation

STEAM Learning Strategies

Teachers should include in their lesson plans STEAM learning activities. These activities should be aligned to principle or a skill planned for students to learn and demonstrate proficiency on at the end of the lesson. to expose students to STEAM and giving them opportunities 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, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

STEAM-BASED Assessment

Integrated Curriculum

What is integrated curriculum?

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

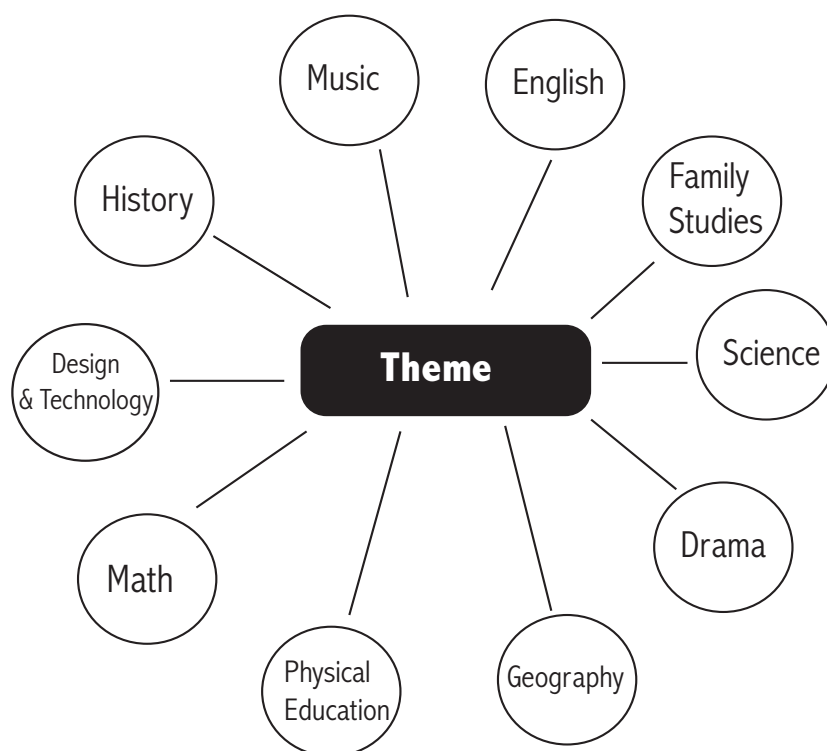
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning. Thus curriculum integration in the PNG SBC will have to equip students with the essential knowledge, skills, values and attitudes that are deemed necessary for the 21st century.

There are three approaches (i. Multidisciplinary, ii. Intradisciplinary & iii. Transdisciplinary) that PNG SBC will engage to foster conducive learning for all its children, whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children. Thus they can be able to see themselves as the catalyst of change for a competitive PNG. Not only that but they will be comparable to the world standards and as global citizens.

Engaging these three approaches in our curriculum will surely sharpen the knowledge and ability of each child who will foresee themselves as assets through their achievements. Thus students will contribute meaningfully to their country as they alone are the agents of change. Integrated learning will bear forth a generation of knowledge based populace, who can solve problems and make proper decisions based on evidence. Thus, PNG can achieve its Medium Term Development Goals (MTDG) goals, including the Vision 2050 goal for a happy, healthy and wealthy society; whereby, all its citizens should have access and fair distribution to income, shelter, health, education and general goods and services, which will then improve the general standard of living for PNG in the long run.

1. (i) Multidisciplinary Approach

In this approach learning involves a theme or concept that will be taught right across all subject area of study to students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is global warming, all subject areas create lessons or assessment as per their subjects based around this theme. Social Science will address this issue, Science and all other subject likewise.



2. (ii) Interdisciplinary Approach

This approach addresses learning similarly to the multidisciplinary approach of integrated learning, whereby learning takes place within the subject area. However, it is termed interdisciplinary because the core curriculum of learning, is interwoven into each subject under study by the students. For instance, in Social Science under the strand of geography students write essays on internal migration. However, apart from addressing the issues of this topic, they are to apply the skill of writing text types in their essay, such as argumentative essay, informative, explanatory, descriptive, expository and narrative essay while writing their essay. They must be able to capture the mechanics of English skills such as grammar, punctuation and so forth as well. Though these skills are studied under English, they are considered as core skills that cut across all subjects under study. For example, if Science students were to write about human development in biology, then the application of writing skills has to be captured by the students in their writing. It is not seen as an English skill but a standard essential skill all students must know and do regardless.

Therefore, essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship in this learning.

2. Intradisciplinary approach

This approach involves teachers integrate sub-disciplines within a subject area. For instance, within the subject Social Science, the strands (disciplines) of geography, environment, history, political science and environment will all be captured studying a particular content for Social Science. For example, under global warming, students will study the geographical aspects of global warming, environmental aspect of global warming and likewise for history, political science and economics. Thus, children are well aware of the issues surrounding global warming and can address it confidently at each level of learning.

3. Transdisciplinary Approach

In this approach learning goes beyond the subject area of study. Learning is organized around students' questions and concerns. That is, where there is a need for change to improve lives students develops their own curriculum to affect these needs. The Transdisciplinary approach addresses real-life situations thus gives the opportunity to students to attain real life skills. This learning approach is more to do with Project-Based Learning also referred to as problem-based learning or place- based learning.

The three steps to planning project based curriculum (Chard 1998).

Teachers and students select a topic of study based on student interests, curriculum standards, and local resources

1. The teacher finds out what the students already know and helps them generate questions to explore.
2. The teachers also provides resources for students and opportunities to work in the field
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

For instance; students may come up with slogans for school programs such as 'Our culture – clean city for a healthier PNG'. The main aim could be to curb betel nut chewing in public areas, especially around bus stops and local markets or office buildings. Here, students draw up their own instructions and criteria for assessment which is they have to clean the nearest bus stop or local market once a week throughout the year. They also design and create posters to educate the general public as their program continues. They can also involve the town council and media to assist them especially to carry out awareness.

Studies (Susan M. Drake and Rebecca C. Burns) have proven that Project based-programs achievements have led to the following:

- Students go far beyond the minimum effort.
- Make connections among different subject areas to answer open-ended questions.
- Retain what they have learnt.
- Apply learning to real-life problems.
- Have fewer discipline problems.

Lower absenteeism.
(Curtis, 2002)

SUBJECT AREAS

Theme
Concepts
Life Skills

Real world Context -
(Voluntary services/Part time
job experience, exchange programs)

Students Questions

These integrated learning approaches will demand for teaches to be proactive in order to improve students learning and achievements. In order for PNG Standards-Based Curriculum to serve its purpose fully, these three approaches must be engaged for better learning for the children of Papua New Guinea now and in the future.

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Essential Values, Attitudes, Skills and Knowledge

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related situations. Provided here are examples of different types of knowledge, processes, skills, values, and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepen in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from one grade to the next.

These knowledge, skills, values and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan and teach these essential knowledge, skills, values and attitudes in their lessons, and assess students' performance and proficiency, and progression towards the attainment of content standards.

Types of Knowledge

There are different types of knowledge. These include:

<ul style="list-style-type: none"> • Public and private (privileged) knowledge. • Specialised knowledge. • Good and bad knowledge. • Concepts, processes, ideas, skills, values, attitudes. • Theory and practice. • Fiction and non-fiction. • Traditional, modern, and postmodern knowledge. 	<ul style="list-style-type: none"> • Subject and discipline-based knowledge. • Lived experiences. • Evidence and assumptions. • Ethics and Morales. • Belief systems. • Facts and opinions. • Wisdom. • Research evidence and findings. • Solutions to problems.
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Types of Processes

There are different types of processes. These include:

- Problem-solving.
- Logical reasoning.
- Decision-making.
- Reflection.
- Cyclic processes.
- Mapping (e.g. concept mapping).
- Modelling.
- Simulating.

Types of Skills.

There are different types of skills. These include:
What goes here??

Cognitive (Thinking) Skills.

Thinking skills can be categorized into critical thinking and creative thinking skills.

Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:

- Attributing.
- Comparing and contrasting.
- Grouping and classifying.
- Sequencing.
- Prioritising.
- Analysing.
- Detecting bias.
- Evaluating.
- Metacognition (Thinking about thinking).
- Making informed conclusions.

Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include:

- Generating ideas.
- Deconstructing and reconstructing.
- Relating.
- Creating.
- Making inferences.
- Predicting.
- Making generalisations.
- Visualizing.
- Synthesising.
- Making hypothesis.
- Making analogies.
- Inventing.
- Transformation.
- Modelling.
- Simulating.

Reasoning Skills

Reason is a skill used in making a logical, just, and rational judgement.

Decision - Making Skills

Decision - making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

Problem Solving Skills

Problem solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

High Level Thinking Skills

High level thinking skills include analysis, synthesis, and evaluation skills.

Analysis Skills - Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalisations, claims, and conclusions.

Synthesis Skills - Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.

Evaluation Skills - Evaluation skills involve justifying and presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on set criteria.

Types of Values

<p>Personal Values (Importance, worth, usefulness) Core Values</p> <ul style="list-style-type: none"> • Sanctity of life. • Truth. • Aesthetics. • Honesty. • Human. • Dignity. • Rationality. • Creativity. • Courage. • Liberty. • Affectivity. • Individuality. 	<p>Sustaining Values</p> <ul style="list-style-type: none"> • Self-esteem. • Self-reflection. • Self-discipline. • Self-cultivation. • Principal morality. • Self-determination. • Openness. • Independence. • Simplicity. • Integrity. • Enterprise. • Sensitivity. • Modesty. • Perseverance.
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**Social Values.
Core Values.**

- Equality.
- Kindness.
- Benevolence.
- Love.
- Freedom.
- Common good.
- Mutuality.
- Justice.
- Trust.
- Interdependence.
- Sustainability.
- Betterment of human kind.
- Empowerment.

Sustaining Values

- Plurality.
- Due process of law.
- Democracy.
- Freedom and liberty.
- Common will.
- Patriotism.
- Tolerance.
- Gender equity and social inclusion.
- Equal opportunities.
- Culture and civilisation.
- Heritage.
- Human rights and responsibilities.
- Rationality.
- Sense of belonging.
- Solidarity.
- Peace and harmony,
- Safe and peaceful communities,

Types of Attitudes

Attitudes (Ways of thinking and behaving, points of view),

- Optimistic,
- Participatory,
- Critical,
- Creative,
- Appreciative,
- Empathetic,
- Caring and concern,
- Positive,
- Confident,
- Cooperative,

- Responsible,
- Adaptable to change,
- Open-minded,
- Diligent,
- With a desire to learn,
- With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

Guided Lesson Layout

Features of a CCVE Guided Lesson Sample

The guided lesson samples in CCVE promote teaching and learning in the Affective Domain. The guided lesson samples provided in this guide are aimed at helping teachers to plan a lesson in the Affective Teaching Approaches.

It is important that teachers introduce and conclude the lesson with an activity in the Affective Domain. The Guided statements in each of the section must be used as it is designed especially to encourage affective teaching and learning. Using the guided samples and guided statements, teachers can develop their affective introductory and concluding statements suitable for each lesson.

Each strand has 1. Guided lesson per unit. Strand 1 has 3 units and therefore has three sample guided lessons. Strand 2, 3 and 4 all have 2 units and so have 2 guided lessons each. The guided lessons are developed from Performance Standards, which are derived from the Content Standards. Teachers are given the opportunity to follow this guided lesson or use it as a guide to plan their own lessons.

Teachers are also encouraged to refer to this sample guided lessons when planning their other lessons that have only key concepts provided in the form of Attitudes, Skills and Knowledge.

Lesson Objectives

The CCVE guided lesson sample use mixed objectives and it is required that all lessons must consist a:

1. Affective Objective.
2. Psychomotor Objective.
3. Cognitive objective.

CCVE is moving away from the traditional Psychomotor and Cognitive objectives in learning as the sample-guided lessons promote the Affective Teaching and Learning Strategies

The Suggested Guided Lesson Template

The Guided lesson template provided below is used in all CCVE teacher guides across grades. The template can be used to develop lessons that have the key concepts provided in the form of Attitudes, Skills and Knowledge. Teacher can modify the template for their convenience and to suit their needs but still enforcing the practice of Affective Teaching and Learning.

Sample Guided Lesson:

Lesson No:

Strand: _____

Unit: _____

Content Standard: _____

Evidence Outcome: _____

Benchmark _____

Topic: _____

Lesson Title: _____

Lesson Objectives: Students will be able to and can:

a. Affective Objective: _____

b. Psychomotor Objective: _____

c. Cognitive Objective: _____

Resources: _____

References: _____

Table of Key Concepts: (key concepts must be in the table form below).

Values	Attitudes	Skills	Knowledge

Background Notes: Key Concepts must be complete statements.

E.g.: Respect for school authority / identifying authorities in their community /
Types of leaders in the community.

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activities	Student Learning Activities
Introduction <i>(Plan for 5 minutes)</i>	Moral Activity. Opinionative Activity. Bias/ Belief /View Point Activity.	
Body <i>(Plan for 20 minutes)</i> All activities in the body to be limited to two different Activities. Three lessons will be acceptable only if content allows.	Activity 1:	
	Activity 2	
Conclusion <i>(Plan for 5 minutes)</i>		

Teacher Reflection/ Evaluation: _____

Planning and Programming

Planning and Programming is the organizing of the content into a teachable plan for delivery in the classroom for the teacher. The content is organized into yearly, termly and weekly to assist the teachers in easily planning their programs.

Teachers are encouraged to begin with the Content Overview, which is organized into strands units with teachable concepts in Grade 4. The Yearly, Termly and Weekly Overviews in this teacher guide are compiled for the teachers' convenience, when doing the planning and programming;

Content Overview

The Content Overview presents the teachable concepts scoped for Grade 6 content given in the Citizenship and Christian Values Education Syllabus. The broad learning concepts form the strands. Units and Teachable concepts are drawn from these Strands as shown in the table below.

Strand	Unit	Topic	Teachable Concepts
Civic Identities, Principles and Systems	<i>Civic Identities</i>	<i>Pacific island identities.</i>	<i>Personal Identity. National Identity. Symbols of Identity. Civic Self Image. Civic Connectedness.</i>
	<i>Civic Principles</i>	<i>Behaviours, morals and values in the Pacific Islands.</i>	<i>Guiding Morals and Basic Principles.</i>
	<i>Civic Systems</i>	<i>Civic and state institutions in the Pacific Islands.</i>	<i>State and Civil Institutions.</i>
Christian Values and Principles	Christian Values and Practices	<ol style="list-style-type: none"> 1. Moral character, sense of self- worth and integrity. 2. Leaving as a believer. 3. Practices of a Believe. 4. Fruit of the Spirit. 5. Value of Values and Virtues. 	<i>Christian Living and the Bible. Basic Christian Values and Practices. Christian identity and Character.</i>
	Christian Institutions and Principles	<ol style="list-style-type: none"> 1. Godly laws, principles, discipline and integrity. 2. Delivery of God's services. 3. Ethics and morals of a family, home and Church. 4. Teachings of laws, statutes and precepts. 5. Principles of local Church organisations. 	<i>Christian Institutions. Christian Conduct, Ethics and Morals. Christian Laws, Statues and Precepts.</i>

Citizenship and Society	Citizens and Citizenship	<ol style="list-style-type: none"> 1. Laws that Protect Our Rights. 2. Social Obligations. 3. Promoting values of a good digital citizen. 	Roles and Responsibilities. Opportunities, Abilities and Potentials of Citizens.
	Active Citizenship and Participation	<ol style="list-style-type: none"> 1. Social Obligations as a Citizen of PNG. 2. Organizations that Help mould Young Citizens. 	Actions influencing Decision Making. Community Participation in Media.
Governance and Leadership	Good Governance		Principles of Good Governance. Rule of Law.
	Leadership		Good Leadership. Effective Communication in Governance and Leadership.

Yearly Overview

Table 1: Grade 4 Yearly Content

The Grade 4 Yearly Content table shows the total number of Content Standards, total number of Performance Standards and the total number of lessons per strand for Grade 4 in a year.

It shows a summary of the total number of lessons that a Grade 4 Teacher is required to teach in a Grade 4 school year.

This table is aimed at informing the teacher of the total number of lessons so they are aware of the yearly content in a glimpse without having to go through the yearly outline.

Strand	Unit	No of Content Standard	No of Bench-marks	No of Topics	No. of Lessons
Civic Identities, Principles and Systems	1. Civic Identities	1	2	1	8
	2. Civic Principles	1	2	1	8
	3. Civic Systems-State and Civil Institutions	1	2	1	8
Christian Values and Principles	Christian Values & Practices	1	4	3	12
	2. Christian Institutions and Principles	1	6	4	6
Citizenship and Society	1. Citizens and Citizenship	1	2	2	6
	2. Active Citizenship and Participation	1	2	4	6
Governance & Leadership	1. Good Governance	1	2	2	16
	2. Leadership	1	2	2	7
Total		9	24	20	81

Yearly suggested Lesson Titles

This are Grade 6 suggested lesson titles for the whole year. Teachers can modify these lessons and develop their own lesson titles.

Strand	Unit	Lsn#	Lesson Titles
Civic Identities, Principles and Systems	Civic Identities	1	My role and responsibility as a member in my group
		2	How I earn respect within my peer group?
		3	Why do my groups need me?
		4	My role in my peer group!
		5	My role in my cultural group!
		6	My role as my church member!
		7	My role as a member of my province!
		8	My better group!
	Civic Principles	9	Knowing my Province!
		10	Positive behaviors, moral and values in the Province.
		11	Negative behaviors in the Province.
		12	Changing my negative behavior in the Province.
		13	How am I not contributing to the Province?
		14	How can I contribute to the Province?
		15	I love my Province!
		16	My dream Province!
	Civic Systems-State and Civil Institutions	17	Civic institutions in my province.
		18	State institutions in my province.
		19	Functions and Roles of civic institutions in my province.
		20	Benefits and influences of civic institutions in my province.
		21	Responsibilities to the civic institutions my province.
		22	Functions and Roles of State institutions in my province.
		23	Benefits and Influences of State institutions in my province.
		24	Responsibilities to the state institutions as citizens.
Christian Values and Principles	Christian Values and Practices	25	Love of creation of environment.
		26	Protection of environment.
		27	Use of environment.
		28	Cain & Able conducts.
		29	Good characters of relationship.
		30	Prayer and praying.
		31	Worship fellowship.
		32	Obedience and its rewards
		33	Sin and the Bible.
		34	The penalties of sin.
		35	Sin and me.
		36	Sin and its origin.
	Christian Institutions and Principles	37	Our Behaviors in living by Gods Commandments.
		38	Sabbath School principals.
		39	Ethical and moral Standards institution.
		40	Conducts, ethics and morals.
		41	Biblical statutes and percepts.
		42	Roles and responsibilities of the Church.
		43	Responsibilities of Church Schools.
		44	God and His Names in the Bible.
		45	Bible stories of love, honor and respect.
		46	Books of the Bible.
		47	The 10 Commandments and Christian Living.
		48	Values of love, honor and respect.
		49	

Citizenship and Society	Citizens and Citizenship	50	School Rules.
		51	Community Rules.
		52	Benefits of rules and regulation.
		53	Impacts of rules and regulations.
		54	School Behavior Codes.
		55	My rights as a Citizen!
		56	Children's Rights!
		57	My Roles and Responsibilities as a citizen in the home!
		58	My Roles and Responsibilities as a citizen in the school!
		59	My Roles and Responsibilities as a Citizen in the community!
	Citizens and Active Citizenship	60	Solve Problems – Littering, Bullying/Swearing, Disrespect/graffiti/etc.
		61	Digital citizen.
		62	Embracing PNG values.
		63	Home rules.
		64	School Rules.
		65	Community Rules.
		66	Benefits of rules and regulations.
		67	Impacts of rules and regulations.
		68	School Behavior Codes.
		69	My rights as a Citizen.
		70	Children's Rights.
		71	My Roles and Responsibilities as a citizen in the home,
		72	My Roles and Responsibilities as a citizen in the school.
		73	My Roles and Responsibilities as a Citizen in the community.
Governance and Leadership	Good Governance	74	Value of Good governance.
		75	Consequences of bad governance.
		76	Good governance and its benefits.
		77	Values of good governance.
		78	Type of leaders.
	Leadership	79	Characteristic of listeners.
		80	Benefits of Good Governance.
		81	Be responsible and caring.

Termly Overview

Termly Lesson Overviews

The Termly Lesson Overviews contain lesson titles for each term. Teachers can modify lessons or readjust the organization to suit their teaching programs.

TERM ONE (1)											
Strand	Unit	Content Standard	Bench-mark	Topic	LsnNo	Lesson Titles	Wk				
	Week one (1) Planning and Preparation - Orientation										
Civic Identities, Principles and Systems	Civic Identities	4.1.1.	4.1.1.1	My, group, my roles and responsibility in my province.	01	My role and responsibility as a member in my group!	2				
					02	How I earn respect within my peer group?					
					03	Why do my groups need me?					
			4.1.2.2		04	My role in my peer group!	3				
		05			My role in my cultural group!						
		06			My role as my church member!						
		07			My role as a member of my province!						
		4.1.2.2			08	My better group!	5				
	Civic Principles			4.1.2	4.1.2.1	My role and responsibility as a member in my group.		09	Knowing my Province!		
								10	Positive behaviours, moral and values in the Province.		
								11	Negative behaviours in the Province.		
								12	Changing my negative behaviour in the Province.		
					4.1.2.2			13	How am I not contributing to the Province?	6	
								14	How can I contribute to the Province?		
		15	I love my Province!								
	4.1.3		4.1.1.1	Civil and state institutions in the province.	16	My dream Province!	7				
					17	Civic institutions in my province.					
					18	State institutions in my province.					
					4.1.1.2	19	Functions and Roles of civic institutions in my province.	8			
						20	Benefits and influences of civic institutions in my province.				
						21	Responsibilities to the civic institutions my province.				
					4.1.1.2		22	Functions and Roles of State institutions in my province.	9		
							23	Benefits and Influences of State institutions in my province.			
	24	Responsibilities to the state institutions as citizens.									
	Week Ten (10) Revision / Assessment										

TERM TWO (2)							
Strand	Unit	Content Stand-ard	Bench-mark	Topic	LsnNO	Lesson Titles	Wk
	Week One (1) Planning						
Christian Values and Principles	Christian Values and Practices	4.2.1.	4.2.1.1	Value of the creation in the environment	25	Love for creation of environments.	2
					26	Protection of environment.	
					27	Use of environment.	
			4.2.1.2	Acceptable conducts and characters	28	Cain & Abel conducts.	
					29	Good characters of relationship.	
			4.2.1.3	Rewards for Obedience	30	Prayer and Praying.	3
					31	Worship & Fellowship.	
					32	Obedience and its rewards.	
			4.2.1.4	Sin & its Or-igin.	33	Sin in the Bible.	4
					34	The penalties of sin	
					35	Sin and me?	
					36	Sin its origin.	5
	Christian Institutions and Principles	4.2.2.	4.2.2.1	Our Behaviors in Living by God's Commandments.	37	God's Holy 10 Commandments.	6
						Living by the 10 Commandments.	7
			4.2.2.2	Sabbath schools Conducts, ethics	38	Sabbath, Schools and principals.	
			4.2.2.3	Ethical and Moral Standards Institutions	39	Ethical and Moral Standards Institutions.	8
			4.2.2.4	Biblical Statutes and percepts	40	Biblical Statutes and Precepts.	9
			4.2.2.5	Conducts, Ethics and Morals	41	Conducts, Ethics and Morals.	
			4.2.2.6	Roles and responsibility of the church		Roles and Responsibilities of Church.	
			Week Ten (10) Revision/ Assessment				

TERM THREE (3)							
Strand	Unit	Content Standard	Bench- mark	Topic	Lsn- №	Lesson Titles	Wk
	Week One (1) Planning						
Citizenship and society					43	Home rules.	2
	Citizens and Citizenship	4.3.1	4.3.1.1	Rules and regulations	44	School Rules.	
					45	Community Rules.	
					46	Benefits of rules and regulation.	
						Impacts of rules and regulations.	
			4.3.1.2	Addressing Issues in the community (littering Social Obligations).	47	School Behavior Codes.	
					48	My rights as a Citizen.	
					49	Children’s Rights.	
			4.3.1.3	Addressing Issues in the communi- ty (littering, alcohol, drug abuse, stealing).	50	My Roles and Responsibilities as a citizen in the home.	
					51	My Roles and Responsibilities as a citizen in the school.	
					52	Morals, Ethics and Values.	
					53	Littering.	
			4.1.4		54	Drugs.	
					55	Graffiti.	
						Possitive and Negative behaviors.	
			Active Citizenship and Civic Participation	4.3.2	4.1.5	Our diverse cultural values	56
	57	Embracing PNG Values.					
	58	Respect for diversity.					
	Digital Citizens	59				I am a responsible digital user – watch educational programs.	
		60			Irresponsible use media technology.		
		Communica- tion			61	Types of communication skills.	
					62	Verbal and Non verbal .	
					63	Visual.	
					64	Characters of good and bad listeners.	
					65	Good listeners.	
					66	Bad listeners.	
	Week Ten (10) Revision / Assessment						

TERM FOUR (4)							
Strand	Unit	Content Standard	Bench-mark	Topic	LsnN ^o	Lesson Titles	Wk
	Week One (1) Planning						
Governance and Leadership	Good Governance	4.4.1.	4.4.1.1	Principles of good governance.	67	Benefits of Good Governance.	3
					68	Principals of Good Governance.	
					69	Consequence of Bad governance.	
					70	Purpose of rules.	4
		4.4.1.2	Importance of rules formulation.	71	Importance of having rules and consequence of having no rule.	5	
				72	Church rules.		6
			Rules in the Church	73	Principle of the Church Agency.		
				74	Effective communication.	7	
	Leadership	4.4.2.	4.4.2.1	Skills of Effective Communication	75	Characteristics of listeners.	8
					76	Types of communication.	
					77	Good and bad listeners.	
			4.4.2.2	Type of leaders	78	Speaking and listening skills.	9
		79			Qualifications.		
		80			Appointed.		
		81			Elected.		
Week Ten (10) Revision / Assessment							

Timetabling Samples

Time Table

Planning a time table is the prerogative of the teacher. However, these guidelines are provided to make teachers aware of the number of minutes each CCVE lesson will be taught and the number of lessons in a week.

The 120 minutes for CCVE consists of a 30 minutes period for Christian Religious Education (CRE) and 90 minutes for CCVE per week. The allocated and time break ups for Grade 4 include;

- English – 300 minutes.
- Mathematics- 240 minutes.
- Science - 200
- Social Science - 160
- Arts - 140
- PE/Health - 180
- Making a living - 160
- Citizenship and Christian Values Education – 120 minutes.
- Assembly – 75 minutes.
- Access movement - 35
- Sports - 60

The total time for a school year in Grade **4 is 1650 minutes.** The subject time allocations can be used by teachers to do a timetable for their classes. Note that the timing starts at 7:45 am. It is aimed that this starting time be observed as it instills into the students official clocking in time in and punctuality to the official business starting time, which is 08:00am

Note also that there is a 5 minutes interval between lesson times to allow for teachers to get over the previous lesson and get prepared for the next lesson. The times must be strictly observed to instill in students the importance of time and the essentials of time management.

Sample Time Table for a Grade 4 Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	ASSEMBLY		ASSEMBLY		ASSEMBLY
8.20 - 9.00		HPE (40)	Social Science		
9:20 – 10:00	CCVE	ENGLISH	CCVE	ENGLISH	CCVE
10:00 – 10:30	Recess Break				
10:30 – 11:10	MATHS	MATHS	MATHS	MATHS	MATHS
11:10 – 11:50	Social Science	Arts		MAL	MATHS
11:50 – 12:30	Science	Science	CRE (60mins)	Science	Science
12:30 1:00	Lunch Break				
1:00 – 1:40	HPE (40)		HPE (40)	ARTS	Social Science
1:40 – 2:20		Social Science		HPE	ARTS
2:20 – 3:00	MATHS	MAL	MAL		

Time Analysis - Grade 4, 5 & 6

No	Subject/Activity	Total Min per week	%	(40/60) Sots / week
1	English	280	16.9	7x 4
2	Mathematics	240	14.5	6 x 40
3	Science	200	12.1	5 x 40
4	Social Science	160	9.7	2 x 40 and 1 x 60 x 40 and 1 x 60
5	Arts	140	8.5	4 x 40
6	PE/ Health	180	8.5	3 x 40 and 1 x 60
7	Making a living	160	9.7	4 x 40
8	Citizenship & Christian Values Education	120	6	3 x 40
9	Assembly	75	4.5	5 x 15
10	Access (Movement)	35		
11	Sports	60	36	1 x 60
Total Time allocation		1650	100	36 lesson/week - 36x35 - 1260 annually

Content Expansion

The content expansion indicates the scope of content outlined with the Values Attitudes, Knowledge, Skills, (VASK's) and derived from the Benchmarks. The lesson activities should be developed in line with the VASK's specified from this table.

This table provides the scope of lesson content based on the Benchmarks to plan your teaching and learning programs. The lesson activities should have the components of relevant Values, Attitudes, Skills and Knowledge that can be assessed in the beginning of the lesson (Input), during the lesson (process) and at the end of the lesson (output). Use the tables of VASKs and content background that follow to help guide you in planning your teaching programs.



Strand 1: Civic Identities, Principles and Systems



Strand 1: Civic Identities, Principles and Systems

Unit 1: Civic Identities

Content Standard: 1.1. Students will be able to analyze various civic systems, their function and benefits, the influences on the lives of the communities they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.

Topic : *My group, my roles and responsibilities in my province*

Benchmark

B4 .1.1.1. Positive and negative values practiced within the province.

B4 1.1.2. Relate situations to morals and values identified within the province.

Learning Objective: By the end of the topic, students will be able to describe negative behaviors and situations and how they can demonstrate positive attitudes based on their morals and values displayed as members in their province.

ESSENTIAL Values, Attitudes, Skills, Knowledge (VASKs)	
Values	<ul style="list-style-type: none"> • Respect, Tolerance ,Responsibility ,Care ,Kindness, Consideration , • Patience, Cooperate, Unity, Tolerate and Friendship.
Attitudes	<ul style="list-style-type: none"> • Respect for those of other genders in the group and my culture and the culture of others. • Being responsible to meet group expectations and for cultural preservation. • Caring for the welfare of others and enthusiastic, optimistic and practical. • Being kind, friendly, considerate and helpful and creative in group interactions. • Respect for others. • Patience to play different roles when needed. • Being cooperative with and appreciative of members of my cultural group. • Observe Christian living principles and values and being faithful, committed to Christian living principles and values. • Willingness to maintain and enhance provincial unity and contribute positively to make a better province in small ways. • Being tolerant for different behavior and attitudes of other genders, and towards other cultures.

Skills	<ul style="list-style-type: none"> • Discuss common features of values and attitudes of roles and responsibilities as a member in my group. • Identify ways of earning respect within their peer groups and discuss ways of effective communication to earn respect. • Describe the roles and responsibilities that come with group membership, and list reasons why you are significant to your peer group? • Explain the different roles and responsibilities in peer groups and explanation of friendliness and bullying in peer groups. • Discuss the roles of members in their cultural groups and identify the benefits of participating in cultural activities. • Discuss the principles and values that is required of church members. • Different roles played by various prominent citizens within their province and identify ways of contributing positively to make your province better. • Identify ways of using their roles in contributing to make the group better and contribution of small groups to better their province.
Knowledge	<ul style="list-style-type: none"> • Role and responsibility as a member in my group and Ways of earning respect within their peer groups. • Roles and responsibilities that comes with group membership and in my peer groups. • Roles and benefits in my cultural groups and various roles in my church. • Role as a prominent citizens within your province positive ways to make your province better and volunteering for community service.

Content Background -

1. My role and responsibility as a member in my group

Boys and girls have often had different roles and responsibilities at school, home and in the community.

The table below shows an example of some different responsibilities of boys and girls during work parade at school and the reasons why boys and girls are assigned different tasks to do. You can give similar situations for students to discuss and list down their roles and responsibilities in their respective genders by completing a similar table.

Roles of boys during work parade	Roles of girls during work parade	Reasons why girls and boys have different roles
e.g. Cut grass, dig drain	e.g. Collect leaves, sweep the floor	"Boys are stronger so they cut grass and dig drains. Girls are not as strong as boys so they should sweep and collect leaves because these activities do not require a lot of strength."

Using the table above students can give reasons why there are some roles that suit boys and others that suit girls. From the example above, students may come up with responses such as, "Boys are stronger so they cut grass and dig drains. Girls are not as strong as boys so they should sweep and collect leaves because these activities do not require a lot of strength."

When assigning tasks or roles to perform to different genders, it is often wise to be sensitive to the strengths and weaknesses of different sexes. For instance; girls may not be suited for work that involves carrying heavy loads, while boys may not be suited to work that involves being patient and caring.

In some situations there are clear distinctions between gender roles and responsibilities. In many other situations both genders can participate or perform the same roles and responsibilities. In situations such as the example of school work parade above, boys and girls are assigned different roles and responsibilities to achieve the task, but this does not mean that boys are the only ones capable of cutting grass and digging drains. In a situation where there are only girls in a school, some girls may be required to perform this task. This is the same with boys.

There are exceptions. in some situations where there are only girls available to do all the roles. For instances, in an all-girls school. Here some girls may have to dig drains and cut grass, while others will sweep the floor and collect leaves. These types of situations illustrate the wrong notion that all tasks are gender-specific. In fact, there are many tasks that boys do that girls can also do if they are asked or allowed to do so.

Allowing girls to do tasks such as sweeping the floor and collecting leaves while boys cut grass and dig drains is an example of being respectful and being tolerant to gender difference. However, these tasks can be performed by both boys and girls.

2. Roles and responsibilities in a peer group

Peer groups form as a result of a human need for individuals to associate themselves with others. They are formed by groups of individuals with common interests.

For example:

- Students in the same class or who attend the same school often form peer groups.
- Young people in a village, who are of the same age group.
- People who enjoy fishing, dancing etc.

In every peer group, each member contributes towards maintaining the interest and activities of the peer group. Their contribution towards the peer group defines their role. The roles that each person have, defines their responsibilities too.

Positive Effects of being part of a peer group	Negative effects of being part of a peer group
<ul style="list-style-type: none"> • Sharing ideas and thoughts with like-minded individuals. • Giving assistance or getting assistance from others that understand your situation • Gaining good habits, attitudes and behaviors. 	<ul style="list-style-type: none"> • Being susceptible to bullying. • Learning bad habits, negative behaviors and attitudes. • Getting involved in bad practices, substance abuse and crime etc.

(Although only three examples are given for positive and negative effects, students can be asked to list more in their own terms.)

3. Friendship and Bullying

Friendship is characterized by mutual benefit. When two people are friends they benefit from one another.

Bullying is a negative behavior that results in one person benefiting from the compliance of other because everyone is afraid of the consequences of not complying or they are not aware that they are being used to serve one person's interest.

4. Roles and responsibilities in a cultural group

All people in Papua New Guinea belong to at least one cultural group. Students are encouraged to learn as much as they can about the values, morals and principles of their culture. The preservation of culture in Papua New Guinea is an important goal.

Some examples of roles and responsibilities in a cultural group are:

Elders, seniors and leaders

- These people in a cultural group may comprise of;
- Traditional elders (village chief etc).
- Senior (older) members of the cultural group.
- Appointed persons by the cultural community or by government (such as village councilor or magistrate).

Some of the roles and responsibilities of these individuals include:

- Provide advice to new or younger members of the group.
- Teach and practice cultural values, attitudes, morals, laws and customs.
- Looked upon to lead the group in times of upheaval and conflict.
- Settle conflict between members or groups of people within the cultural group.
- Harness the support of the group to maintain their survival and protect their heritage.

Cultural group members

These people have the following features in common;

- Ordinary men, women and children who are related to the cultural group.
- Made up of many different age groups and different genders.
- Mostly born as members of the group.
- May be expected to take up leadership roles in the group when required.

Some of the roles and responsibilities of these individuals include:

- Respect the roles of other members in the cultural group.
- Learn, practice, and preserve cultural values, attitudes, morals, laws and customs.
- Tolerate the differences in age, gender and roles of different members.
- Provide support to other members of the community when required.

Learning about our roles and responsibilities in our cultural group is important for students because one day they will grow up to be leaders and senior persons in their cultural groups.

5. Roles and responsibilities in a church group

As a Christian country, many citizens belong to a church or denomination. A church refers to a group of people who share a common set of Christian beliefs those results in values and principles that are very similar but may differ slightly from one church to another.

Some common roles in churches are as follows;

- Priests, ministers, pastors and other clergy.
- Church leaders, Laymen or Laywomen.
- Church members (church congregation).

These roles often have various responsibilities in maintaining and practicing the values of their churches.

For instance: church members have the responsibilities to;

- Care for and respect their church clergy and church leaders.
- Attend gatherings of the church as well as church services.
- Learn and practice the values and principles of their church in their daily lives.

Being a good Christian requires practicing the values and moral principles of your church. Being tolerant, courteous, respectful, kind and considerate of other churches, other religions and the individual beliefs, values and moral principles of people is very important in maintaining National unity in a multicultural society like PNG. Also it is important for students to learn Christian value's as they will be leaders and members of their churches in the future.

6. Roles and responsibilities in a province

Papua New Guinea as a nation is politically divided into 22 provinces. Each of these provinces has their own identities. In some schools, there may be students from different provinces, while some schools will have only students from one province.

Provinces are not only geographic locations but they are also made up of groups of people that are culturally or linguistically similar. Some provinces are an exception, such as NCD, which is made up of many different cultural and language groupings.

Cultural groups.

In each province, all citizens share a common identity. This identity brings with it several roles and responsibilities for all citizens. Some of these roles are;

- Government.
- Civil society.
- Citizenry.

Citizens of a province in government are responsible for;

- Providing services such as health, education and law and order.
 - Making laws, rules and policies that benefit all citizens.
 - Working with National government to improve the lives of citizens in the province.
 - Respect and tolerate of differences of people from different cultures, languages, genders, churches or have different values and principles.
- Citizens in civil society (businesses and non-governmental organizations) are responsible for;
- Helping the government to provide services to citizens in a province especially for those people who may not be reached by government.
 - Provide employment for people.
 - Provide income to the province in terms of taxes etc.
 - Respect and tolerate differences of people from different cultures, genders, churches or have different values and principles.

Ordinary citizens are responsible for;

- Cooperating with and respecting the authority of provincial and national governments.
- Respect and tolerate differences of people from different cultures, genders, churches or have different values and principles.
- Think and behave appropriately and responsibly promote the reputation, values and principles of their province.

It is important for students to learn the values of their province and maintain the good values and attitudes. As they get older, bad values and attitudes must be replaced with good values and attitudes.

Sample Guided Lesson

Strand.1. Civic Identities, Principles and Systems

Unit: 1. Civic Identities

Content Standard 1.1. Students will be able to analyze various civic systems, their function and benefits, the influences on the lives of the communities they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.

Benchmark: B4.1.1.1. Positive and negative values practiced within the province.

B4.1.1.2. Relate situations to morals and values identified within the province.

Topic: My role and responsibility as a member in my group.

Lsn#01: My group, my roles and responsibilities in my province.

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

- **Affective Objective:** Appreciate how they feel for one another and value contributions of members in the group.
- **Psychomotor Objective:** Distinguish their roles and responsibilities performed by all gender.
- **Cognitive Objective:** Describe common roles and responsibilities that all genders can perform and demonstrate activities showing ways of respect and appreciation for all genders.

Resource: Images of roles and responsibilities performed by all gender.

Reference: Grade 4 – 6 Syllabus.

Key Concepts

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Respect • Tolerance • Responsibility 	<ul style="list-style-type: none"> • Respect for those of other genders in the group. • Tolerate behavior and attitudes of other genders. • Being responsible to meet group expectations. 	<ul style="list-style-type: none"> • Discuss common features of values and attitudes of roles and responsibilities as a member in my group. 	<ul style="list-style-type: none"> • Role and responsibility as a member in my group.

Teacher Lesson Notes

Below are two sample activities for this sample lesson, one for introduction and the other for Body in Activity 2. However, you can plan for other related lessons. Also find images of roles and responsibilities performed by own and of other genders.

Case Study 1

Mr. Tope told boys to cut the tall grass around the school, while the girls swept and cleaned the classroom. The boys were not happy and Peter complained that their work was more compared to the girls and that boys were always being asked to do hard work, while the girls were given easier work to do.

Activity 2 Table 2.1

Responsibilities	Roles of boys at home.	Roles of girls at home.	Can boys do what the girls can do and girls do what the boys do?	Reasons why both gender can perform as a member of the group.
<i>Cleaning the house.</i>				
<i>Work in the garden.</i>				
<i>Building the house.</i>				

Teaching and Learning Activities		
Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction (5 mins) Case study 1.	<ul style="list-style-type: none"> - Reflect on last activity. - Share the short case study below, Activity 1,1. - Ask the students what they learn about this moral. - Introduce the lesson; My role and my responsibilities in my group. 	<ul style="list-style-type: none"> - Listen to the short case study and pay attention. - Share on what they feel about the case study and share their opinions. - Describe in few words the behavior of characters in the case study.
Body (20 mins) My role my responsibilities as a member in my group.	Activity 1: Teacher asks students <ol style="list-style-type: none"> 1. How they feel of one another in getting job/tasks done being a member of a group? 2. Do you agree that the boys' complaint is right? If so why? 3. Complete table 1.1 on roles and responsibilities. 	Students in groups: <ol style="list-style-type: none"> 1. Discuss the importance of their roles and responsibilities as a member of a group, and 2. Express their thoughts and feelings of other gender as being a member of a group. 3. Jobs those girls can do in a school of girls only? (and vice versa to boys) 4. Students in groups complete the table provided in Activity 2 Table1.1.
Conclusion (5 mins) Report on Table 1.1.	Facilitate the discussion.	<ol style="list-style-type: none"> 1. Students report to class their discussion paper. 2. Express how they feel, appreciate and acknowledge performances from all gender.

Teachers Reflection and Evaluation

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Teachers Reflection and Evaluation

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Sample Performance Assessment

Assessment: To assess student's skills in working together.

Task: Collaboration or skills of working.

Resources: (Yet to be complete)

Instruction: (Yet to be complete)

Performance Assessment Criteria

Checklist

Names	How do you feel of one another in getting job/tasks done being a member of a group? (Collaboration or skill of working together)			
	<i>Don't feel good</i>			
Nancy			✓	
Celine				✓
Giles		✓		
Paula			✓	
Lawrence				✓
Silas	✓			
Tiawane		✓		

Evaluation (Reporting)

Topic: My group, my roles and my responsibilities in my province.

Assessment Task: The ideal Citizen in my Province.

Student Name: _____ **Class:** _____ **Date:** _____ **Term:** _____
Year: _____

Interview Question: How do you feel of one another in getting job/tasks done being a member of a group?

Names	Collaboration or skill of working together			
	<i>Don't feel good</i>	<i>Feel good</i>	<i>Enjoy working alone</i>	<i>Don't like working in a group</i>
Nancy			✓	
Celine				✓
Giles		✓		
Paula			✓	
Lawrence				✓
Silas	✓			
Tiawane		✓		

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.1

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson TITLES	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
01	My role and responsibility as a member in my group.	<ul style="list-style-type: none"> • Respect • Tolerance • Responsibility 	<ul style="list-style-type: none"> • Respect for those of other genders in the group. • Tolerate behavior and attitudes of other genders. • Being responsible to meet group expectations. 	<ul style="list-style-type: none"> • Discuss common features of values and attitudes of roles and responsibilities as a member in my group. 	<ul style="list-style-type: none"> • Role and responsibility as a member in my group.
02	How I earn respect within my peer group?	<ul style="list-style-type: none"> • Respect • Care • Kindness • Considerations 	<ul style="list-style-type: none"> • Caring for the welfare of others. • Being kind, considerate and helpful. • Respect for others. 	<ul style="list-style-type: none"> • Identify ways of earning respect within their peer groups. • Discuss ways of effective communication to earn respect. 	<ul style="list-style-type: none"> • Ways of earning respect within their peer groups.
03	Why do my groups need me?	<ul style="list-style-type: none"> • Respect • Patience • Kindness • Consideration 	<ul style="list-style-type: none"> • Respect for others • Patience to play different roles when needed. • Being kind, considerate and creative in-group interactions. 	<ul style="list-style-type: none"> • Describe the roles and responsibilities that come with group membership. • List reasons why you are significant to your peer group. 	<ul style="list-style-type: none"> • Roles and responsibilities that come with group membership.
04	My role in my peer group.	<ul style="list-style-type: none"> • Kindness • Consideration • Cooperate • Tolerance 	<ul style="list-style-type: none"> • Respect for others • Tolerance for one another. • Cooperation with others. • Being friendly, kind and considerate. 	<ul style="list-style-type: none"> • Explain the different roles and responsibilities in peer groups. • Explanation of friendliness and bullying in peer groups. 	<ul style="list-style-type: none"> • Roles and responsibilities in my peer groups.
05	My role in my cultural group.	<ul style="list-style-type: none"> • Respect • Patient • Tolerance • Cooperate • Responsibility 	<ul style="list-style-type: none"> • Being cooperative with and appreciative of members of my cultural group. • Having respect for my culture and the culture of others. • Being tolerant towards other cultures. • Being responsible for cultural preservation. 	<ul style="list-style-type: none"> • Discuss the roles of members in their cultural groups. • Identify the benefits of participating in cultural activities. 	<ul style="list-style-type: none"> • Roles and benefits in my cultural groups.

06	My role as my church member.	<ul style="list-style-type: none"> • Cooperate • Responsibility 	<ul style="list-style-type: none"> • Cooperation with others. • Observe Christian living principles and values. • Being faithful and committed to Christian living principles and values. 	<ul style="list-style-type: none"> • Discuss the principles and values that are required of church members. • Identify ways to correct others without hurting them. 	<ul style="list-style-type: none"> • Various roles in my church.
07	My role as a member of my province.	<ul style="list-style-type: none"> • Cooperate • Unity • Tolerate • Responsibility 	<ul style="list-style-type: none"> • Cooperation with others. • Willingness to maintain and enhance provincial unity. • Contribute positively to make a better province in small ways • Being tolerant for different attitudes. 	<ul style="list-style-type: none"> • Different roles played by various prominent citizens within their province. • Identify ways of contributing positively to make your province better. 	<ul style="list-style-type: none"> • Role as a prominent citizens within your province. • Positive ways to make your province better.
08	My better group.	<ul style="list-style-type: none"> • Cooperation • Friendship • Responsibility 	<ul style="list-style-type: none"> • Cooperation with others. • Being enthusiastic, optimistic and practical. 	<ul style="list-style-type: none"> • Identify ways of using their roles in contributing to make the group better. • Contribution of small groups to better their province. 	<ul style="list-style-type: none"> • Volunteering for community service.

Sample Grade 4 Proficiency Assessment

Unit.1

Strand: Civic Identities, Principles and Systems.	
Unit	Civic Identity
Benchmark	B4.1.1.1. Positive and negative values practiced within the province. B4.1.1.2. Relate situations to morals and values identified within the province.
Performance Standards:	Distinguish roles and responsibilities of group members to which they belong within the province. Evaluate their roles and responsibilities as individuals by exploring how they can contribute positively through interactions in relationships and groups within the province.
Performance Indicators:	<ul style="list-style-type: none"> • Distinguish different roles of group members to which they belong in a group within the province. • Distinguish different responsibilities of group members to which they belong in a group within the province. • Evaluate their roles as individuals by exploring how they can contribute positively through interactions in relationships and groups within the province. • Evaluate their responsibilities as individuals by exploring how they can contribute positively through interactions in relationships and groups within the province. • Identify ways of contributing positively through interactions in relationships and groups within the province.

Assessment Task: The ideal citizen of my province.

Purpose: Determine what values and attitudes students feel are important towards making their province happy and prosperous.

Task Description

An ideal citizen is a person that has good values and attitudes that contribute towards a prosperous and happy community. All citizens in a province have common ideal civic responsibilities and roles to play in their province. The results of ideal citizens living up to their roles and responsibilities, results in prosperous and happy province.

Instruction

In this task, students examine and reflect on what they think are the civic responsibilities and roles of an ideal citizen in their province. They are to describe the responsibilities of an ideal citizen of their province. By describing the responsibilities of an ideal citizen, they will be reflecting their attitudes and values regarding what are required for happy and prosperous groups within a province.

Resources

Students will complete the Worksheet by filling in the responsibilities of an ideal citizen in the boxes provided. See the student Worksheet "Ideal Citizen in my Province."

Assessment Criteria

Assessment Rubrics

Strand: Civic Identities, Principles and Systems.

Unit: Civic Identity.

Assessment Task: Explaining the ideal Citizen in their Province.

Student Name: **Class:**

Performance Ability Level: A, B, C, D (Circle one)

Grading Keys: **A:** 100-90 , **B:** 89-70 ., **C:** 69-50, **D:** 49 and below

Qualifiers: Rating & Grading	Level 1 Beginning Student's response shows.	Level 2 Developing Student's response shows.	Level 3 Proficient Student's response shows.	Level 4 Exemplar Student's response shows	Proficiency Level Each category
	50 %	51 - 69%	70 - 84%	85 - 100%	
	D	C	B	A	
Criteria					Mark
A. Responsibility in a Peer group.	Fewer than half (less than 4) of the required attitudes or is unclear.	At least half (4) of the required attitudes.	All the required attitudes or has one or two missing (6-8).	All the required attitudes and more (more than 8)	
B. Responsibility in a Cultural group.	Fewer than half of the required attitudes or is unclear (1).	At least half of the required attitudes. (2)	All the required attitudes or has one or two missing (3 or 4).	All the required attitudes and more. (more than 4)	
C. Responsibility in a Church group.	Fewer than half of the required attitudes or is unclear (less than 3).	At least half of the required attitudes (3 or 4).	All the required attitudes or has one or two missing (5 or 6).	All the required attitudes and more. (more than 6)	
D. Responsibility in the Province.	Fewer than half of the required attitudes or is unclear (1).	At least half of the required attitudes (2 or 3).	All the required attitudes or has one or two missing (4 or 5).	All the required attitudes and more. (more than 5)	
Teacher Comments					

Assessment Tool

Students Worksheet

The ideal Citizen in my Province

A. What are your ideal citizen responsibilities in your peer group?

- Show respect for others.
- Be kind to others.
- Be patient and tolerant of others behavior.
- Be responsible to play my part.
- Be considerate of the strengths and weaknesses of others.
- Show care for the welfare of others and the group.
- Be friendly towards others.
- Cooperate (work together) with others
-

B. What are your ideal citizen responsibilities in your cultural group?

- Show respect for other members of the group.
- Be responsible to play my part to preserve my culture.
- Show care for the welfare and reputation of the cultural group.
- Cooperate (work together) with others in my cultural group.

C. What are your ideal citizen responsibilities in your church group?

- Show respect for others.
- Be committed to church activities.
- Be patient and tolerant of others behavior.
- Be faithful and responsible in practicing Christian values.
- Show care for the welfare of others and the group.
- Cooperate (work together) with other Church members.

C. What are your ideal citizen responsibilities in your Province?

- Show respect for others.
- Be responsible to play my part.
- Show care for the welfare and reputation of the province.
- Show willingness to work for provincial unity.
- Cooperate (work together) with others for the good of the province.

Unit 2: Civic Principles

Content Standard: 1. 2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Topic: *Behaviors, morals and values in the Pacific Islands*

Benchmark

B4.1.2.1. Explain positive and negative values practiced within the province.

B4. 1.2.2. Relate situations to morals and values identified within the province.

Learning Objective: By the end of the topic, students will be able to; by the end of the topic students will be able to describe negative behaviors and situations and how they can demonstrate positive attitudes based on their morals and values displayed as members in their province.

ESSENTIAL VASKS	
Values	<ul style="list-style-type: none"> Appreciation, Respect, tolerance, honesty, responsible, Acceptance, Obedience, Consideration, Self-discipline, Cooperate , Love, Care, Loyal and Assertiveness.
Attitudes	<ul style="list-style-type: none"> Think of thoughtful things to do for the province. Being responsible to control ones behavior and respect the environment in which they live in. Show respect, tolerance, honesty and politeness towards individuals, groups and properties. Being open-minded and accept different conditions and situations. Being open-minded and be respectful to different situations. Being cooperative and act violently and considerate and aware of rules. Being obedient, considerate, self-discipline, cooperative to contribute to group. Being responsible of your actions and the effects they have on others. Being patriotic about the province, and trustworthy and faithful. Share your unique point of view, feelings and creativity to others with self-respect and being open to differences.
Skills	<ul style="list-style-type: none"> Find opportunities to be of service. Identify simple and polite communication. Advocate and practice positive behavior. Discuss ways of adapting positively to different conditions and situations. Practice self-control and state positive interaction with others. How to consider others feelings without hurting them Simple Communication? How to care for one another?
Knowl- edge	<ul style="list-style-type: none"> General views, opportunities and advocacy of my province. Positive behaviors of respect, tolerance and honesty. Negative behaviors of disrespecting, intolerance and dishonesty. Negative behaviors of disrespecting, intolerance and dishonesty. Disobedience, inconsideration and lack of self-discipline. Obedience, consideration and self-discipline, self-control. What I can do for my province?

ESSENTIAL VASKS	
Values	<ul style="list-style-type: none"> • Appreciation, Respect, tolerance, honesty, responsible, Acceptance, Obedience, Consideration, Self-discipline, Cooperate, Love, Care, Loyal and Assertiveness.
Attitudes	<ul style="list-style-type: none"> • Think of thoughtful things to do for the province. • Being responsible to control ones behavior and respect the environment in which they live in. • Show respect, tolerance, honesty and politeness towards individuals, groups and properties. • Being open-minded and accept different conditions and situations. • Being open-minded and be respectful to different situations. • Being cooperative and act violently and considerate and aware of rules. • Being obedient, considerate, self-discipline, cooperative to contribute to group. • Being responsible of your actions and the effects they have on others. • Being patriotic about the province, and trustworthy and faithful. • Share your unique point of view, feelings and creativity to others with self-respect and being open to differences.
Skills	<ul style="list-style-type: none"> • Find opportunities to be of service. • Identify simple and polite communication. • Advocate and practice positive behavior. • Discuss ways of adapting positively to different conditions and situations. • Practice self-control and state positive interaction with others. • How to consider others feelings without hurting them Simple Communication? • How to care for one another?
Knowledge	<ul style="list-style-type: none"> • General views, opportunities and advocacy of my province. • Positive behaviors of respect, tolerance and honesty. • Negative behaviors of disrespecting, intolerance and dishonesty. • Negative behaviors of disrespecting, intolerance and dishonesty. • Disobedience, inconsideration and lack of self-discipline. • Obedience, consideration and self-discipline, self-control. • What I can do for my province?

Content Background

Behavior, Values and Morals in My province

In this topic students in grade 4 will be learning about the behaviors, morals and values practiced in the province that they live in.

Positive behavior is about acceptable ways in which one behaves.

Morals are principles or ideas of right or wrong behavior that are used especially for teaching right behavior.

Values are a collection of guiding principles of what one deems to be correct and desirable in life especially regarding personal conduct.

Learning about positive behaviors, values and morals will help students learn to live as good citizens in their province.

Also learning about negative behaviors, values and morals will enable students to identify and recognize the consequences of negative behavior.

Some examples of positive behaviors are: showing respect towards others, mannerism, being obedient to others and follow simple rules like classroom rules, village rules, church rules, community rules etc.

Some examples of morals are

Some examples of positive values are being truthful, being respectful being honest, and trustworthy, polite, being tolerant.

For negative behaviors teacher and students should focus on the negative behaviors that they see in the province. They identify and discuss and highlight the negative consequences of those behaviors.

Some examples of negative behavior are being disrespectful, being impolite, being dishonest,

Teachers should help students to figure out how they could contribute positively to help their province as good and responsible citizens.

Sample Guided Lesson

Strand : 1. Civic Identities, Principles and Systems

Unit: 2. Civic Identities

Content Standard 1.1. Students will be able to analyze various civic systems, their function and benefits, the influences on the lives of the communities they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.

Benchmark: B4.1.2.1. Explain positive and negative values practiced within the province.

Topic: Behaviors, morals and values in the province.

Lsn#09: Knowing My Province.

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

- **Affective Objective:** Appreciate and accept the unique features of their province.
- **Psychomotor Objective.** Develop strategies to look after and maintain unique features in their province.
- **Cognitive Objective.** Explain and identify the unique features of the province.

Resource: Bible, PNG Map, pictures of land mass, forest, grassland, seashore, volcanoes, rivers, swamps, charts, markers crayons.

Reference: Bible Gen 2 and 3, Grade 4, 5 and 6 syllabuses. Grade 4 Teachers Guide Pages.

Key Concepts

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Advocate • Appreciate • Responsibility • Respect 	<ul style="list-style-type: none"> • Think of thoughtful things to do for the province. • Respect the unique feature of the province where they live. • Caring for their unique provincial features. 	<ul style="list-style-type: none"> • Identify opportunity to advocate unique features. • Advocacy features of the province controlling ones behavior. • Discuss the unique features of province they live in. 	<ul style="list-style-type: none"> • Unique features found in the province. • Simple services that can be provided.

Teacher Lesson Notes

This lesson is about the general knowledge of the province in which the students are currently living in. Teachers will guide students to identify the province they live in. General features of the province, For example. Map land mass. Languages, Rivers, Mountain, animals and traditional attire.

Teachers will assist the students to develop strategies to look after and maintain unique features in their province.

Teaching and Learning Activities		
Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction <i>Must always consist a Moral/ Opinionative/Bias/ View Point Activity.</i>	<p>Briefly tell the story of Creation, God instructed Adam to look after the Garden.</p> <p>Adam and Eve disobeyed God and ate the fruit.</p> <p>Consequences of disobedience.</p>	<p>Students will describe the consequences that Adam and Eve faced by disobeying God.</p>
Body	Activity 1: Use Mind map to discuss unique features of the province.	<p>Students will discuss, identify and list all the unique features in their province.</p>
	Activity 2: Use mind map to develop strategies to protect and care for the unique features of their province.	<p>Students list and describe strategies of caring and protecting unique features of their province.</p>
Conclusion	<p>Teacher asks students to report and relate their strategies to the moral lesson.</p>	<p>Students will display the work and relate the activity to the moral of the story told earlier.</p>

Teachers Reflection and Evaluation

Sample Performance Assessment

Assessment: Develop a checklist for the students if they can explore the unique features of their Province

Task: Identify the unique features of their province

Resources: PNG maps, magazine, internet

Instruction: Use a checklist by indicating with a teacher, where applicable if students have achieved the set criteria.

Performance Assessment criteria

Checklist			
Place a tick in one of the boxes where applicable.		Achieved	Not Achieved
1	The student can identify different provinces in PNG from the map.		
2	The student can identify and describe a strategy for caring for the province		
3	The student can name a unique feature of the province and explain why it is unique.		
4	The student can describe a positive attitude for caring for the unique features of the province.		
5	Describe a negative consequence of not respecting our province.		

Evaluation (Reporting)

Topic: Behaviors, morals and values in the province.

Unit: Civic Identities.

Task: Identify the unique features of their province.

Student Name: _____ **Class:** _____ **Date:** _____ **Term:** _____ **Year:** _____

Checklist			
Place a tick in one of the boxes where applicable.		Achieved	Not Achieved
1	The student can identify different provinces in PNG from the map.		
2	The student can identify and describe a strategy for caring for the province.		
3	The student can name a unique feature of the province and explain why it is unique.		
4	The student can describe a positive attitude for caring for the unique features of the province.		
5	Describe a negative consequence of not respecting our province.		

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.2

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson TITLES	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
9	Knowing my Province.	<ul style="list-style-type: none"> Advocate Appreciate Responsibility Respect 	<ul style="list-style-type: none"> Think of thoughtful things to do for the province. Respect and respect the unique feature of the province where they live. Caring for their unique provincial features. 	<ul style="list-style-type: none"> Identify opportunity to advocate unique features. Advocacy features of the province controlling ones behavior. Discuss the unique features of province they live in. 	<ul style="list-style-type: none"> Unique features found in the province. Simple services that can be provided.
10	Positive behaviors, moral and values in the Province.	<ul style="list-style-type: none"> Respect Tolerance Honesty 	<ul style="list-style-type: none"> Taking care and being polite/Being polite. Open to differences to individuals, situations and conditions focus on changing yourself, not complaining in uncomfortable conditions. Tell the truth no matter what, admit your mistakes. 	<ul style="list-style-type: none"> Simple and polite Communication Uphold and practice positive behavior. How to tell the truth without hurting others? 	<ul style="list-style-type: none"> Positive behaviors of respect, tolerance and honesty.
11	Negative behaviors in the Province.	<ul style="list-style-type: none"> Respect Tolerance Honesty 	<ul style="list-style-type: none"> Being disrespectful and impolite. Not open- minded to differences, not focused / serious on changing yourself, complaining in uncomfortable conditions/ situation. Telling lies and not admitting your mistakes. 	<ul style="list-style-type: none"> Simple and positive Communication. How to tell the truth without hurting others? 	Negative behaviors of disrespecting, intolerance and dishonesty.

12	Changing my negative behavior in the Province.	<ul style="list-style-type: none"> • Respect • Tolerance • Responsibility • Acceptance • Honesty 	<ul style="list-style-type: none"> • Being disrespectful/being respectful and impolite/Polite. • Not open /being open minded to differences, focused not focused on changing yourself, accepting different conditions and situations. • Complaining in uncomfortable conditions. • Telling lies and not admitting your mistakes. / Being truthful and responsible to behavior. 	<ul style="list-style-type: none"> • Simple and positive Communication. • Responsible for own behavior/ Adapting positively to different conditions and situations. • How to tell the truth without hurting others? 	Negative behaviors of disrespecting, intolerance and dishonesty.
13	How am I not contributing to the Province?	<ul style="list-style-type: none"> • Obedience • Consideration • Self-discipline • Cooperate 	<ul style="list-style-type: none"> • Not being aware of the rules of your province. • Not doing what is not right even when no one is watching. • Not being considerate of what other people like or do not like. • Not thinking about how your actions will affect others. • Speak and act violently when you are hurt or angry. • Not being cooperative. 	<ul style="list-style-type: none"> • Simple and positive Communication. • How to consider others feelings without hurting them? • How to tell the truth without hurting others? • Practice self-control. • Positive interaction with others. 	Disobedience, inconsideration and lack of self-discipline.
14	How can I contribute to the Province?	<ul style="list-style-type: none"> • Obedience • Consideration • Self-discipline • Cooperation 	<ul style="list-style-type: none"> • Learn the rules of your province and do what is right even when no one is watching. • Observe what people do and do not like and think about how your actions will affect others. • Speak and act calmly when you are hurt or angry. 	<ul style="list-style-type: none"> • Simple Communication. • How to tell the truth without hurting others? • How to consider others feelings without hurting them? 	<ul style="list-style-type: none"> • Obedience, consideration and self-discipline, self-control.

15	I love my Province!	<ul style="list-style-type: none"> • Love • Care • Loyal 	<ul style="list-style-type: none"> • Learn to love and appreciate your province. • Being responsible of your actions and the effects they have on others. • Being patriotic about the province. • Being trustworthy and faithful. 	<ul style="list-style-type: none"> • Simple Communication. • How to care for one another? • How to tell the truth without hurting others? 	<ul style="list-style-type: none"> • The rules of the province. • Simple services that can be provided.
16	My dream Province.	<ul style="list-style-type: none"> • Assertiveness • Love • Care • Honesty • Tolerance • Respect 	<ul style="list-style-type: none"> • Share your unique point of view, feelings and creativity to others with self-respect and being open to differences. • Care and responsibility. 	<ul style="list-style-type: none"> • Simple Communication. • Imaginative skills. • Problem-solving skills. 	<ul style="list-style-type: none"> • Positive behaviors of respect, tolerance, love, care and honesty.

Sample Grade 4 Proficiency Assessment

Proficiency Assessment

Unit.2

Strand: Civic Identities, Principles and Systems.

Unit 2	Civic Principles
Benchmark	B4.1.2.1. Explain positive and negative values practiced within the province. B4.1.2.2. Relate situations to morals and values identified within the province.
Performance Standard	Explain positive and negative values practices and relate situations to morals within the province.
Performance Indicators	<ul style="list-style-type: none"> Distinguish different roles and responsibilities of group members to which they belong in a group within the province. Evaluate their roles as individuals by exploring how they can contribute positively through interactions in relationships and groups within the province. Identify ways of contributing positively through interactions in relationships and groups within the province.

Assessment: Develop a rating scale checklist for students if they can identify negative and positive behaviour of the province

Task: (Yet to be complete?)

Task Description: What is the Task?
(Yet to be complete?)

Resources: Research finding, Interview, Question.

Assessment Criteria

Rating Scale

Key check () the correct number that applies to each statement

Rating Level	Rating Points
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Performance Standard/Criteria		1	2	3	4	5
Place a tick in one of the boxes where applicable.						
1	The student can identify different provinces in PNG from the map.					
2	The student can identify and describe a strategy for caring for the province.					
3	The student can name a unique feature of the province and explain why it is unique.					
4	The student can describe a positive attitude for caring for the unique features of the province.					
5	Describe a negative consequence of not respecting our province.					

Strand: Civic Identities, Principles**Unit: Civic Principles****Task:****Student Name:** **Class:**.....

Performance Standard/Criteria		1	2	3	4	5
Place a tick in one of the boxes where applicable.						
1	The student can identify different provinces in PNG from the map.					
2	The student can identify and describe a strategy for caring for the province.					
3	The student can name a unique feature of the province and explain why it is unique.					
4	The student can describe a positive attitude for caring for the unique features of the province.					
5	Describe a negative consequence of not respecting our province.					

Unit 3: Civic Systems

Content Standard: 1.3. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.

Topic: *Civil and state institutions in the province*

Benchmark

B4.1.3.1. Distinguish roles and responsibilities of group members to which they belong within the province.

B4.1.3.2. Evaluate their roles and responsibilities as individual by exploring how they can contribute positively through interactions in relationships and groups within the province.

Learning Objective: By the end of the topic, students will be able to: By the end of the topic, students will be able to distinguish and explain their roles and responsibilities as a member of a group contributing positively in their province.

ESSENTIAL VASKS

Values	<ul style="list-style-type: none"> Respect, Tolerance, Care, Kindness, Consideration, Patience, Cooperate, Responsibility, Unity and Friendship.
Attitudes	<ul style="list-style-type: none"> Show Respect, tolerate behavior and attitudes and appreciative for those of other genders in the group, my culture and the culture of others. Being responsible to meet group expectations, for cultural preservation. Care for the welfare of others and being kind, considerate, enthusiastic and optimistic. Being faithful and committed to Christian living principles and values. Willingness to maintain and enhance provincial unity.
Skills	<ul style="list-style-type: none"> Discuss common features of values and attitudes of roles and responsibilities as a member in my group. Identify ways of earning respect within their peer groups and effective communication to earn respect. Describe the roles and responsibilities that come with group membership and reasons why you are significant to your peer group. Explain the different roles and responsibilities in peer groups. Make awareness on friendliness behaviors to minimize unfriendliness behaviors in peer groups. Discuss the roles, benefits of members in their cultural groups. Discuss the principles and values that is required of church members. Different roles played by various prominent citizens within their province and identify ways of contributing positively to make your province better. Identify ways of using their roles in contributing to make the group better.
Knowledge	<ul style="list-style-type: none"> Civic and state institutions in my province. Basic function and roles of civic and state institutions in my province. Benefits and influences of civic and state institutions my province.

Content Background

Civil and State Institutions in my Province.

In Grade 4 this unit focuses on the civic and state institutions in my province. In this grade level, students need to build their understanding and knowledge of how effective these institutions are and how they affect the lives of individuals, and groups of citizens and their societies. They also visualize themselves actively mediating with these institutions and can appreciate and value the roles, benefits and responsibilities as active citizens.

The State institutions focuses on those institutions central to the processes and enacting of civic governance and legislation in the common interest of the people they represent and serve.

The Civic institutions focus on those institutions who are not part of the government or the parliament and also these institutions can mediate citizens' contact with their state institutions and allow citizens to actively pursue many of their roles in their societies these includes churches, NGOs, businesses, clubs etc.

Here are examples of Civic and State institutions in the Province

Examples of Civic institutions	Examples of State institutions
<ul style="list-style-type: none"> • NGOs (Red Cross Centres, Salvation Army, etc). • Provincial Post Office. • Business Houses. • Political parties. • Advocacy groups (for example, pressure, lobby, campaign, special interest groups). • Provincial Media station (Radio stations). • Religious institutions. • Cultural organizations. • Commercial Banks. 	<ul style="list-style-type: none"> • Legislatures/parliaments. • Provincial Hospitals. • Provincial High Schools/National High School/Vocational Centres. • Electoral commissions Centre. • Educations Institutions (Nursing, Teaching, Police force, Defense force, etc). • Judiciaries centres.

Guided lessons

STRAND: 3 Civic Identities, Principles and Systems

UNIT 3. CIVIC SYSTEM

Content Standard: 1.3.

Benchmark: B4.1.3.1. Distinguish roles and responsibilities of group members to which they belong within the province.

B4.1.3.2. Evaluate their roles and responsibilities as individual by exploring how they can contribute positively through interactions in relationships and groups within the province.

Topic: Civic and state institutions in the province.

Lsn #17: Civic institutions in my province.

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

- **Affective domain:** Appreciate, show respect and care for civil institutions in the province.
- **Psychomotor Objective:** Distinguish the different civil institutions in the Province and propose ways to care for them.
- **Cognitive Objective:** Explain how Civic institutions in my province.

Resource: A4 Papers, pencils, name cards.

Reference: CCVE Grades 1, 2 and 3 Syllabus, DoE, Waigani.

Key Concepts

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Appreciate • Care • Respect 	<ul style="list-style-type: none"> • Appreciate, show respect and care for civil institutions. 	<ul style="list-style-type: none"> • Distinguish the different civil institutions. • Propose possible ways to care for these institutions. 	<ul style="list-style-type: none"> • Civil institutions in my province.

Teacher's Background Notes

This is the first lesson to unit 3; it requires prior preparation of the name cards for some civil institutions in the province that are near the vicinity of school. Titles on the cards must be explicit and accurate to the context of the class, like: Churches, Schools, hospital, Commercial Banks, Advocacy groups - Sports, New social media, NGOs – Red Cross, etc.

The Civil institution focuses on those institutions that can mediate citizens' contact with their state institutions and allow citizens to actively pursue many of their roles in their societies. In this lesson the emphasis is to reiterate and provoke students' level of understanding and knowledge of civic institutions in a bigger perspective within the context of the province.

Students will identify the civic institutions whilst understanding and valuing the importance of the functions, roles, benefits and how the influences of these institutions impact the lives of a

Teaching and Learning Activities

[illegible]

	Activity 2: Ask students to discuss and explain how they can care for and show appreciation for these institutions.	Discuss and explain ways of caring for these institutions in our province such as no graffiti, damage of property, maintaining cleanliness, or respect for the Institutions.
Conclusion Moral of the story from the beginning of the class should be explained.	Facilitate the discussions. Summarize the lesson by highlighting the moral of the story from the beginning. These civil institutions step in to assist where necessary especially when there is a need at hand in a growing society.	Appreciate, show respect and care for civil institutions.

Teachers Reflection and Evaluation

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Sample Performance Assessment

Strand 1	Civic Identities, Principles and Systems.
Unit 3	Civic Systems
Performance Standard	<ul style="list-style-type: none"> • Explain various civic and state institutions and their functions, roles, benefits and the influences in their lives. • Appreciate and being responsible of the services provided by the civic and state institutions.
Performance Indicators:	<ul style="list-style-type: none"> • Identify and explain the different civic and state institutions and their functions, roles, benefits and the influences in their lives. • Appreciate and being responsible of the services provided by proposing possible ways of caring for these institutions in the province. • Display the understanding of the difference between civic institution and state institution.

Assessment Task: Identify various civic and state institutions in my province.

Purpose: Find out if students can identify and explain the different civic and state institutions and have better ways of caring for these institutions.

Task Details

As leaders for the future you are expected to **show appreciation, care for and make an effort to improve** these institutions for everybody in the society to benefit and how these institutions assist when there are limited government services.

Instructions

You are going to find out about the different types of civic and state institutions in the province and then suggest some ways by making awareness on how our attitudes and behavior can contribute to the improvement of these institutions. You are going to do awareness by acting out a role-play to your friends describing how you appreciate, value and care for these institutions in the province.

Resources

Here are few things to consider when preparing an **act or a role-play** within the school premises.

Sample Performance Assessment

Strand 1	Civic Identities, Principles and Systems.
Unit 3	Civic Systems
Performance Standard	<ul style="list-style-type: none"> Explain various civic and state institutions and their functions, roles, benefits and the influences in their lives. Appreciate and being responsible of the services provided by the civic and state institutions.
Performance Indicators:	<ul style="list-style-type: none"> Identify and explain the different civic and state institutions and their functions, roles, benefits and the influences in their lives. Appreciate and being responsible of the services provided by proposing possible ways of caring for these institutions in the province. Display the understanding of the difference between civic institution and state institution.

Assessment Task: Identify various civic and state institutions in my province.

Purpose: Find out if students can identify and explain the different civic and state institutions and have better ways of caring for these institutions.

Task Details

As leaders for the future you are expected to **show appreciation, care for** and **make an effort to improve** these institutions for everybody in the society to benefit and how these institutions assist when there are limited government services.

Instructions

You are going to find out about the different types of civic and state institutions in the province and then suggest some ways by making awareness on how our attitudes and behavior can contribute to the improvement of these institutions. You are going to do awareness by acting out a role-play to your friends describing how you appreciate, value and care for these institutions in the province.

Resources

Here are few things to consider when preparing an **act or a role-play** within the school premises.

Assessment Rubrics

Criteria	Model/Exemplar	Proficient	Developing	Beginning
	(4 points)	(3 points)	(2 points)	(1 point)
Find out	Identify and appreciation for the different types of civic and state institutions and its influence in the province in their role-play.	Identify the different types of civic and state institutions and its influence in the province in their role-play.	Identify the different types of civic and state institutions in their role-play.	Identify civic and state institutions in their role-play.
Suggest some ways	Propose possible awareness on how to look after these institutions as a responsible citizen in their role-play.	Propose possible awareness on how to look after these institutions in their role-play.	Awareness on how to look after these institutions in their role-play.	How to look after these institutions in their role-play.
Show appreciation, care	Demonstrate care and appreciation of the influences of these institutions in the province through actively participating in their role-play.	Influences of these institutions in the province through actively participating in their role-play.	Influences of these institutions in the province through participating in their role-play.	Participating in their role-play.
Role play	Demonstrate care as they work collaboratively and participate actively in their role-play.	Work collaboratively and participate actively in their role-play.	Participate actively in their role-play.	Participate in the role-play.
make an effort to improve	Describe care for these institutions by participating actively in the role-play and emphasizing on making an effort to improve the civic and state institutions image in the province.	Participating actively in the role-play and emphasizing on making an effort to improve the civic and state institutions image in the province.	Participating in the role-play and emphasizing on making an effort to improve the civic and state institutions image in the province.	Participating in the role-play to improve the civic and state institutions in the province.

Assessment Scoring and Reporting Sample

Strand 1: Civic Identities, Principles and Systems.

Unit 3: Civic Systems.

Assessment Task: Identify various civic and state institutions in my province.

Student Name: _____ **Class:** _____ **Performance**

Ability Level: A, B, C, D (Circle one)

Grading Keys: **A:** 100-90 , **B:** 89-70 , **C:** 69-50, **D:** 49 and below

Criteria	Model/Exemplar	Proficient	Developing	Beginning	Total
	(4 points)	(3 points)	(2 points)	(1 point)	
Find out	Identify and appreciation for the different types of civic and state institutions and its influence in the province in their role-play.	Identify the different types of civic and state institutions and its influence in the province in their role-play.	Identify the different types of civic and state institutions in their role-play.	Identify civic and state institutions in their role-play.	
Suggest some ways	Propose possible awareness on how to look after these institutions as a responsible citizen in their role-play.	Propose possible awareness on how to look after these institutions in their role-play.	Awareness on how to look after these institutions in their role-play.	How to look after these institutions in their role-play.	
Show appreciation, care	Demonstrate care and appreciation of the influences of these institutions in the province through actively participating in their role-play.	Influences of these institutions in the province through actively participating in their role-play.	Influences of these institutions in the province through participating in their role-play.	Participating in their role-play.	
Role play	Demonstrate care as they work collaboratively and participate actively in their role-play.	Work collaboratively and participate actively in their role-play	Participate actively in their role-play.	Participate in the role-play.	
make an effort to improve	Describe care for these institutions by participating actively in the role-play and emphasizing on making an effort to improve the civic and state institutions image in the province.	Participating actively in the role-play and emphasizing on making an effort to improve the civic and state institutions image in the province.	Participating in the role-play and emphasizing on making an effort to improve the civic and state institutions image in the province.	Participating in the role-play to improve the civic and state institutions in the province.	

Proficiency Assessment

Strand 1: Civic Identities, Principles and Systems	
Unit 1	Civic Identity (CS1.1)
Performance Standards:	<ul style="list-style-type: none"> Distinguish roles and responsibilities of group members to which they belong within the province. Evaluate their roles and responsibilities as individuals by exploring how they can contribute positively through interactions in relationships and groups within the province.
Performance Indicators:	<ul style="list-style-type: none"> Distinguish different roles of group members to which they belong in a group within the province. Distinguish different responsibilities of group members to which they belong in a group within the province. Evaluate their roles as individuals by exploring how they can contribute positively through interactions in relationships and groups within the province. Evaluate their responsibilities as individuals by exploring how they can contribute positively through interactions in relationships and groups within the province. Identify ways of contributing positively through interactions in relationships and groups within the province.

Assessment Task: The ideal citizen of my province.

Purpose: Determine what values and attitudes students feel are important towards making their province happy and prosperous.

Task Details

An ideal citizen is a person that has good values and attitudes that contribute towards a prosperous and happy community. All citizens in a province have common ideal civic responsibilities and roles to play in their province. The results of ideal citizens living up to their roles and responsibilities, results in a prosperous and happy province.

Instruction

In this task, students examine and reflect on what they think are the civic responsibilities and roles of an ideal citizen in their province. They are to describe the responsibilities of an ideal citizen of their province. By describing the responsibilities of an ideal citizen, they will be reflecting their own attitudes and values regarding what are required for happy and prosperous groups within a province.

Resources

Students will complete the Worksheet by filling in the responsibilities of an ideal citizen in the boxes provided. See the student Worksheet “Ideal Citizen in my Province.”

Assessment Rubrics

Note: The scoring rubric for the Assessment Task: “The ideal Citizen in my Province” activity.

Category Criteria	Level 1 Beginning Student's response shows	Level 2 Developing Student's response shows	Level 3 Proficient Student's response shows	Level 4 Exemplar Student's response shows
A. Responsibility in a Peer group.	Fewer than half (less than 4) of the required attitudes or is unclear.	At least half (4) of the required attitudes.	All the required attitudes or has one or two missing (6-8).	All the required attitudes and more, (more than 8).
B. Responsibility in a Cultural group	Fewer than half of the required attitudes or is unclear (1).	At least half of the required attitudes (2).	All the required attitudes or has one or two missing (3 or 4).	All the required attitudes and more, (more than 4).
C. Responsibility in a Church group.	Fewer than half of the required attitudes or is unclear (less than 3).	At least half of the required attitudes (3 or 4).	All the required attitudes or has one or two missing (5 or 6).	All the required attitudes and more, (more than 6).
D. Responsibility in the Province.	Fewer than half of the required attitudes or is unclear (1).	At least half of the required attitudes (2 or 3).	All the required attitudes or has one or two missing (4 or 5).	All the required attitudes and more, (more than 5).

Assessment Scoring and Reporting Sample

Strand: Civic Identities, Principles and Systems. **Unit:** Civic Identity.

Assessment Task: Explaining the ideal Citizen in their Province.

Student Name: _____ **Class:** _____

Performance Ability Level: A, B, C, D (Circle one).

Grading Keys: **A:** 100-90 , **B:** 89-70 ., **C:** 69-50, **D:** 49 and below

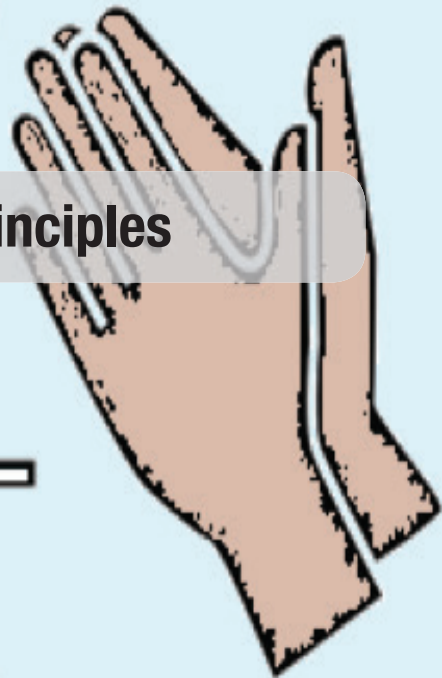
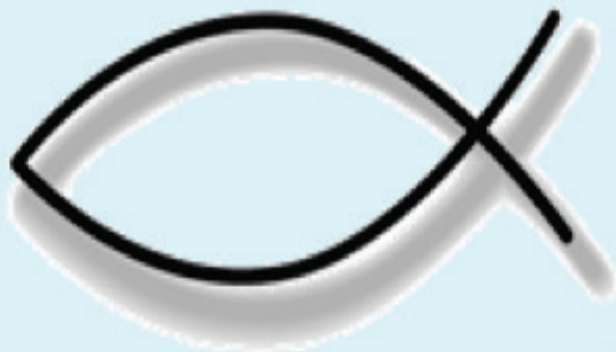
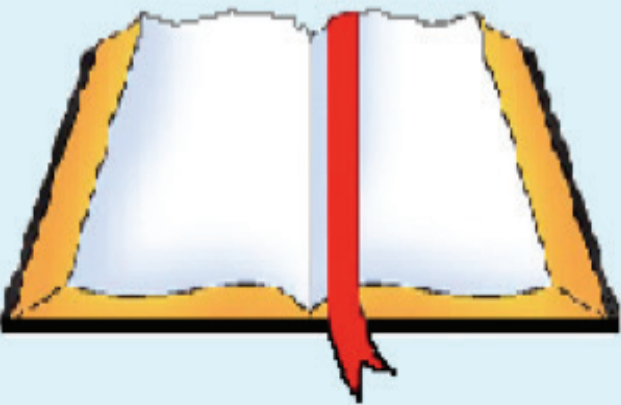
Category Criteria	Level 1 Beginning Student's response shows.	Level 2 Developing Student's response shows.	Level 3 Proficient Student's response shows.	Level 4 Exemplar Student's response shows.	Proficiency Level Each category
Responsibility in a Peer group.	Fewer than half (less than 4) of the required attitudes or is unclear.	At least half (4) of the required attitudes.	All the required attitudes or has one or two missing (6-8).	All the required attitudes and more, (more than 8).	
Responsibility in a Cultural group.	Fewer than half of the required attitudes or is unclear (1).	At least half of the required attitudes (2).	All the required attitudes or has one or two missing (3 or 4).	All the required attitudes and more, (more than 4).	
Responsibility in a Church group.	Fewer than half of the required attitudes or is unclear (less than 3).	At least half of the required attitudes 3 or 4).	All the required attitudes or has one or two missing (5 or 6).	All the required attitudes and more, (more than 6).	

Lesson titles and Values, Attitude, Skills, Knowledge (VASKs) for Unit.2

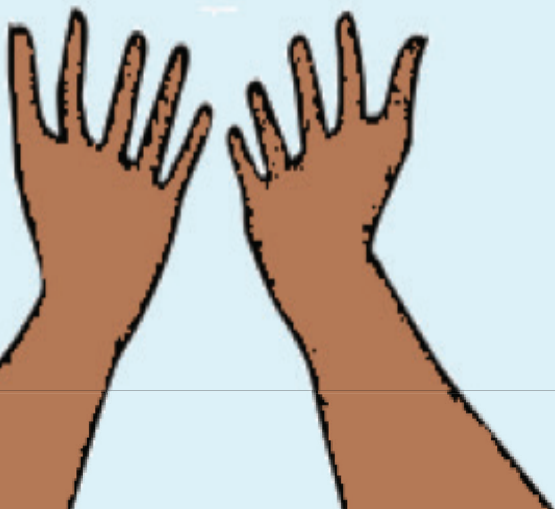
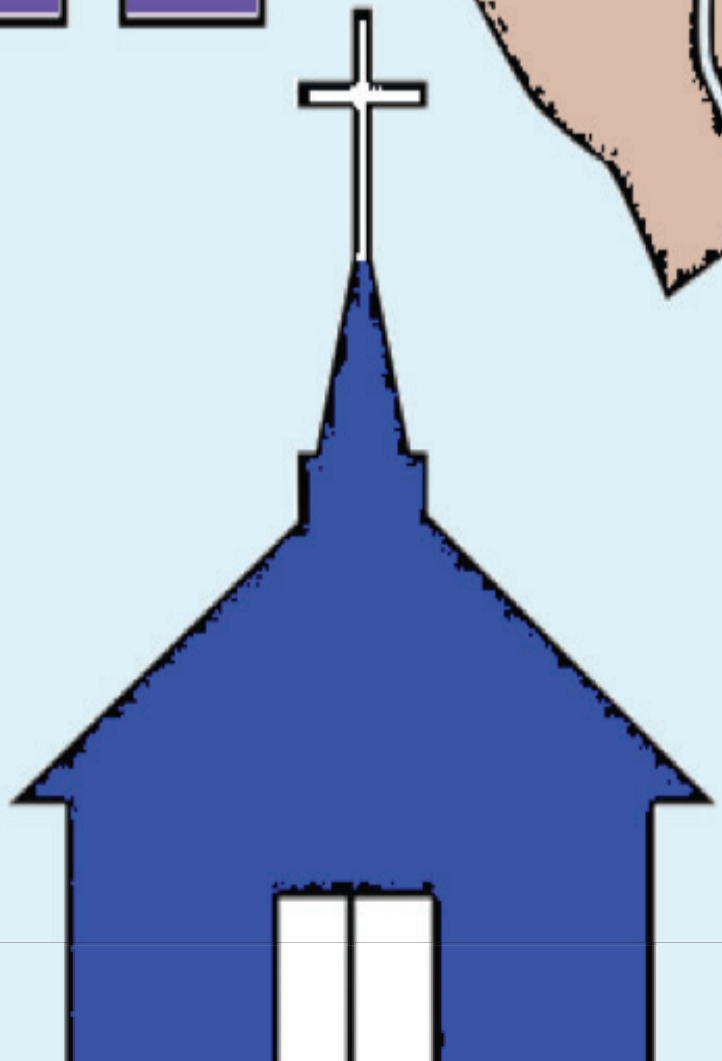
Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson Titles	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
18	Civic institutions in my province.	<ul style="list-style-type: none"> • Appreciate • Care • Respect 	<ul style="list-style-type: none"> • Appreciate, show respect and care for civic institutions. 	<ul style="list-style-type: none"> • Distinguish the different civic institutions. • Propose possible ways to care for these institutions. 	<ul style="list-style-type: none"> • Civic institutions in my province.
19	State institutions in my province	<ul style="list-style-type: none"> • Appreciate • Care • Respect 	<ul style="list-style-type: none"> • Appreciate, show respect and care for state institutions. 	<ul style="list-style-type: none"> • Distinguish the different state institutions. • Propose possible ways to care for these institutions. 	<ul style="list-style-type: none"> • State institutions in my province.
20	Functions and Roles of civic institutions in my province.	<ul style="list-style-type: none"> • Appreciate • Care • Respect 	<ul style="list-style-type: none"> • Value and appreciate the function and roles of civic institutions. • Show respect and care for civic institutions. 	<ul style="list-style-type: none"> • Compare roles of different civic institutions. • Advocate for the roles of civic institutions. 	<ul style="list-style-type: none"> • Basic roles of civic institutions in my province.
21	Benefits and influences of civic institutions in my province.	<ul style="list-style-type: none"> • Respect • tolerance • Appreciative • Care 	<ul style="list-style-type: none"> • Being considerate and embrace the benefits and influences of civic institutions. • Appreciate and being responsible of the services provided by my civic institutions. 	<ul style="list-style-type: none"> • Distinguish the benefits and influences of civic institutions. 	<ul style="list-style-type: none"> • Benefits and influences of civic institutions my province.
22	Responsibilities to the civic institutions my province.	<ul style="list-style-type: none"> • Care • Consideration • Self-discipline • Responsible 	<ul style="list-style-type: none"> • Being grateful and aware of the importance of civic institutions. • Taking responsible actions to provide care and ownership of civic institutions. • Being considerate of what people do and think about how your actions will affect others. 	Engage in organized activities to promote responsible actions towards caring for civic institutions.	Responsibilities to the civic institutions in my province.

22	Functions and Roles of State institutions in my province.	<ul style="list-style-type: none"> • Appreciate • Care • Respect 	<ul style="list-style-type: none"> • Value and appreciate the roles of state institutions. • Show respect and care for state institutions. 	<ul style="list-style-type: none"> • Compare roles of different state institutions. • Advocate for the roles of state institutions. 	Basic functions and roles of state institutions in my province.
23	Benefits and Influences of State institutions in my province.	<ul style="list-style-type: none"> • Respect • tolerance • Appreciative • Care 	<ul style="list-style-type: none"> • Being considerate and embrace the benefits and influences of state institutions. • Appreciate and being responsible of the services provided by the state institutions. 	<ul style="list-style-type: none"> • Distinguish the benefits and influences of state institutions in my province. 	<ul style="list-style-type: none"> • Benefits and influences of state institutions my province.
24	Responsibilities to the state institutions as citizens.	<ul style="list-style-type: none"> • Care • Consideration • Self-discipline • Responsible 	<ul style="list-style-type: none"> • Being grateful and aware of the importance of state institutions in my province. • Taking responsible actions to provide care and ownership of state institutions. • Being considerate of what people do and think about how your actions will affect others. 	<ul style="list-style-type: none"> • Engage in organized activities to promote responsible actions towards caring for state institutions in my province. 	<ul style="list-style-type: none"> • Responsibilities to the state institutions my province.



Strand 2 : Christian Values and Principles



Strand 2 | Christian Values and Principles

Unit 1. Biblical Values and practice

Content Standard. 2.1: Explore biblical values and the influences upon a person's/groups ethical practices in/for life.

Topic: Value of the creation of environment.

Benchmark:

4.2.1.1. Describe basic biblical values that develop moral character.

Learning objective: Discuss the biblical and moral values of how God created the environment and what we can do to love, use, and protect the environment.

Lesson title

1. Love for creation of environment.
2. Protection of environment.
3. Use of environment.

Value	<ul style="list-style-type: none"> • Love & goodness of environment. • Value of day/night • Value of land/sky/waters • Value of vegetation • Value of star, moon & sun • Value of birds & fish • Values of animals & mankind • Value of rest.
Attitude	Appreciate and respect Gods creation and our environment.
Skills	Care & protection of environment. Observe the requirement of day/night & the rest day.
Knowledge	<ol style="list-style-type: none"> 1. Love for creation of environment. God created the environment (Genesis 1:1-31). 2. Protection of environment Major environmental issues highlighted such as, logging, bushfire, quarrying dynamite fishing and air pollution and how to ensure that excessive logging, Fishing, pollution is minimizing to prevent damages & protect the environment. 3. Use of environment Use what is suitable and keep others for future use. Apply environmental laws and regulations such as 3 Rs.

Background Notes

Genesis 1: 1-31 The Creation

GRADE 4

Strand: Christian Values and Principles

Unit: 1: Christian Values and Practices

Benchmark: 4.2.1.1 Describe **basic biblical values** that develop moral character.

Topic: Value of the creation of environment.

Learning Objectives: (For Topic) Discuss the biblical and moral values of how God created the environment and what we can do to love, use, and protect the environment.

Genesis 1:1-31 The Creation

Suggested Lesson Titles and VASKs for Lesson Planning

Lsn#	Lesson TITLES	VALUES	ATTITUDES	SKILLS	KNOWLEDGE
1.	Love for creation of environment	Love & goodness of environment. Value of day/night Value of land/sky/waters Value of vegetation Value of star, moon & sun Value of birds & fish Values of animals & mankind Value of rest.	Appreciate and respect Gods creation and our environment.	<ul style="list-style-type: none"> Care & protection of environment Observe the requirement of day/night & the rest day. 	1. Love for creation of environment. • God created the environment (Genesis 1:1-31)

2.	Protection of environment	<p>Love & goodness of environment.</p> <p>Value of day/night</p> <p>Value of land/sky/waters</p> <p>Value of vegetation</p> <p>Value of star, moon & sun</p> <p>Value of birds & fish</p> <p>Values of animals & mankind</p> <p>Value of rest.</p>	<p>Appreciate and respect Gods creation and our environment.</p>	<ul style="list-style-type: none"> Care & protection of environment Observe the requirement of day/night & the rest day. 	<p>2. Protection of environment</p> <p>Major environmental issues highlighted such as logging, bush-fire, quarrying, dynamite fishing and air pollution and how to ensure that excessive logging, fishing, pollution is minimize to prevent damages & protect the environment.</p>
3.	Use of environment	<p>Love & goodness of environment.</p> <p>Value of day/night</p> <p>Value of land/sky/waters</p> <p>Value of vegetation</p> <p>Value of star, moon & sun</p> <p>Value of birds & fish</p> <p>Values of animals & mankind</p> <p>Value of rest.</p>	<p>Appreciate and respect Gods creation and our environment.</p>	<ul style="list-style-type: none"> Care & protection of environment Observe the requirement of day/night & the rest day. 	<p>1. Use of environment</p> <ul style="list-style-type: none"> Use what is suitable and keep others for future use. <p>Apply environmental laws and regulations such as 3 Rs.</p>

Sample Guided Lesson

Strand: Christian Values and Principles

Unit: 1. Biblical Values and Practices

Content Standard: 2.1 *Explore, examine and appreciate biblical values and communicate the practices in and for life.*

Benchmark: 4.2.1.1 *Describe **basic biblical values** that develop moral character.*

Topic: Value of the creation of environment.

Lsn#: Love for creation of environment

Lesson Objective:

- **Affective Objective:** *Value the Goodness and respect the creation of God.*
- **Psychomotor Objective:** *Apply rules and regulation to protect the creation.*
- **Cognitive Objective:** *God created the environment on earth and universe.*

Resource: Bible/Science text books

Reference: Bible Text (Genesis1:1-31).

Key Concepts:

Teacher's Lesson Notes

God's Creation: *Earth and Universe*

Teaching and Learning Activities		
Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction (5 mins)	Revision previous lesson Introduce the lesson topic	Respond by answering short answer questions
Body (20 mins)	Ask students to bring types of flowering plant in groups from home to plant beside classroom flower garden which have been prepared. Explain the importance of plants and how to look after them to grow by watering them every morning and afternoon. Monitor and assist students planting	Make group garden boundaries Students planting their flowering plants in their groups Watering plants
Conclusion (5 mins)	Ask question about the lesson. Introduce the next lesson	Responding to Short Answers

Teachers Reflection and Evaluation

Sample Assessment Checklist for this lesson

This checklist is to be used in the lesson to assess the learning of students

Assessment: To measure the progression of a certain level achievement and improve students learning.

Task: Students bring different flowering plants from home in their respective groups.

Resources: Plants, pictures Pencils, A4 papers, markers, coloured pencils, sticky taps

Instruction: Identify and collect flowering plants according to the group.

Group	1. Leave plants	2. Creeping plants	3. Stem	4. Flowering plants (without seed)	5. Flowering plants with (Seed plants).
	Names	Names	Names	Names	Names
	John	Jack	Chris	Allan	Bob
	Mary	Lulu	Kidam	Simon	Jack
	Peter	Pata	Paule	Sharon	Tokit
	Alex	Bernard	June	Yvone	Hellen
	Joyce	Eli	Tiap	Francis	Valentine

Performance Assessment Criteria

Identify the correct flowering plants in the group.

Checklist

Name	Performance Assessment Criteria
	Identify the correct flowering plants in the group.
John	
Mary	
Peter	?
Alex	?
Joyce	?

Evaluation (Reporting)

Assessment Tool (Optional- Depending on the type of Task)

Sample Proficiency Assessment Template (End of Topics, Unit, Strand, Grade, Level)

Proficiency Assessment:

Strand: Christian Values and Principles

Unit: 1. Biblical Values and Practices

Benchmark: 4.2.1.1 Describe **basic biblical values** that develop moral character.

Topic: Value of the creation of environment.

Note: If you design an assessment task for the Unit, then you don't need to include the Topic)

Performance Standard: The students in their groups will be looking after their flowering plants to grow healthy.

Assessment Task: The teacher will use the following checklist to assess the students when they do their project.

Instruction: Place a tick beside the group if the plants are growing well and (x) if does not meet the set criteria.

Group	Weeding(5marks)	Watered (everyday)3marks	Healthy plants (1mark)
1	x		
2			
3			
4			
5			

Resources: Checklist, A4 papers, Biro, pencils, markers

Assessment Criteria: (Provide a sample based on the task you have designed- which means only 1 of them)

1. Checklist
2. Rating Scale
3. Rubrics

Note: That the reporting will be catered for in the Criteria that you design. **As agreed, the**

Rating or Grading will be place on the top of the table (horizontal) and the Criteria on

the left side of the table (vertical). See Strand 1 sample below for your information.

Strand:

Unit:

Assessment Task: Student Name: _____ **Class:** _____ **Performance Ability Level:** A, B, C, D (Circle one)

Note: This can be modified for a Group Assessment Rubric

Sample Students Worksheet (Optional depends on the task you design)

GRADE 4**Strand: Christian Values and Principles****Unit: 1: Christian Values and Practices**

Benchmark: 4.2.1.2: Describe conducts and characters that portray godly lives in the bible.

Topic: Acceptable conducts and characters

Learning Objectives: (For Topic) Make a summary of acceptable conducts and characters described through the bible story of Cain and Abel.

ESSENTIAL VASKS (for Topic)	
Values	<ul style="list-style-type: none"> • Value and acceptance of personal attributes. • Value & respect for others qualities or attributes. • Acceptance of Gods vision for a person's quality and righteousness.
Attitudes	<ul style="list-style-type: none"> • Appreciation of own personal attributes. • Appreciation and tolerance of others qualities or attributes. • faith for Gods vision for humankind righteousness.
Skills	<ul style="list-style-type: none"> • Interpreting Gods vision for a person's quality and righteousness. • Adaptation to community surroundings. • Using personal attributes and capabilities to live or contribute meaningfully.
Knowledge	<ul style="list-style-type: none"> • Know Gods plan & vision for individual attributes & qualities • Application of God given attributes and potentials to contribute to the family and community. • Understanding of Gods vision for a person's quality and righteousness.

Bible scripture: Genesis 3:1-16 (story of Cain & Abel brothers)

Hebrew 11:4

Jeremiah 1:5

1. Cain & Abel conducts	Good characters of a relationship.
<ul style="list-style-type: none"> • Adam and Eves had two children named Cain and Abel. • Abel became a shepherd while Cain became a farmer. • At harvest time, the two brothers presented their products to God. • Cain brought some fruit from his farm while Abel brought fatty meat from first and best lamb from his farm. • God accepted Abel's offering but did not accept or favour Cains offering. • Cain was upset and became very angry. • God advise Cain to do the right thing in order for him to be accepted. • God said, if things are done well, you will be accepted, if you do not do things right, sin will be waiting to attack you. • Cain did not accept what God said and one day, he took his brother Abel to the bush and killed him. • The Lord cursed Cain and punished him so Cain left for other lands. 	<ul style="list-style-type: none"> • Good characters of a relationship include: • Acceptance and valuing others personal qualities, attributes or potentials. • Interpretation and acceptance of Gods vision for a person's quality and righteousness. • Using personal attributes and capabilities to live or contribute meaningfully to the family and community. • Responsibility to uphold acceptable moral values and characters.

Sample Guided Lesson

Strand: Christian Values and Principles

Unit: 1. Biblical Values and Practices

Content Standard: 2.1 Explore, examine and appreciate biblical values and communicate the practices in and for life.

Benchmark: 4.2.1.2: Describe conducts and characters that portray godly lives in the bible.

Topic: Acceptable conducts and characters

Lsn#: Cain & Abel conducts

Lesson Objective: Students should be able to:

- **Affective Objective :**

Discuss personalities of Cain and Abel brothers as described in the Bible.

- **Psychomotor Objective**

Interpret the expectation of God for Cain and Abel in relation to the offering they will be making to God during harvest time.

- **Cognitive Objective**

Explain personal characters of Cain and Abel, expectation of God for the brothers, which of the brothers lived to the expectation of God and the result of not living to Gods expectation of them.

Resource: Bible

Reference: Bible stories, Commentary of Cain and Abel

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> Value and acceptance of personal attributes. 	<ul style="list-style-type: none"> Appreciation of own personal attributes. 	<ul style="list-style-type: none"> Interpreting Gods vision for a person's quality and righteousness. 	<ul style="list-style-type: none"> Know Gods plan & vision for individual attributes & qualities

Teacher's Lesson Notes: Story of Cain and Abel.

Teaching and Learning Activities		
Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction (5 mins)	<p>Ask students to outline an elderly persons behaviours from their own views and perspectives.</p> <p>E.g; chn, List what you believe is an acceptable or not acceptable behaviour from your big brother or sister or someone older than you.</p> <p>Tell them to differentiate between acceptable and not acceptable behaviours.</p> <p>E.g; After that, compare the difference between acceptable and not acceptable behaviours and their result on other people.</p>	<p>1. Prior knowledge, [express own view/ predictions]</p> <p>Discussing their view about acceptable or not acceptable behaviours of big brothers and sisters in the family</p>
Key Question: What kind of personal attributes and characters can be seen as acceptable to family, community and God?		
	By discussing about acceptable or not acceptable behaviours of a elderly person, lead them to discover Abel and Cain brothers attributes and characters as presented in the scripture.	<p>1.1 Establishing facts and assumptions</p> <p>Identify acceptable and not acceptable behaviours</p>
Body (20 mins)	<p>Guided discovery</p> <ul style="list-style-type: none"> Ask children to read the bible scripture from the book of Genesis 4: 1-16 <p>Independent analysis</p> <ul style="list-style-type: none"> Outline personal characters of Cain and Abel. In groups or pairs, ask children to discuss the characters of the two brothers as presented in the scripture. Ask children to discuss reasons why the two brothers lived or acted in a particular way to God. Ask children to explain why God favoured Abel than Cain. <p>Discussion of Result from discovery from Bible</p> <p>As a whole group, allow students to discuss what they have discovered from the Bible scripture.</p> <p>Encourage them to compare the similarities and differences of acts and characters of Abel and Cain.</p>	<p>2.1 Guided discovery (practice is used in other lesson concepts)</p> <ul style="list-style-type: none"> Reading the bible Scripture; Genesis 4:1-16 (story of Cain & Abel brothers) <p>2.2. Independent analysis</p> <ul style="list-style-type: none"> Outlining personal characters of Cain and Abel. Discussing the characters of the two brothers as presented in the scripture. Discussing reasons why the two brothers lived or behaviour in a particular way to God. Explaining why God favoured Abel than Cain. <p>1.3 Discussion of results of discovery</p> <p>Open discussing of results</p>
Conclusion (5 mins)	<p>3.1 Ask children to review and make a summary of what they learnt from the lesson especially from the Bible story of Cain and Abel brothers.</p>	<p>3.1 Review and summary of students learning</p> <p>Connecting the characters and acts of Abel and Cain brothers to own characters and acts in the family or school.</p>

Teachers Reflection and Evaluation

Strand: Christian Values and Principles

Unit: Biblical Values and Practices

Assessment Task: Students to outline the following characters and acts about Cain and Abel.

Student Name: _____ **Class:** _____ **Performance Ability Level:** A, B, C, D (Circle one)

Note: This can be modified for a Group Assessment Rubric

Criteria	Advanced	Proficient	Partially Proficient	Beginning to	Score
	4	3	2	1	
	<ul style="list-style-type: none"> • Outlines all 7 or more characters and acts as outline in the bible. • Connect the characters and acts of Abel and Cain brothers to own characters and acts in the family or school. 	<ul style="list-style-type: none"> • Outlines 6 or 7 characters and acts as outline in the bible. 	Outline 5 or 6 characters and acts of Cain and Abel.	State less than 5 characters and acts of Cain and Abel.	
That Cain was older than Abel		3			3
Cain was a crop farmer while Abel was shepherd or animal farmer.				2	2
Cain killed his brother because of jealousy.	4				4
Total					9/

Assessment

Sample Students Worksheet (Optional depends on the task you design)

2.(Assessment) Performance Assessment and Standards

[CS, BM, EO, Topic, LO, Lesson title, VASK, refer to previous section]

2.1 Type of assessment: Formative (to inform learning)

2.2 Performance standard:

- Differentiate the characters and acts of Cain and Abel brothers as presented in the Bible scripture.

2.3 Proficiency standard or statement

Students to outline the following characters and acts about Cain and Abel.

1. That Cain was older than Abel
2. Cain was a crop farmer while Abel was shepherd or animal farmer.
3. At harvest, Cain brought just ordinary product from his farm but Abel brought the best fat and meat from first born and best lambs.
4. God favoured Abel's because of his Offering to God.
5. Cain was angry and jealous of his small brother Abel.
6. Cain killed his brother because of jealousy.
7. God punished Cain because of his bad characters and acts.

2.4 Relationship between performance standards and Proficiency standards must be clearly outline.

For example; If Student were able to explicitly outline the characters and acts of Cain and Abel as shown above from point 1-7,

Then that provides a form of guarantee or assurance that students have achieved the learning contents, one that requires students to; differentiate the characters and acts of Cain and Abel brothers as presented in the Bible scripture

3. Judging and Recording scale (Use of rubric)

3.1 Proficiency criteria (rubric)

Advanced (4)	Proficient (3)	Partially Proficient (2)	Beginning to (1)
<ul style="list-style-type: none"> • Outlines all 7 or more characters and acts as presented in the bible. • Connect the characters and acts of Abel and Cain brothers to own characters and acts in the family or school. 	<ul style="list-style-type: none"> • Outlines 6 or 7 characters and acts as outline in the bible. 	Outline 5 or 6 characters and acts of Cain and Abel.	State less than 5 characters and acts of Cain and Abel.

4. Reporting Scale

The checklist below is for each particular student to assess the achievement/ attainment of the Benchmark or topic objective. The information

[Criterion Based Assessment]

Checklist

Student Name:	Level of achievement for BM 4.2.1.1				
	Advanced (4)	Proficient (3)	Partially Proficient (2)	Beginning to 1	Remarks
1. Joe Blow		√			
2. Apo Manu	√				
3. Unu Opo			√		
4. Lala Kai	√				
5. Keke Nini		√			
6. Buki Bada		√			
7. Bobo Lai		√			
8. Mary Tui	√				
9. Peter Lewa			√		
10. Mini Marty		√			
Raw attainment	3/10	5/10	2/10		
Cumulative achievement rate by the class	30%	50%	20%		More than 50% of students are at proficient while 30% are at advanced level

GRADE 4**Strand: Christian Values and Principles****Unit: 1: Christian Values and Practices**

Benchmark: 4.2.1.3 Diagnose biblical values and practices that were displayed through various biblical characters and apply them accordingly to different situations.

Topic: Rewards for obedience

Learning Objectives: (For Topic) Explain the benefits of obedience to God through the display of morally right practices and conducts in daily situations including prayer, worship and fellowship as reflected from the bible scripture Leviticus 26: 1-13 and Mathew 21:18-22 and Mathew 21:28-32

ESSENTIAL VASKS (for Topic)

Values	<ul style="list-style-type: none"> • Acceptance of prayer as a direct communication with God. • Paying homage to God as our God and creator of all things. • Obedience of the ten (10) commandments as laws to guide daily conducts and practices. • Power and value of faith in prayer and worship
Attitudes	<ul style="list-style-type: none"> • Being obedience to the code of conducts and laws of the Bible. • Reverence of sanctuary (preserve place) of God as presented in holy places such as those of Old testament Bible times. • Boldness in prayer, worship and fellowship as having connections to God.
Skills	<ul style="list-style-type: none"> • Observing significant Biblical events and rituals such as obeying Sabbath laws of the Bible. • Interpreting the rewards of obedience of Gods Laws. • Praying, worshiping God and having fellowship with others as signs of growing righteous with God.
Knowledge	<ul style="list-style-type: none"> • Knowing the benefits of obedience as presented in the Book of Leviticus 26:1-13. • Understand the value and power of prayer, worship and fellowship. • Significance of faith in prayer and worship • Interpretations and moral meanings of the parable of fig tree and two sons from the Book of Mathew 21:18-22 and Mathew 21:28-32

Content background

Leviticus 26: 1-13

Mathew 21:18-22 and Mathew 21:28-32

Sample Guided Lesson

Strand: Christian Values and Principles

Unit: 1. Biblical Values and Practices

Content Standard: 2.1 Explore, examine and appreciate biblical values and communicate the practices in and for life.

Benchmark: 4.2.1.3 Diagnose biblical values and practices that were displayed through various biblical characters and apply them accordingly to different situations.

Topic: Rewards for obedience

Lsn#:

Lesson Objective:

- **Affective Objective Value** the ten (10) commandments as laws to guide daily Living
- **Psychomotor Objective** Being obedience to the code of conducts and laws of the Bible
- **Cognitive Objective** Knowing the benefits of obedience as presented in the Book of Leviticus 26:1-13.

Resource: Bible, A4 papers, biros, ruler

Reference: Bible verses

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Acceptance of prayer as a direct communication with God. • Paying homage to God as our God and creator of all things 	<ul style="list-style-type: none"> • Being obedience to the code of conducts and laws of the Bible. • Reverence of sanctuary (preserve place) of God as presented in holy places such as those of Old testament Bible times. 	<ul style="list-style-type: none"> • Observing significant Biblical events and rituals such as obeying Sabbath laws of the Bible. • Interpreting the rewards of obedience of Gods Laws. 	<ul style="list-style-type: none"> • Knowing the benefits of obedience as presented in the Book of Leviticus 26:1-13. • Understand the value and power of prayer, worship and fellowship.

Teacher's Lesson Notes: The parable of the fig tree and the two sons.

Teaching and Learning Activities		
Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction (5 mins)	Revise previous lesson and introduce next lesson	Responding by answering short questions
Body (20 mins)	Discuss and list down things we do that pleases God in the community Guide and monitor students to do the activity Presentation	In pairs students discuss and list positive ideas Listing of ideas to a chart Display of work
Conclusion (5 mins)	Revise lesson and introduce the next lessons	Answering questions Prepare materials for the next lesson

Teachers Reflection and Evaluation

GRADE 4**Strand: Christian Values and Principles****Unit: 1: Christian Values and Practices**

Benchmark: 4.2.1.4 Study about sin and its origin in the Bible and relate this to the godly and ungodly/ acceptable and not acceptable ways of life in the community.

Topic: Sin and its origin

Learning Objectives: (For Topic) Identify and explain the causes and effects of original sin and other sinful ways of living.

ESSENTIAL VASKS (for Topic)

Values	• Embrace living life free from sin
Attitudes	• Recognise the effects of sin in our lives
Skills	• Discuss ways of living life without sin
Knowledge	• Knowing the differences between a sinful and faithful life

Content background (for topic)

(Genesis 3:1-6)

- The disobedience of mankind Of all God's creation, the Serpent was very elusive. He tempted Eve to eat of the fruit of the trees of the Garden.

The Woman told Serpent that God told them Not to eat the fruit of the tree in the middle of the Garden. Because if Eve and Adam ate the fruit of the tree, they would die. But Serpent told Eve that herself and Adam would not die but that their minds and eyes will open and be like God.

Eve was made to believe what the Serpent said so she ate the fruit. Then she gave a fruit to the husband to eat. When both ate the fruit of the tree, they realized that they were naked so got leaves and covered their bodies.

While that was doing, the Lord God came and started looking for them. He called out and Adam and Eve stated that they were hiding because they were naked.

He asked them how they knew, that they were naked. Adam and Eve told the Lord God that the Serpent tempted them to eat the fruit of a tree in the middle of the garden which the Lord told them not to eat from. The Lord asked Adam and Adam said, Eve told him to eat the fruit. The Lord asked Eve and she told Him that Serpent told her to eat the fruit. The Lord God became very angry with Adam, Eve and Serpent.

(All the detailed information is found in that outline bible scripture)

- The curse on the serpent
- The curse on the man and woman
- Man sent from the garden.

Sample Guided Lesson

Strand: Christian Values and Principles

Unit: 1. Biblical Values and Practices

Content Standard: 2.1 Explore, examine and appreciate biblical values and communicate the practices in and for life.

Benchmark: 4.2.1.4 Study about sin and its origin in the Bible and relate this to the godly and ungodly/ acceptable and not acceptable ways of life in the community.

Topic: Sin and its origin

Lsn#:

Lesson Objective:

- Affective Objective: Appreciate living free from sin
- Psychomotor Objective: Testify ways of living free from sin.
- Cognitive Objective: Aware and recognize the differences between a sinful and faithful life

Resource: Bible

Reference: Bible text (Genesis 3:1-6)

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Embrace living life free from sin 	<ul style="list-style-type: none"> • Recognise the effects of sin in our lives 	<ul style="list-style-type: none"> • Discuss ways of living life without sin 	<ul style="list-style-type: none"> • Knowing the differences between a sinful and faithful life

Teacher's Lesson Notes : The story of Adam and Eve

Teaching and Learning Activities		
Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction (5 mins)	Revise and introduce next lesson	Responding by answering questions
Body (20 mins)	Read the story of Adam and Eve Explain to students	Listen actively to the story Dramatize the story of Adam and Eve Practice and perform.
Conclusion (5 mins)	Sum up questions Introduce next lesson	Short answers Prepare for the next lesson.

Teachers Reflection and Evaluation

Sample Lesson Plan

Strand: Christian Education values

Unit 1: Biblical values and principles

Topic: Value of the creation of environment

Content Standard 2.1: Explore biblical values and the influences upon a person's/groups ethical practices in/for life.

Benchmark 4.2.1.1. Describe basic biblical values that develop moral character.

Lesson # 1

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

- **Affective Objective:** Appreciate own personal attributes practiced every day.
- **Psychomotor Objective:** Develop a class behavioural checklist to monitors each students everything
- **Cognitive Objective:** Identify and describe biblical values that develop moral character.

Resource: Bible

Reference: Bible scriptures

Key Concepts:

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> • Value and acceptance of personal attributes. • Value & respect for others qualities or attributes. • Acceptance of Gods vision for a person's quality and righteousness. 	<ul style="list-style-type: none"> • Appreciation of own personal attributes. • Appreciation and tolerance of others qualities or attributes. • Have faith for Gods vision for humankind righteousness. 	<ul style="list-style-type: none"> • Interpreting Gods vision for a person's quality and righteousness. • Adaptation to community surroundings. • Using personal attributes and capabilities to live or contribute meaningfully. 	<ul style="list-style-type: none"> • Know Gods plan & vision for individual attributes & qualities • Application of God given attributes and potentials to contribute to the family and community. • Understanding of Gods vision for a person's quality and righteousness.

Sample Lesson Plan

Strand: 2

Unit: 1

Content Standard 2.1

Grade-Level Benchmark: 4.2.1.2: Describe conducts and characters that portray godly lives in the bible

TOPIC: Acceptable conducts and characters

Lesson Title: Cain & Abel conducts

Essential (Key) Questions: What kind of personal attributes and characters can be seen as acceptable to family, community and God?

Lesson Objective Discuss personalities of Cain and Abel brothers as described in the Bible.

- **Affective:** Interpret the expectation of God for Cain and Abel in relation to the offering they will be making to God during harvest time.
- **Psychomotor:** Interpret the expectation of God for Cain and Abel in relation to the offering they will be making to God during harvest time.
- **Cognitive:** Explain personal characters of Cain and Abel and expectation of God for the brothers. Which of the brothers lived to the expectation of God and the result of not living to Gods expectation of them?

Resource : Bible (old & new testament Text Genesis 4:1-)

References:

Lesson Procedure

Teaching and Learning Activities		
Introduction	Support and instruction from teachers	Student Learning Activity
	<p>Ask students to outline elderly person's behaviours from their own views and perspectives. <i>E.g; children, list what you believe is an acceptable or not acceptable behaviour from your big brother or sister or someone older than you.</i> Tell them to differentiate between acceptable and not acceptable behaviours.</p> <p><i>E.g; After that, compare the difference between acceptable and not acceptable behaviours and their result on other people.</i></p> <p>By discussing about acceptable or not acceptable behaviours of a elderly person, lead them to discuss Abel and Cain brothers attributes and characters as presented in the scripture.</p>	<p><i>Prior knowledge, [express own view/ predictions]</i></p> <p><i>Discussing their view about acceptable or not</i></p> <p><i>Acceptable behaviours of big brothers and Sisters in the family</i></p> <p>Establishing facts and assumptions Identify acceptable and not acceptable behaviours.</p>
Body	<p>Guided discovery</p> <ul style="list-style-type: none"> Ask children to read the Bible scripture from the book of Genesis 4: 1-16. <p>Independent analysis</p> <ul style="list-style-type: none"> Outline personal characters of Cain and Abel, the brothers. In groups or pairs, ask children to discuss the characters of the two brothers as presented in the scripture. Ask children to discuss reasons why the two brothers lived or acted in a particular way to God. Ask children to explain why God favoured Abel than Cain. <p>Discussion of Result from discovery from Bible</p> <p>As a whole group, allow students to discuss what they have discovered from the Bible scripture. Encourage them to compare the similarities and differences of acts and characters of Abel</p>	<p>Guided discovery (practice is used in other lesson concepts).</p> <ul style="list-style-type: none"> Reading the Bible Scripture; Genesis 4:1-16 (story of Cain & Abel, the brothers) <p>2.2. Independent analysis</p> <ul style="list-style-type: none"> Outlining personal characters of Cain and Abel. Discussing the characters of the two brothers. As presented in the scripture. Discussing reasons where the two brothers lived. or behaviour in a particular way to God. Explaining why God favoured Abel than Cain. <p>Discussion of results of discovery Open discussing of results.</p>
Conclusion	<p>Ask children to review and make a summary of what they learnt from the lesson especially from the Bible story of Cain and Abel brothers.</p>	<p>Review and summary of students learning</p> <ul style="list-style-type: none"> Connecting the characters and acts of Abel and Cain brothers to own characters and acts in the family or school.

(Assessment) Performance Assessment and Standards

[CS, BM, EO, Topic, LO, Lesson title, VASK, refer to previous section]

Type of assessment: Formative (to inform learning)

Performance standard:

- Differentiate the characters and acts of Cain and Abel brothers as presented in the Bible scripture.

Proficiency standard or statement

Students to outline the following characters and acts about Cain and Abel.

1. That Cain was older than Abel.
2. Cain was a crop farmer while Abel was shepherd or animal farmer.
3. At harvest, Cain brought just ordinary product from his farm but Abel brought the best fatty and best meat from first born and best lambs.
4. Why did the brothers behave differently?
5. God favoured Abel's because of his Offering to God.
6. Cain was angry and jealous of his small brother Abel.
7. Cain killed his brother because of jealousy.
8. God punished Cain because of his bad characters and acts.

Relationship between performance standards and Proficiency standards must be clearly outlined.

For example; If Student were able to explicitly outline the characters and acts of Cain and Abel as shown above from point 1-7.

Then that provides a form of guarantee or assurance that students have achieved the learning contents, one that requires students to; differentiate the characters and acts of Cain and Abel brother presented in the Bible scripture.

Advanced (4)	Proficient (3)	Partially Proficient (2)	Beginning to (1)
<ul style="list-style-type: none"> • Outlines all 7 or more characters and acts as presented in the Bible. • Connect the characters and acts of Abel and Cain brothers to own characters and acts in the family or school. 	<ul style="list-style-type: none"> • Outlines 6 or 7 characters and acts as outline in the Bible. 	Outline 5 or 6 characters and acts of Cain and Abel.	State less than 5 characters and acts of Cain and Abel.

Judging and Recording scale (Use of rubric)

Proficiency criteria (rubric)

Reporting Scale

The checklist below is for each particular student to assess the achievement/ attainment of the Benchmark or topic objective. The information [Criterion Based Assessment]

Checklist

Student Name:	Level of achievement for BM 4.2.1.1				
	Advanced (4)	Proficient (3)	Partially Proficient (2)	Beginning to 1	Remarks
1. Joe Blow		√			
2. Apo Man	√				
3. Unu Opo			√		
4. Lala ai	√				
5. Kek Nini		√			
6. Buki Bad		√			
7. Bobo Lai		√			
8. Mary Tui	√				
9. Peter Lewa			√		
10. Mini Mart		√			
attainment		5/10	2/10		
Cumulative achievement rate by the class		50%	20		More than 5 of students are at proficient level, while 30% re at advanced level?

Content Standard 2.1

Benchmark 4.2.1.3: Diagnose Biblical values and practices that were displayed through various Biblical characters and apply them accordingly to different situations.

Topic: Rewards for obedience

Learning Objective:

Explain the benefits of obedience to God through the display of morally right practices and conducts in daily situations including prayer, worship and fellowship as reflected from the bible scripture Leviticus 26: 1-13 and Mathew 21:18-22 and Mathew 21:28-32.

Revised lesson titles

1. Prayer and Praying
2. Worship & Fellowship
3. Obedience and its rewards

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> Acceptance of prayer as a direct communication with God. Paying homage to God as our God and creator of all things. Obedience of the ten (10) commandments as laws to guide daily conducts and practices. Power and value of faith in prayer and worship. 	<ul style="list-style-type: none"> Being obedience to the code of conducts and laws of the Bible. Reverence of sanctuary (preserve place) of God as presented in holy places such as those of Old Testament Bible times. Boldness in prayer, worship and fellowship as having connections to God. 	<ul style="list-style-type: none"> Observing significant Biblical events and rituals such as obeying Sabbath laws of the Bible. Interpreting the rewards of obedience of Gods Laws. Praying, worshipping God and having fellowship with others as signs of growing righteous with God. 	<ul style="list-style-type: none"> Knowing the benefits of obedience as presented in the Book of Leviticus 26:1-13. Understand the value and power of prayer, worship and fellowship. Significance of faith in prayer and worship. Interpretations and moral meanings of the parable of fig tree and two sons from the Book of Mathew 21:18-22 and Mathew 21:28-32.

Content Background

(Genesis 3:1-6)

The disobedience of mankind

Of all God's creation, the Serpent was very elusive. He tempted Eve to eat of the fruit of the trees of the Garden. The Woman told Serpent that God told them Not to eat the fruit of the tree in the middle of the Garden. Because if Eve and Adam ate the fruit of the tree, they would die. But Serpent told Eve that she and Adam would not die but that their minds and eyes will open and be like God.

Eve was made to believe what the Serpent said so she ate the fruit. Then she gave half of the fruit to her husband to eat. When both ate the fruit of the tree, they realized that they were naked so got leaves and covered their bodies.

While that was doing, the Lord God came and started looking for them. He called out and Adam and Eve stated that they were hiding because they were naked.

He asked them how they knew, that they were naked. Adam and Eve told the Lord God that the Serpent tempted them to eat the fruit of a tree in the middle of the garden, which the Lord told them not to eat from. The Lord asked Adam and Adam said, Eve told him to eat the fruit. The Lord asked Eve and she told Him that Serpent told her to eat the fruit. The Lord God became very angry with Adam, Eve and Serpent.

(All the detailed information is found in that outline bible scripture)

- The curse on the serpent
- The curse on the man and woman
- Man sent from the garden.

Strand 2 : Christian Values and Principles

Unit 1: Christian Values and Practices

Benchmark 4.2.1.4. Study about sin and its origin in the Bible and relate this to the acceptable and not acceptable ways of life in the community.

Topics Sin and its origin

Learning Objectives

Explain the causes and effects of original sin and other sinful ways of living.

Lesson titles

1. Sin in the Bible
2. The penalties) of sin
3. Sin and me

Values	Embrace living life free from sin
Attitudes	Recognise the effects of sin in our lives
Skill	Discuss ways of living life without sin
Knowledge	Knowing the differences between a sinful and faithful life

Content background

Genesis 2:4,-3: 24 (Story of Adam and Eve)

Lesson Procedure

Lesson Part	Teacher Activity	Student learning Activity
Introduction	Revise previous lessons Read the story of Adam and Eve.	Lead up questions Answer 1-3 general questions on Adam and Eve.
Body	Photocopy and distribute Biblical papers. Explain the activity base on the lesson sin and its origin. Use group work to do the activity Assist and monitor students.	Student read quote text from Bible text quietly. Activity: Each Student reads and memorizes text while their friends listen and correct their friends. Each group member take their turn Repeat the activity till everybody finished.
Conclusion	Select volunteer students to present by memorizing the text.	Student reads and memorize the Bible text without seeing it

Resources

Bible scripture (*Genesis 4: 1-16 Hebrew 11:4, Jeremiah 1:5*).
Photocopy specific Bible scripture as quoted from the Bible.

Unit 2. Christian Institutions and Principles.

Content Standard 2.2. Evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Topic:| Our Behaviors in Living by God's Commandments

Benchmark 4.2.2.1. Express and identify ways and behaviours shown in observing how the commandments are lived

Key Questions

What are the behaviors we can adopt from God's commandments?

Learning Objectives: Students should be able to express and identify the behaviours in the Ten Commandments and be able to observe and practice them in their lives.

Essential VASKS	
Values	Appreciate and value the Ten Commandments.
Attitudes	Practice and live by the Ten Commandments.
Skills	Read and write the Ten Commandments.
Knowledge	Learn and use the ten commandments.

Content Background

Learn and use the Ten Commandments (Expand from Bible, Exodus 20) As God's children we are expected to live by His principles. God's principles are set in His Holy Word, the Bible.

God's principles are known as the 10 Commandments. The 10 Commandments guide the way we should do things and behave towards one another. These Commandments are:

1. Thou shall have no other gods before me.
2. Thou shall not take the name of the LORD thy God in vain.
3. Remember the Sabbath to keep it holy.
4. Honor your father and mother.
5. Thou shall not kill.
6. Thou shall not commit adultery.
7. Thou shall not steal.
8. Thou shall not bear false witness against your neighbor.
9. Thou shall not covert your neighbor's wife.
10. Thou shall not covert your neighbors goods.

The key values in life that we can adopt from the word of God are; love, patience, joy, peace, kindness, goodness, humility faithfulness, self- control, respect and trust. God's instruction is for us to obey His Word so that we all live in peace and harmony.

Strand: Christian Values and Principles.

Unit 2: Christian Institution and principles.

National Content Standard: 4.2.2. Evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Grade-Level Benchmark: 4.2.2.2. Express and identify ways and behaviors shown in observing. how the commandments are lived.

Topic: *Our Behaviours in Living by God's Commandments.*

Lesson#: What are the Ten Commandments?

Lesson Objective: Express and identify the behavior s in the in the Ten Commandments and be able to observe and practice them in their lives.

Essential Questions:

What are God's Standards / Principles for our daily living?

Where do we find God's Principles?

Affective Objective: Value the Ten Commandments as a basis that guides our everyday life.

Psychology Objective: Write down the Ten Commandments and display in their classroom corners.

Cognitive Objective. Read, interpret and relate to experiences of observing and applying Godly Principles.

Materials: The Bible, Chart containing the Ten Commandments.

Essential Knowledge, Skills, Values, and Attitudes	
Values	Value the Ten Commandments as basis that guides good behavior.
Attitudes	Appreciate that positive habits come from observing the Ten Commandments.
Skills	Read, interpret and relate to experiences of observing and applying Godly Principles.
Knowledge	List the Ten Commandments of God.

Guided template

Lesson part	Teacher Activities	Student Activities
Introduction 5mins	<ul style="list-style-type: none"> Explain what students will learn and how it will be useful. Connect what they will learn to prior learning or experience. Brainstorming Questions What happens when someone steals something from you? Is it right to get something without permission? 	<ul style="list-style-type: none"> Listen to the teacher. Students explain orally answers to the brainstorming questions.
Body 40 mins	<p>Modelling</p> <ul style="list-style-type: none"> Read the story of Jesus in the Bible as one example of children obeying their parents. <p>Guided Practice</p> <ul style="list-style-type: none"> Give students the Bible Scripture (Exodus 20) to read about the Ten Commandments. Allocate Bible texts that relates to love and obedience to students in groups with guided questions on what to look for. Ask students to stop and explain the benefits or blessings for obeying the commandments of God from the different bible texts that was given to them. Ascertain if students understand what they are supposed to do. <p>Independent Practice</p> <ul style="list-style-type: none"> Ask students to read the bible text and identify the core values of obedience, love, faithfulness, patience etc...that are imbedded in the Ten Commandments. Ask students to read the bible and identify all the reasons for God giving to the people of Israel the Ten Commandments Ask students to suggest one way of observing the Ten Commandments. 	<p>Listen to the story then list the key values together on the whiteboard.</p> <ul style="list-style-type: none"> Listen and respond when prompted by the teacher. Read Exodus 20 and Deuteronomy 6. Discuss the blessings of observing and living by Godly principles and values. Let teacher know if they understand what to do. Describe and explain how these core values affect the way people do things in their interaction with one another.
Conclusion 5mins	<ul style="list-style-type: none"> Emphasise the blessings of observing and living by Godly principles. Ask students to give biblical reasons for serving God through Ministries and their importance, orally. 	<ul style="list-style-type: none"> Make a list of good values that promotes Godly principles. Listen to the teacher. What is the important about this lesson? Various explanations from students. Give biblical reasons for serving God through ministries and their importance, orally.

Performance Assessment and Standards

National Content Standard: 4.2.2. Evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Lesson Topic	Topic	Benchmark	Performance Assessment	
Our behaviours in Living by God's Commandments.	What are the Ten Commandments?	4.2.2.1. Express and identify ways and behaviors in observing how the Commandments are lived.	Students do a theory test based on their understanding of the Ten Commandments.	
			PROFICIENCY RUBRIC	
			Advanced	Proficient
			Filled in all (90 %) the missing words correctly for each of the Commandments and identify.	Filled in correctly most (80%) of the missing words for each of the Bible text.
			Partially Proficient	Low Proficiency
			Filled in some (70%) of the missing words of the Commandments.	Filled in correctly few missing words of the Commandments.

Practical Assessment

National Content Standard: 4.2.2. Evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Lesson Topic	Topic	Benchmark	Performance Assessment	
Our behaviours in Living by God's Commandments.	What are the Ten Commandments?	Express and identify ways and behaviours shown in observing how the commandments are lived.	Project: Design a Ten Commandment Chart for daily individual use as Our Responsibility in Observing the Goldly Laws.	
			PROFICIENCY RUBRIC	
			Advanced	Proficient
			Followed all the criteria as expected in designing the poster. Excellent understanding of the given task. (90- 100 %) - Very Good Work. Excellent Product Outcome.	Shows good understanding of the given task and tried accomplishing most of the task criteria in completing the task. (80%) – Good Product Outcome.
			Partially Proficient	Low Proficiency
			Shows some understanding of the task however few assessment criteria not followed (70%)- Fair Product Outcome.	Has difficulty understanding and following criteria instructions. Completed product below expected standard. 50% and below

Performance Task Assessment Example of a checklist

Name: _____ Class: _____

Design a Ten Commandment Chart with a partner for daily individual use as Our Responsibility in shaping our behaviours. Place a tick beside your partner if he or she has practiced or displayed one of the Ten Commandments all throughout the day. If your partner does not display behaviour of the 10 Commandment, mark a sad face.

Displayed a behavior of 10 Commandments.

Did not display a behaviors of 10 Commandment.



Name of partner 1: _____ Name of Partner 2: _____

Partner 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using a Checklist in assessing a Project.

Example No 2

Criteria / Score	8	6	4	2	
1. A3 Chart containing the 10 Commandment.	A3 Chart Contains all the Ten Commandments Clearly written neatly. No spelling and grammatical error.	Contains most of the Ten Commandments with few spelling and grammatical errors, uneven letters and shapes.	Contains few of the Ten Commandments some spelling and grammatical errors, uneven letter shapes and size.	Containing limited number of Commandments, more spelling and grammatical errors.	
2. Creativity and Imagination.	Excellent imagination and creativity.	Some imagination and creativity.	Has shown some attempt but needs more effort in creativity and imagination.	No imagination and creativity, plain work with no illustrations, color and taste.	
Total					20

Topic 2: Sabbath School Principles

Benchmark: 4.2.2.2. Examine Shabbat school and the rules it teaches.

Key Questions

What are the rules and principles that are practiced in Sabbath Schools?

Learning Objective

Students should be able to observe and value Shabbat schools and the rules that will build Godley foundational living in their lives.

Content Background

Value	Be obedient and consistent to Shabbat schools and the rules.
Attitudes	Enjoy going to and participating in Sabbath and in Sunday school activities.
Skills	Take note of and attend to Shabbat schools and apply the rules in their lives.
Knowledge	Recognize that a Sabbath or Sunday school is a ministry for small children and youths.

(Note: The teacher can select few Bible texts below and expand on to teach the student.

Exodus 16: 23.

“And he said unto them, This is that which the LORD hath said, To tomorrow is the rest of the holy Sabbath unto the LORD: bake that which ye will bake to day, and seethe that ye will seethe; and that which remained over lay up for you to be kept until the morning.”

Exodus 16: 25.

“And Moses said, Eat that to day; for today is a Sabbath unto the LORD; to day ye shall not find it in the field.”

Exodus 16: 26. “Six days ye shall gather it; but on the seventh day, which is the Sabbath, in it there shall be none.”

Exodus 16: 29

See, for the LORD hath given you the **Sabbath**, therefore he giveth you on the sixth day the bread of two days, abide ye every man in his place, let no man go out of his place on the seventh day.

Exodus 20: 8

Remember the Sabbath day to keep it holy.

Exodus 20: 11

For in six days the LORD made heaven and earth, the sea and all that in them is, and rested on the seventh day, wherefore the LORD blessed the Sabbath day and hallowed it.

Exodus 31: 15

Six days may work be done, but in the seventh is the **Sabbath** of rest, holy to the LORD; whosoever doeth any work in the **Sabbath** day, ye shall surely be put to death.

Exodus 35: 3

Ye shall kindle no fire throughout your habitations upon the Sabbath day.

Nehemiah 10: 31

And if people of the land bring ware or any victuals on the **Sabbath day** to sell, that we would not buy it of them on the **Sabbath**, and bringing in sheaves, and lading asses; as also wine, grapes and figs, and all manner of burdens, which they brought into Jerusalem on the **Sabbath day**: and I testified against them in the day wherein they sold victuals.

Guided Lesson

Assessment

1. Identify a rule or principle in Sabbath school and explain how it can impact others.
2. Make a poster that contains all the rules that the group identified through discussion and paste in on the classroom walls.

Benchmark -4.2.2.3. Appraise and value the institutions that promote ethical and moral living standards in the homes and community.

Topic 3: Ethical and Moral Standards Institutions

Key Questions

What is the importance of ethical and moral institutions?

Learning Objective

Students should be able to identify and appreciate the types of institutions that promote ethical and moral living standards.

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> Embrace ethical and moral institutions. 	<ul style="list-style-type: none"> Appreciate and respect the institutions that promote ethical and moral living standards. 	<ul style="list-style-type: none"> Recognize and describe institutions that promote ethical and moral living standards. 	<ul style="list-style-type: none"> Know the importance of ethical and moral institutions.

Content Background

Importance of ethical and moral institutions.

A. Family

A family, Church and the community makes the three most important Christian institutions that uphold and practice Godly principles.

The family is the foundation or start of all Christian institutions. This was the first established institutions made by God in the Garden of Eden. (Genesis 1) God blessed Adam and Eve and they became the first family. God commanded them to be obedient to his Word and live by his Word.

Christian families should live their lives based on Godly principles. They should love, respect, and support each other and practice all virtues for a prosperous living. Parents have the responsibility to teach their children about Godly principles and values and when they grow up they will not depart from it.

(Proverbs 22: 6)

B. Church

The church is the body of Christ. It establishes a community of believers. This community of believers makes up the individual families of a community. In the unity of this body they have a diversity of members and functions. People who serve in these institutions are pastors, priests, deacons, prayer and youth leaders, women's/ men's ministry.

The Story of Samuel (1 Samuel Chapters 1, 2 & 3).

Key Moral Ethical and Moral Values.

Love, Respect, Kindness, humility, Commitment and Faithfulness.

C. Community

Teaching Strategies	Learning Strategies
Brainstorming – Discuss the Role of families. All group discussion – Discuss God's Word for good family living. Highlight the key concepts of Love, Respect, Kindness, Humility, Kindness, faithfulness Read and discuss the Bible story of Samuel. Teach moral and ethical values promoted by churches, and the community.	Allocate discussion questions to students in groups of four. Each group is assigned a case study story. Students analysis and identify good values embedded in those stories. Eg, the boy with two loaves of bread and five fish. (Kindness) The story of Samuel (Obedience). Evaluate the church programs that promote ethical and moral standards.
Resources	
Bible, handouts	

Assessment

Essay. Write a single (one) paragraph essay on the value of love and how it is practiced in these three institutions.

1. My family
2. My Church
3. My community

Practical – Practice the value of Commitment

Design a work parade plan and go clean a church near their school location

Content Background

- Extract some examples of Biblical statutes and precepts.
- Jesus shows us the way to live by God's commandments through His teachings. These teachings are in the form of parables. Most of these teachings are known as the Sermons on the Mount.
- (Mathew Chapters: 5, 6 and 7)
- The parable of the Lost sheep.
- The parable of the Sower.
- The parable of the prodigal son.
- The Book of the Proverbs also provides us with guidance on Godly Principles and character.
- These teachings will help the students to understand what the kingdom of God is like, how our daily lives should reflect God's character and likeness as his children.

Teaching Strategies	Learning Strategies
Identify a parable and read the bible scripture to the students. Develop oral and written questions for students to explain the definitions.	Identify a parable and discuss its meaning. List all the key concepts for group discussion and explain them to others.
Resources Bible, handouts	

- Compile and list Parable text from the Bible on a Booklet with interpretation.

Benchmark 4.2.2.6. Identify and describe the roles and responsibilities of church institutions.

Topic 6: Roles and Responsibilities of Church.

Key Questions

What are the roles and responsibilities of church institutions?

Learning Objective

Identify and describe different church institutions, their roles and responsibilities.

Essential VASKS	
Values	Appreciate the values of statutes and precept.
Attitudes	Express and appreciate the roles and responsibilities of various church institutions. Having the heart to accept roles and responsibilities.
Skills	Be interested and thankful about the roles and responsibilities of church institutions.
Knowledge	Discuss the roles and responsibilities of church.

Content Background

All church institutions have the responsibility to preach the word of God and live by the word of God. This does not mean the spiritual aspect only rather the physical, emotion, and psychological aspects as well.

It invites us to purify our hearts of bad instincts and to seek the love of God above all else. It teaches us that true happiness is not found in riches or well-being, in human fame or power, or in any human achievement but in God alone, the source of every good thing and of all LOVE. Many times we are concerned about material things. The Word of God tells us that these things do not last. We should work for those things that last, (*Luke 12: 15- 20*).

Jesus must be Number One and in control of everything.

- We all are required to observe laws of Passover, fast festo days, lent, Easter and Christmas. They are special calendar days in a year. They have to observe the laws of the Church concerning marriage and also contribute to the growth and maintenance of the Church and its programs.
- Pastors or priests are responsible for the preparation and sharing of the word of God.
- Layman and missionaries for the building of the Church.
- Sabbath school teachers for children in ministry program

Teaching Strategies	Learning Strategies
<p>Discuss and identify specific roles and responsibilities of different church programs.</p> <p>Use discovery learning by assigning a research task for students to carry out in their local community.</p> <p>Discuss and formulate the question types to be used.</p> <p>Discuss and analysis the statistics of their findings.</p> <p>Collate and compile their findings for assessment.</p>	<p>In small groups students make a list of all the church denominations in their community. In groups according to their church denomination students carry out the research.</p> <p>Students carry out the research.</p> <p>Students present the statistics of their research findings.</p> <p>Students edit and arrange their work for assessment.</p>
Resources	
Bible, handouts	

Assessment

Research – Carry out a research on the number of Church denominations and the types of Church programs / services in their local community.

Strand 3| Citizenship and Society

Unit 1. Citizen citizenships

Content Standard: 3.1. Students will be able to analyse civic rights & privileges, potentials, roles and responsibilities that promotes good citizenship.

Topic: Rules and regulation

Benchmark: 4.3.1.1. Explore rules and regulations that promote appropriate behavior and its impact on citizen.

Topics. Rules and Regulations.

Learning Objective: Students will be able to: Identify rules and regulations.

ESSENTIAL VASKS

Value	Appreciate home importance of home rules.
Attitudes	Being Respectful to set home rules. Being Obedient to set home rules.
Skills	Discuss and compare the kinds of home rules they have.
Knowledge	Home rules.

Content Background

Teacher's Background Notes:

What is Littering?

Litter is nothing but a piece of waste or rubbish that has been disposed improperly without consent and at the wrong location. Littering simply means, throwing away objects on the ground or leaving them lying on the ground instead of disposing them at proper garbage can, recycling bin or trash container.

The waste that originates from houses, industries and factories should be placed either in a recycling bin, used for compost or placed at a waste disposal centre. Dropping litter shows a lack of respect for your friends and neighbors and spoils the community for everybody else. As well as making places look messy, litter can attract rats and insects, which can spread diseases!

Litter is anything that is wastage (wrappers, packaging, paper, bottles, cans, food scrapes, bettlenut skins and spitting bettlenut etc.) that is left on the ground or where it does not belong is littering.

Strand 3: Citizenship and Society

Unit 1: Active Citizenship and Civic Participation.

Content Standard: 3.1. Analyze and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society.

Benchmark: 4.3.1.1. Analyze and participate constructively in decision –making to address issues in their communities/ settings.

Topic: Addressing Issues in the Community

Lesson No 1: Littering.

Lesson Objective: Students will be able to; Evaluate ways to solve littering issues

- **Affective Objective:** Show respect and appreciation for a clean community.
- **Psychomotor Objective:** Demonstrate what they can do to keep their community clean from all litter.
- **Cognitive Objective:** Think about ways to address littering in their community.

Resources: Plastic Bags, etc

References: Teachers Guide/Syllabus/Other Relevant related resources.
Key concepts

Values	Attitudes	Skills	Knowledge
<p>To be a honest community member Respect for common good of others.</p> <p>Caring and Peace loving citizen of the community.</p>	<ul style="list-style-type: none"> • Responsible community member. • Caring and concern for the community. • Participating in solving community issues. 	<ul style="list-style-type: none"> • Identify socio-economic, environmental and health issues. • Evaluating socio-economic, environmental and health issues. • Plan and find ways to solve issues. 	<p>Common Issues found in the community.</p>

Guided lesson Teaching and Learning Activities

Lesson Part	Teacher Teaching Activities	Student's Learning Activities
Introduction (5mins). PRAYER	Introduce the topic on littering by putting up a scenario Scenario: "Drop any type of rubbish on the floor." Ask the students to discuss the teacher's action. State the lesson objective.	Students to discuss and respond to the teacher's question.
Body (20mins)	Pose the question: "What is Littering?" Group students. Teacher to explain to the students what littering with reference to the teachers' background notes above. Teacher asks the students about the effects of littering and Control (Ways) to control the effects of littering. Facilitate students group to present their discussion to the class.	In groups, discuss what littering is. Group leader to report to the class what they have found out regarding the question. Identify and List the effects of littering on the environment and health. Discuss ways to address it. Report their finding and how to address the issues of littering.
Conclusion (5mins)	Ask the students to summarise what they have learned in their lesson. Randomly ask students to share what they have written.	Students write a summary of what they have learned in the lesson. Individual students to share their views to the class.

Performance Assessment

Content Standard	Analyze and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society.		
Topic	Lesson Title	Benchmark	Performance Standard
Addressing Issues in the Community (Littering).	Littering	Analyze and participate constructively in decision-making to address issues in their communities/ settings.	Identify and List the effects of littering on the environment and health. Discuss ways to address it.

Analytic Rubric for Activity in Sample Lesson.

(Place a tick in the appropriate column to show student's performance according to the assigned activity.)

Student Name	Identify and List 5 or more effects of Littering.	Identify and List 3 or more effects of Littering.	Identify and List 1 or more effects of Littering.
A			
B			
C			

Teacher Reflection/Evaluation:

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Suggested lesson titles and VASKS for Lesson Planning

Less#	Topic	LO	Lesson Title	Value	Attitude	Skills	Knowledge
1	Rules and Regulations	Students will be able to: Identify rules and regulations.	Home rules	Appreciate home importance of home rules.	Being Respectful to set home rules Being Obedient to set home rules.	Discuss and compare the kinds of home rules they have in their homes.	Home rules
2			School Rules	Appreciate importance of school rules.	Being obedient to established school rules.	Analyse established school rules.	School rules and consequences.
3			Community Rules.	Appreciate peace, love and freedom in the community. A sense of ownership.	Respect community rules Obey community rules.	Analyze established community rules	Common rules in the communities Penalties of breaking rules.
4		Explore the benefits and impact of rules and regulations.	Benefits of rules and regulation.	Peace and harmony Desire to learn.	Being Responsible	Compare the benefits of rules and regulations	Benefits of rules and regulations.
5			Impacts of rules and regulations.	Adoptable to change Freedom of movement Justice and fairness.	Being assertive and respectful Being Cooperative.	Analyze the impacts of following rules and regulations.	Impacts of rules and regulations.
6	Behaviour Codes	Explore the behaviour codes at school.	School Behavior Codes.	Respect the rules at school. Having safe and peaceful communities.	With respect for quality and excellence of life With a desire to learn.	Exploring behavior codes and code of conduct within the school environment.	Respect the behavior codes and conduct Safety for students Engagement to maintain discipline.
7	Rights, Roles and Responsibilities	Identify rights of citizens.	My rights as a Citizen.	Equality of rights as a citizen Patriotism - Take pride in one - self as a citizen.	Open minded Respect for one self and others.	Explain the meaning of citizen Explain the meaning of my rights Analyze the rights of citizens.	My rights as a Citizen.

			Children's Rights.	Love Justice/ fairness Trustworthy / honesty.	With respect the rights of others Caring and concern?	Examine the children's right is Prioritizing and make awareness for children's rights.	Children's Rights.
		Explain the roles and responsibilities of a citizen.	My Roles and Responsibilities as a citizen in the home.	Encourage them to think of others. Being considerate of others feelings. Be generous to others. Selfless responsibilities.	Develop the willingness to work without being watched. Be enthusiastic to carry out responsibilities. Hard working person. Self-directed in roles and responsibilities.	Making informed decisions in carrying out their roles and responsibilities Prioritize their roles and responsibilities.	My Roles and Responsibilities as a citizen in the home,
			My Roles and Responsibilities as a citizen in the school.	Being responsible by working hard at school Appreciate instructions given by teachers Increased capacity to work independently.	Willingness to work hard Devoted and committed to roles and responsibilities.	Differentiate roles and roles and responsibilities Recognize their roles and responsibilities.	My Roles and Responsibilities as a citizen in the school.
			My Roles and Responsibilities as a Citizen in the community.	Betterment of human kind through my role and responsibilities. Belief in the Common good of the community. Advocate for Non-violence in the community.	Participatory and involvement for community peace and harmony. Show Compassion to through their roles and responsibilities.	Examine the kinds of roles and responsibilities they play in the community, Eradicate illegal activities (drug and alcohol) in the community.	My Roles and Responsibilities as a Citizen in the community.

Citizenship and Society

Unit 1. Active Citizenship and Civic Participation

Content Standard: 3.1. Analyse and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society.

Benchmark 4.3.1.2: Analyze and participate constructively in decision – making to address issues in their communities.

Topic: Addressing Issues in the community – E.g. Littering, Alcohol and Drug abuse, Stealing.

Lesson Titles. Solve Problems of Bullying/swearing, disrespect and graffiti etc.

Learning Objective: Students can Demonstrate various civic skills to solve issues.

Essential VASK

Values	Attitudes	Skills	Knowledge
<ul style="list-style-type: none"> Having equal opportunity and being rational. Being confident and creative. 	<ul style="list-style-type: none"> Caring and Concern citizen. Being positive to address negative issues. Participation in problem solving. 	<ul style="list-style-type: none"> Recognizing steps in problem solving. Describing steps in conflict resolutions._ Applying civic skills to solve problems and make decision. 	<ul style="list-style-type: none"> Use of Civic skills to solve Problems.

Content Background:

In this topic students will be learning about the many issues that they are faced with in their every day lives. They will explore and identify those issues and discuss ways to find solutions to the issues. Some common examples are listed.

- graffiti,
- bullying,
- disrespect
- Swearing, etc...

Students will explore and discuss how to address these negative behaviours by using the steps involved in problem solving.

Teaching and Learning Strategies

Teacher Teaching Notes	Learning Strategies
<p>Pray before the lesson.</p> <p>Teacher introduces the topic and lesson objective and facilitates the lesson activities.</p>	<p>Students work with peers and identify and list common issues that they have experienced.</p> <p>Student to present to class their peer discussions.</p> <p>Students can do group activity.</p>

Assessment: Develop a presentation checklist on negative behaviours and how to address

Resources: Health/Social booklet, charts

References: Social and Health Issues

Strand 3: Citizenship and Society.

Unit 2: Active Citizenship and Civic Participation

Content Standard: 4.3. Analyse and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society.

Benchmark: 4.3.2.3. Analyze and practice responsible viewing of media programs.

Topic: Digital Citizens

Lesson Titles. 1. I am a responsible digital user – watch educational programs.
2. Irresponsible use media technology.

Learning Objective: Students can:

- a) Identify and promote qualities of a responsible digital citizen.
- b) Analyze the impact of being an irresponsible citizen.

Essential VASK:			
Values	Attitudes	Skills	Knowledge
Having a sense of responsibility. Honesty and Trustworthy. Empathy.	<ul style="list-style-type: none"> Being diligent digital user. Responsible use of media technology. Respect for one-self and others. 	<ul style="list-style-type: none"> Explore ways to promote responsible use of digital media. Discuss quality communication skills. 	Distinguish how to be a Responsible digital user.
Self-respect and Honesty. Being logic and mindful (self-consciousness and discipline).	<ul style="list-style-type: none"> Being responsible user of media technology. 	Identify issues that make an irresponsible user of media technology. <ul style="list-style-type: none"> Analyze negative impact of Media Technology. Distinguish ways of avoiding irresponsible use of media technology. 	Understand the consequences of irresponsible use of media technology.

Content Background:

1. I am a responsible digital user – watch educational programs

While students' involvement in formal broadcast media is limited by cost and adult control, information and communication technology provide growing opportunities for students to publicize their views to a wider audience.

An estimated 4 to 10 percent of households in East Asia have internet access, but children's internet access through internet cafes is estimated at 30 to 50 percent in some countries.

Not only are costs of internet access coming down, internet speeds are increasing rapidly and opportunities for internet accesses are growing fast. More and more mobile phones are web enabled, allowing users to download to their handheld device (within the limits of local censorship) the ease of uploading text, photos, films and sound to websites popular with young people, such as You Tube, Facebook and Google.

SMS text messaging and other forms of wireless communication are creating new opportunities for social networking and for political mobilization. Blogs, Podcast, Skype, IMO, Whatsapp and webcams are changing the way some children communicate with each other. The nature of broadcasting is changing and young people are largely driving the change.

Students are powerfully attracted to the basic components of media, music, storylines, images and graphic. They can quickly acquire skills in new media. Many students are more media – literate than their parents. Students also feel a need to make a mark on the world and share their views. The digital technology revolution is providing opportunities to freely express their thoughts and views.

2. Irresponsible use media technology.

The irresponsible use of the media can be a burden on the students' part. Thus, students should be educated on the impacts of media use in their lives.

- Identify issues that make an irresponsible user of media technology.
- Analyze negative impact of Media Technology.
- Distinguish ways of avoiding irresponsible use of media technology.
- Discuss regulatory measures put in place to protect every user and their rights to privacy.
- With the rapid changes taking place in the Information and Communication Technology world, students must be made aware of the benefits of using the media, at the same time, be aware of its negative effects on their day to day lives. There are regulatory measures or laws put in place to protect every user and their rights to privacy in PNG and the world too.

Lesson 1

Teaching and Learning Strategies

Teacher Teaching Notes	Learning Strategies
1. I am a responsible digital user – watch educational programs.	
<p>Pray before the lesson</p> <p>Teacher introduces the topic and lesson objective and facilitates the lesson activities.</p> <p>Teacher ask questions that guide students in meeting the required aims of the activities.</p>	<p>Activity 1. Students in groups identify different media users that they are familiar with(E.g. FB, What Sapp, etc).</p> <p>Activity 2. Students in peers investigate ways to promote responsible use of digital media.</p> <p>Activity 3. Students to present their finding to the class.</p>

Resources: Familiar digital media

References: Findings on responsible use of digital media

Lesson 2

Teacher Teaching Notes	Learning Strategies
2. Irresponsible use media technology.	
Teacher introduces the topic and lesson objective and facilitates the lesson activities.	Group work Peer Individual

Resources: Familiar digital media

References: Findings on responsible use of digital media

Strand 3: Citizenship and Society.

Unit 2: Active: Citizenship and Civic Participation.

Content Standard: 4.3. Analyze and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society.

Benchmark 4.3.2.4: Examine and appreciate PNG's rich diverse culture.

Topic: Our Diverse Cultural Values.

Learning Objective: Students can:

- Examine various PNG cultural values that influence everyday life.
- Explore various culture core beliefs.
- Demonstrate patriotism and PNG values.

Essential VASK:

Lesson Titles	Values	Attitudes	Skills	Knowledge
PNG Cultural Values	<ul style="list-style-type: none"> Respect for one's culture. Open mindedness about cultures of others. Appreciate cultural diversity. 	<ul style="list-style-type: none"> Appreciate different cultural values. Respect and tolerance for diversity in cultural value. 	<ul style="list-style-type: none"> Classify cultural context. Differentiate examples of PNG cultural practices. Exploring main PNG cultures. Compare similarities and differences. 	<ul style="list-style-type: none"> Exploring main PNG cultural values.
Respect for diversity	<ul style="list-style-type: none"> Respect for others culture and beliefs. Sensitivity in participation in cultural activity. Tolerance for one another. 	<ul style="list-style-type: none"> Respect others cultures. Appreciate the diversity in cultures. 	<ul style="list-style-type: none"> Explore different culture in PNG. Compare the similarity and differences. 	<ul style="list-style-type: none"> Respecting each other's culture.
Embracing PNG Values	<ul style="list-style-type: none"> Sense of Belonging. Patriotism. Ownership of PNG values. 	<ul style="list-style-type: none"> Respect for the PNG values. Appreciate Ownership of PNG values. 	<ul style="list-style-type: none"> Explore common PNG values. Analyze and explain why these common values are important. for PNG citizen. 	<ul style="list-style-type: none"> Identify core PNG Values.

Content Background:

PNG Cultural Values

Papua New Guinea is a country with diverse culture heritage and traditions. Recognizing that everyone has unique traditions, values, and beliefs that are important to them (ethnic identity, language, religion and formal/informal community, neighborhood and family connections) helps us to see how we are different but connected.

Lesson 1.

Teaching and Learning Strategies (appendix).

Teaching and Learning Strategies

Teacher Teaching Notes	Learning Strategies
PNG Cultural Values	
<p>Pray before the lesson. Teacher introduces the topic and lesson objective and facilitates the lesson activities.</p> <p>Ask questions that guide students in meeting the required aim of the activities.</p>	<p>Activity 1. Students in groups explore each other's cultural values.</p> <p>Activity 2. Students in groups compare the difference and similarities in their culture.</p> <p>Activity 3. Students to present their finding to the class.</p>

Resources: Community Life. PNG Culture

References: Unique, traditions Values and believes practice

Lesson 2

Teacher Teaching Notes	Learning Strategies
Respect for diversity	
<p>Pray and state the objective. Teacher introduces the lesson by showing picture or video of different dances, lifestyle, food, religion from PNG and other countries.</p>	<p>Students in peer discuss about the picture. Group discussion. In groups compare cultures from the different areas in PNG.</p>

Resources: Community Life. PNG Culture

References: Unique, traditions Values and believes practice

Lesson 3

Teacher Teaching Notes	Learning Strategies
Embracing PNG Values	
<p>Pray before you start the lesson. Teacher introduces the lesson by showing picture or video of different ceremonies. Provide guidance with following ceremonies;</p> <ul style="list-style-type: none"> • Marriage ceremonies. • Initiation ceremonies. • Courtship ceremonies. 	<p>Students in groups Evaluate the pictures or video represent.</p> <p>In their groups share their views.</p>

Resources: Community Life. PNG Culture

References: Unique, traditions Values and believes practice

Strand 3: Citizenship and Society.

Unit 2: Active Citizenship and Civic Participation.

Content Standard: 4.3. Analyze and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society.

Topic: Communication

Benchmarks 4.3.2.5.

1. Analyse and participate constructively in decision-making to address issues in their communities.
2. Analyse and practice responsible viewing of media programs.
3. Examine and appreciate PNG's rich diverse culture.

Lesson Title: Types of Communication skills

Learning Objective: By the end of the lessons; Appreciate PNG diverse culture through media programs

- Participate in addressing issues in the community through social media
- Identify and explain issues in the community

Content Background

What is communication?

Communication is the process by which people exchange information or express their thoughts and feelings. There are several ways of sending and receiving information, such as using radios, telephones/mobiles phones and computers. Through communication, people express themselves so that other people will understand them.

Types of Communication Skills

- Verbal – Speaking and listening.
- Non-verbal – Sign language.
- Visual – relates to seeing (something such as a picture, part of a film or video).

Characteristics of good and bad listeners

Good listeners	Bad listeners
<ul style="list-style-type: none"> • Paying attention to the person talking (listen attentively). • be interested in what is being said. • Does not interrupt the person talking. • Use manners (please or excuse) if you interrupt the person talking. 	<ul style="list-style-type: none"> • Talk while another person is talking. • Showing no interest in the topic of discussion. • Asking the speaker irrelevant questions. • Not using manners where necessary. • Unnecessary interruptions.

PROFICIENCY LEVEL

Strand 3. Citizenship and society

Unit 2: Active Citizenship and Civic Participation

Content Standard 4.3. Analyze and demonstrate civic skills (communication skills to undertake roles, manage conflicts, and solve problems and to make decision) and values in everyday forms of participation in society.

Benchmarks 4.3.2.5. Analyse and participate constructively in decision – making to address issues in their communities.

1. Analyse and practice responsible viewing of media programs.
2. Analyse and practice responsible viewing of media programs.

Strand 3. Unit 2. Proficiency level (holistic rubric)	
LEVEL	LEVEL DESCRIPTORS
SIX Score of 10	At Level 6, students can consistently identify, explain and apply civic and Christian knowledge plus the knowledge about the subject, in a variety of complex life situations. They can link different information sources and explanations and use evidence from those sources to justify decisions. They clearly and consistently demonstrate advanced thinking and reasoning, and they use their understanding in support of solutions to new experiences. Students at this level can demonstrate values and attitudes and use knowledge and skills to develop arguments in support of recommendations and decisions that centre on personal, social or global situations.
FIVE Score of above 8	At Level 5, students can identify the components of many complex life situations, apply both concepts and knowledge about Values Education to these situations, and can compare, select and evaluate appropriate evidence for responding to life situations. Students at this level can use well-developed inquiry abilities, link knowledge appropriately and bring critical insights to situations. They can construct explanations based on evidence and arguments based on their critical analysis.
FOUR Score of above 7	Level 4, students can work effectively with situations and issues that may involve observable experiences requiring them to make inferences about the role of life experiences. They can select and combine explanations from different disciplines and link those explanations directly to aspects of life situations. Students at this level can reflect on their actions and they can communicate decisions using knowledge and evidence.
THREE Score of above 5	At Level 3, students can identify clearly described life issues in a range of contexts. They can select facts and knowledge to explain facts and apply simple models or inquiry strategies. Students at this level can interpret and use basic civic concepts from different disciplines and can apply them directly. They can develop short statements using facts and make decisions based on civic and Christian knowledge.
TWO Score of above 3	At Level 2, students have adequate knowledge to provide possible explanations in familiar contexts or draw conclusions based on simple investigations. They are capable of direct reasoning and making accurate understandings of the results of problem investigation.

Strand 4 | Governance and Leadership

Unit 1: Good Governance

Content Standard 4.1: Explore and evaluate good governance and its application in different contexts.

Benchmark 4.4.1.1: Students will be able to identify the principles of good governance and analyze how they are applied daily.

Topic 1: Principles of Good Governance

Learning Objectives: By the end of this topic, students will be able to;

- Discuss good governance and identify its benefits.
- List and explain the principles of good governance.
- Investigate the consequences of bad governance.

Essential VASKS

Values	Openness Common good Rationality
Attitudes	Participate openly in the discussion on good governance. Caring and concern for others. Open-minded to learn about the consequences of bad governance.
Skills	Generate original ideas in defining good governance and explaining its benefits. Develop reflective skills in identifying and explain principles of good governance. Develop investigative skills to study consequences of bad governance.
Knowledge	Definition of good governance. Benefits of good governance. Principles (Values) of good governance. Consequences of bad governance.

Content Background

Definition of good governance

Good governance refers to the correct processes of decision-making by which public institutions and state must follow to conduct public affairs and manage public resources.

State and public institutions must perform its duties (delivery goods and services) in a manner that promotes the values of efficiency, no corruptibility and must be responsive to civil society's demand.

Benefits of good governance

- Increase business sustainability.
- Good governance builds a positive reputation and a healthy culture within public institution, private and civic society.
- Increase investment opportunities from overseas businesses.

Values (principles) of good governance

Government and public institutions must ensure that correct processes for delivering services promotes the three (3) main values of good governance which are;

- Being responsive to public demands (responsive to present and future needs of society).
- Being transparent in the allocation of resources (ensures corruption is minimized) and.
- Being equitable in the distribution of goods and services (views and voices of minorities are taken into account).

Characteristics of good governance

1. Good governance has eight (8) major characteristics;
2. Participation is the key cornerstone of good governance where there is freedom of association and expression and an organized civil society.
3. Rule of Law – good governance requires fair legal frameworks that are enforced independently and provides full protection of human rights, especially the minorities and the most vulnerable in society.
4. Transparency means that decisions taken and their enforcements are done in a manner that follows rules and regulations. It promotes access to information that should be freely available and written in a language that can be easily understood by all.
5. Responsiveness good governance requires that, institutions and processes try to serve all stakeholders within a reasonable timeframe.
6. Consensus oriented because of the fact that there are many viewpoints in all society, good governance requires mediation of the different viewpoints to reach a broad agreement and that shows best interest of the whole society.
7. Equity and inclusiveness ensure that all members (groups) feel that their concerns and viewpoints are taken into consideration and that they have a stake in it and providing opportunities that improves the wellbeing of the most vulnerable and the minorities.
8. Effectiveness and efficiency in good governance means that processes and institutions make best use of resources in a manner that produce results that meet the needs of society.
9. Accountability is a key requirement of good governance. Governmental institutions, private and civil society must be accountable to the public and their stakeholders.
10. What is bad governance?

Bad governance is the decline in institutional integrity and capacity, aggravated by uninformed actions and further compromised by conflict of interests. Political interference and patronage appointments systematically reduce public sector's institutional autonomy and integrity. This gives rise to non-transparent systems for public sector management and undermines accountability processes.

Governance is a coordination of social life and bad governance is when the economy and the relationships between members of the governing bodies fall apart.

Consequences of bad governance

- High unemployment.
- Disparity in wealth between genders and classes.
- Inability to keep the population interested in politics that leads to low public approval.
- National bankruptcy or debt.
- High poverty.
- High crime rates.
- State-sponsored or unshackled discrimination.
- Government declaring war or pursuing highly controversial policies without the approval of the Parliament.
- Poor international relations.

If you are unable to even represent the citizens that elected you, and your decisions are made personally and without public approval, you are a poor leader.

SAMPLE GUIDED LESSON

Strand 4: Governance and Leadership

Unit 1: Good Governance

Content Standard 4.1: Explore and evaluate good governance and its application in different contexts.

Benchmark 4.4.1.1: Students will be able to identify the principles of good governance and analyze how they are applied daily.

Topic 1: Principles of Good Governance.

Lsn# 1: Benefits of Good Governance.

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

Affective: Willing to openly participate in the discussion of good governance and its benefits.

Psychomotor: Define good governance and list its benefits.

Cognitive: Identify and explain the benefits of good governance.

Resource: Government and leadership booklet

Reference: Benefits of good governance

Key Concepts:

Values	Attitude	Skills	Knowledge
Openness	Participate openly in the discussion on good governance.	Generate original ideas in defining good governance and explaining its benefits.	Definition of good governance. Benefits of good governance.

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction (5 minutes). Introduces the school as an organization (body) governed (ruled) by certain people.	Ask students the following questions; i. What do you like about your school? ii. What do you think you can do to contribute positively to your school? iii. Who takes care of all the welfare of the school?	Listen and answer questions by expressing what they feel about their school and how they can contribute positively to its development.

Body (20 mins)	Activity 1: Teacher Explain governance to students using the school as an example. Refer to teacher's lesson notes and the content background. Listen attentively to understand that a school is an organization that is governed by people. Show students two words written on flash cards; 'Good and Governance'. Ask students to say aloud words that mean the same as 'Good and Governance'. From the oral responses, teacher writes a simple definition of 'Good Governance' and explains what it means.	Guided Practice Allow students to do Activity 1. Walk around the classroom to check that students are answering the question correctly and have understood the concept. Observe, listen and respond orally. Possible answers; control, better, rule, lead, plan, etc..... Listen carefully to the explanation of good governance and write the definition in their exercise books. Do Activity 1. Independent Practice Allow students to do Activity 2 How would you govern your family if you were the head of the family? Do Activity 2.
Conclusion (5 mins)	Ask; students	Students to write two most important words learnt in the lesson on cards and display in the classroom. Write the words on cards and display them in the classroom. Teaching and Learning Activities. Teachers Reflection and Evaluation.

Teachers Reflection and Evaluation

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Sample Assessment Checklist for this lesson

This checklist is to be used in the lesson to assess the learning of students.

Purpose of Assessment:

To measure the progression of a certain level achievement and improve students learning.

Assessment Task:

Resources:

Pencils, A4 papers, markers, coloured pencils.

Instruction

Write two things you have gained as a result of a well-organized school.

Instructions:

- Write YES, if the student is able to write 2 benefits as a result of good governance in the school.
- Write NO, if the student is not able to write 2 benefits as a result of good governance in the school.

Performance Criteria/ standard:

Able to list the benefits of good governance in a school setting.

Performance Assessment Scoring:

Name of Student	Performance Criteria/standard Can list and draw the benefits of good governance in a school setting.
Alphie	NO
Bertha	YES
Carlos	YES
Dodo	NO
Effie	YES

Evaluation (Reporting).

Purpose of Assessment:

To measure the progression of a certain level achievement and improve students learning.

Assessment Task:

How would you govern your family if you were the head of the family?

Resources:

Pencils, A4 papers, markers, coloured pencils

Instructions:

- Place a TICK beside the student's name if the child is able to explain how he or she could govern his or her family.
- Place a QUESTION MARK beside the student's name if the child is not able to explain how he or she could govern his or her family.

Performance Criteria/ standard:

Can explain how to govern a family

Performance Assessment Scoring:

Name of Student	Performance Criteria/standard Can explain how to govern a family
Alphie	✓
Bertha	?
Carlos	?
Dodo	✓
Effie	✓

SUGGESTED LESSON TITLES AND VASKs FOR LESSON PLANNING

Lsn#	Lesson Titles	Values	Attitude	Skills	Knowledge
01	Good governance and its benefits	Openness	Participate openly in the discussion on good governance	Generate original ideas in defining good governance and explaining its benefits.	Definition of good governance. Benefits of good governance.
02	Values of good governance	Common good	Caring and concern for others.	Develop reflective skills in identifying and explain principles of good governance.	Principles (Values) of good governance.
03	Consequences of bad governance	Rationality	Open-minded to learn about the consequences of bad governance.	Develop investigative skills to study consequences of bad governance.	Consequences of bad governance.

Note: That the reporting will be catered for in the Criteria that you design. As agreed, the Rating or Grading will be place on the top of the table (horizontal) and the Criteria on the left side of the table (vertical). See Strand 1 sample below for your information.

Benchmark 4.4.1.1: Students will be able to identify the principles of good governance and analyze how they are applied daily

Topic 2: Principles of Good Governance displayed in the church

Learning Objectives: By the end of this topic, students will be able to;

- Examine common principles of good governance displayed in the church.
- Dramatize principles of good governance displayed in the church.
- Critique the practices of the principles of good governance in your church.

Essential VASKS

Values	<ul style="list-style-type: none"> • Reverence and perseverance. • Betterment of human kind. • Being accountable.
Attitudes	<ul style="list-style-type: none"> • Adaptable to change. • Being responsible individuals. • Being efficient and effective.
Skills	<ul style="list-style-type: none"> • Develop reasoning skills. • Develop interpreting skills from given scenarios/moral stories. • Develop analytical skills from given scenarios/moral stories.
Knowledge	<ul style="list-style-type: none"> • Common principles of good governance displayed in the Church. • Interpretation of values displayed in the story dramatized. • Practical examples of good/bad governance. • Recommendation to improve bad governance practices.

Content Background

Common principles of good governance displayed in the Church

Found in Galatians 5:25 tells us about the Fruits of the Holy Spirit – these are godly values that relates to good governance.

Common principles of good governance displayed in the story dramatized

- Saying sorry and someone asking others to forgive them (that is being accountable and open to be corrected).
- Repaying someone (transparency).
- Helping and supporting church activities like cleaning Church grounds etc. (Participation)
- Being able to listen to others and giving them opportunity to talk or take part in activities in the Church (that is being responsive to other people's need).
- Sharing and caring for one other (being transparent in allocation of resources).
- Paying tithes and offering (being honest, trust worthy and transparent).

Teachers can also look at other examples displayed in the story and relate to characteristics of good governance.

Practical examples of good or bad governance

The practical examples of good governance in Church can be similar to the above good principles of good governance.

Bad governance (practical example)

- No clear direction of what church members must do or participate during a church gathering
- Members gossiping about other members of the church
- Stealing of church offering money and using it to buy personal things and not using to develop or expand church.
- Telling lies and not saying sorry
- Pretending
- Not taking part in church organized activities and waiting for others to do all the work.

Recommendation to improve bad governance practices

Good governance is an ideal, which is difficult to achieve in its totality but we can do some things to improve on bad governance. To do that, actions must be taken to making it a reality.

- Everyone must respect the rule of law.
- Everyone must have the freedom of speech and access information that can be understood.
- Organizations must be energetic and effective and independent.
- Public bodies such as the Ombudsman Commission, ICCC and etc. are important in ensuring both transparency and accountability on the part of the government. They should not be manipulated by individuals or politicians but let them do their job without fear and favor.
- Every member of the society who witness or are victims of corruption MUST report these to respective authorities, such as Transparency International, Ombudsman Commission, and Fraud Squad etc.

Benchmark 4.4.1.2: Students will be able to analyze the importance of having rules

Topic 1: Importance of rules formulate

Learning Objectives: By the end of this topic, students will be able to;

- Investigate the purpose of having rules.
- Explain the importance of having rules and evaluate the consequences of having no rules.
- Formulate personal daily rules that will guide them to be good citizens.

Essential VASKS	
Values	<ul style="list-style-type: none"> • Respect. • Safe and peaceful. • Self-discipline and self-respect.
Attitudes	<ul style="list-style-type: none"> • Act responsibly. • Caring and concern for others. • Being positive.
Skills	<ul style="list-style-type: none"> • Articulate rules. • Problem -solving skills to address issues. • Self-management skills.
Knowledge	<ul style="list-style-type: none"> • Definition of rules. • Purpose of having rules in different contexts. • Importance of having rules. • Consequences of having no rules. • Formulation of guiding rules. • Consequences of not following rules.

Content Background

What are rules?

Rules are set of guidelines or instructions that tell you what you are allowed to do and what you are not allowed to do.

Statements that governs people's conduct or a set of procedures within a particular area.

Importance of rules

- Rules are important because protect vulnerable or weaker class in society as they might be disadvantaged if rules are broken.
- When rules are used in the right way, they protect individuals and members of society live together peacefully and that leads to development.
- Having rules encourages unity and order in communities and improves people's relationship with one another and their environment.

Purpose of having rules

- The purpose of rules is to guide the way people behave and do things in their homes and in the society.
- Rules are set to help people live peacefully with each other and respect the environment in which they live in.

Consequences of no rules

- If there are no rules, there will be no discipline in homes and the community we live in.
- Life is unorganized and leads to chaos in society. There is no peace and this can lead to violence.

Topic 2: Rules in the church

Learning Objectives: By the end of this topic, students will be able to;

- Explain the relationship between common church rules and principles of good governance.

Essential VASKS	
Values	Sensitivity and social inclusion
Attitudes	Tolerate diversity
Skills	Reasoning skills
Knowledge	Common church rules and its relationship to principles of good governance

Content Background

Relationship between common church rules and principles of good governance

- Having church rules guides members of a church to follow the church doctrines. Having church rules maintain order and peace in the church and helps members of the church (people) to relate with one another in a more transparent way and work together peacefully.
- Church rules maintain order and promote participation of members of the church in helping in activities carried out by the church.
- Just like organizations have rules, church rules play an important role in governing the church activities

Benchmark 4.4.2.1: Students will be able to investigate and describe the skills of effective communication.

Topic 3: Skills of Effective Communication

- Learning Outcomes Discuss the importance of effective communication in the Church.
- Describe different types of communication.
- Discuss the characteristics of a good and a bad listener.
- Discuss the characteristics of a good and a bad speaker.
- Engage in a simple conversation by applying speaking and listening skills.

Essential Questions

How do people communicate? Why do we communicate? Who is a good listener? Who is a good speaker?

Basic Communication Skills (practical

Values	Fairness Open-minded Thoughtfulness Confidence Courageous
Attitudes	Being open-minded Being optimistic Being an attentive listener Being assertive Speaks with confidence
Skills	Observation skills Communication skills Listening skills Speaking skills Public speaking skills
Knowledge	Definition of effective communication Importance of effective communication Types of communication (verbal, non-verbal & visual) Listening skills Features of a good and a bad listener Speaking skills Features of a good and a bad speaker Application of speaking and listening skills

Guided Lesson One (1)

Strand 4: Governance

Unit 1: Good Governance

Content Standard 4.1: Explore and evaluate good governance and its application in different contexts.

Benchmark 4.1.1.1: Students will be able to identify the principles of good governance and analyze how they are applied daily.

Topic 1: Principles of good governance

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

1. **Affective:** Willing to openly participate in the discussion of good governance and its benefits.
2. **Psychomotor:** Define good governance and list its benefits.
3. **Cognitive:** Benefits of good governance.

Values	Attitude	Skills	Knowledge
Openness	Participate openly in the discussion on good governance.	Generate original ideas in defining good governance and explaining its benefits.	Definition of good governance. Benefits of good governance.

Teaching and Learning Activities

Lesson Parts	Teacher will	Student will
Introduction (5 minutes)	<p>Ask students the following questions;</p> <ol style="list-style-type: none"> i. <i>What do you like about your school?</i> ii. <i>What do you think you can do to contribute positively to your school?</i> iii. <i>Who takes care of all the welfare of the school?</i> <p>Introduces the school as an organization (body) governed (ruled) by certain people.</p>	<p>Listen and answer questions by expressing what they feel about their school and how they can contribute positively to its development.</p>

Modeling (demonstrating/showing)		
Body (20 minutes)	<p>Explain governance to students using the school as an example.</p> <p><i>'The school is an organization that is ruled by a group of people, such as the head teacher, the school board made up of representatives of parents, students and others. These people make sure the school runs effectively without any problems. They make important decisions that will bring development to the school for the good of the students. Therefore, to govern means to make sure everything is working well as expected.'</i></p>	<p>Listen attentively to understand that a school is an organization that is governed by people.</p>
Guided Practice		
	<p>Show students two words written on flash cards; 'Good and Governance' Ask students to say aloud words that mean the same as 'Good and Governance'.</p> <p>From the oral responses, teacher writes a simple definition of 'Good Governance' and Explains what it means.</p> <p>Allow students to do; Activity 1: <i>Write two things you have gained as a result of a well-organized school.</i></p> <p>Walk around the classroom to check that</p> <p>Students are answering the question correctly and have understood the concept.</p>	<p>Observe, listen and respond orally <i>Possible answers; control, better, rule, lead, plan, etc.....</i></p> <p>Listen carefully to the explanation of good governance and write the definition in their exercise books.</p> <p>Do Activity 1: Possible answers Clean water supply, New classroom, Regular P&C meetings, School uniforms, committed teacher, Clean toilets</p>
Independent Practice		
	<p>Activity 2 How would you govern your family if you were the head of the family?</p>	<p>Do Activity 2</p> <p>Possible answers</p> <ul style="list-style-type: none"> - Set rules for the family to follow - Have regular family meetings - Budget for all members of the family - Train children about basic life skills and values
Conclusion (5 minutes)	<p>Ask;</p> <p>i. Students to write two most important words learnt in the lesson on cards and display in the classroom.</p>	<p>Write the words on cards and display them in the classroom.</p>

Teachers Reflection and Evaluation.....

Unit: 2 Leadership

Content Standard 4.2: Analyze and evaluate the concepts of leadership and effective communication in leadership.

Topic: Types of Leaders

Benchmark 4.2.1.1: Students will be able to investigate the concept of leadership in church.

Lesson No:

Lesson Objectives: By the end of the lesson students will be able to: Be responsible and caring

1. **Affective:** Be respectful towards others and honest in what they do and say.
2. **Psychomotor:** Display leadership skills in how they organize activities.
3. **Cognitive:** Define leadership and list different types of leaders.

Resource: Bible, Types of Government booklet

References: Leadership roles articles

Key concepts.

Values	Attitudes	Skill(s):	Knowledge
Respect/honest	Being responsible and caring	To be able to display leadership skills	Define leader. Define leadership Different types of leaders in the church. How are leaders chosen

Content Background (Teachers Lesson Notes:)

Leader - A leader is a person that leads or is in charge of a group. He or she possesses a combination of personality and leadership skills that make others want to follow his or her direction. A leader is a person that is most successful or advanced in terms of his or her education or qualification. Some examples of leader includes; chief, school principal, captain, prime minister, governor, pastor, priest, director, manager, chairperson, supervisor etc.

Leadership – Being the leader of the group, organization, community etc.

Different types of leaders in the church

- There are many different types of leaders in the church.
- A leader in any Church group is regarded as a very important person by its members.
- Some leaders acquire their positions of responsibility because of their qualifications while others are appointed or elected.

- Church leaders in a community are God fearing people with good moral standing. They use biblical principles to serve, guide and lead others.
- People in community have a lot respect and appreciate what their leaders do for them.

The table below shows how people have become church leaders

How people become leaders	Example of leadership
Qualifications	Pastors, priests, church elders
Appointed	Church leaders,(specific church programs)
Elected	Church chairperson.

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activities	Student Learning Activities
Introduction <i>(plan for 5 minutes)</i>	Show picture of different types of leaders. Ask students which one they would like to emulate in the future. Which one of them is a Church leader?	Students identify name pictures and also express what they would like to be.
Body <i>(Plan for 20 minutes)</i> <i>All activities in the body to be limited to two different Activities. Three lessons will be acceptable only if content allows</i>	Ask students to define the words leader, leadership and church leader. Ask Students to list different types of leaders on chalkboard.	Students orally define words. Students list different types of leaders on the board.
	Write definitions on chalkboard.	Students write meanings of leader, leadership and church leader.
Conclusion <i>(plan for 5 minutes)</i>	Summarize by placing emphasis on leadership in the Church. Ask student to orally define church leadership.	Students answer the question asked.

Teacher Reflection/ Evaluation:

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Sample Guided Lesson

Lesson No:

Strand: Governance and Leadership

Unit: Leadership

Content Standard: Explore and evaluate good governance and its application in different contexts.

Benchmark: 4.4.2.2. Students will be able to investigate and describe the skills of effective communication.

Lesson Title: Characteristics of Listeners.

Lesson Objectives: Students will be able to and can:

- **Affective Objective:** Appreciate and value the importance of good listeners in conversations.
- **Psychomotor Objective:** Develop good listening skills in conversations.
- **Cognitive Objective:** Identify characteristics of a good listener.

Resources: A4 paper, crayons, pencils, markers

References:

Key Concepts:

Attitudes/ Values	Skills	Knowledge
Show respect to people relaying information.	Listening skills	A good listener repeats what has been said in their own words.

Teachers Notes:

This lesson will require students to fully participate to model listening skills. Allow the students enough time to practice in order to see the importance of listening.

Teaching and Learning Activities

Lesson Part	Teacher Teaching Activities	Student Learning Activities
Introduction <i>(plan for 5 minutes)</i>	<i>Moral Activity:</i> Tell a short story about giving instructions to someone to do something but ended up doing the wrong thing.	Students listen to the story.
Body <i>(Plan for 20 minutes)</i> <i>All activities in the body to be limited to two different Activities. Three lessons will be acceptable only if content allows.</i>	Activity 1: Model listening skills by having one student describe a favorite activity and tell why he or she likes it. After two or three minutes, restate what was said by saying, "I heard you say that ..." Have the students tell you ways that you showed you were a good listener.	Pay attention and restate after some minutes.
	Activity 2: Have a directed art lesson. Give each student a piece of paper and pencil, crayons or markers. Have students draw as you give each instruction. Describe, step-by-step, how to draw a simple animal, building, or scene. Let students share their drawings.	Engage in the activity and draw the picture according to the instructions.
Conclusion <i>(plan for 5 minutes)</i>	Conclude the lesson by emphasizing these points <ul style="list-style-type: none"> • Look at the person talking to you • Listen and do not interrupt. • Ask questions to find out more. • Nod or say something to show you understand. • Repeat what you heard in your own words. 	Students take notes.

Teacher Reflection/ Evaluation:

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Performance Assessment- Checklist

Benchmark: 4.4.2.2. Students will be able to investigate and describe the skills of effective communication.

Performance Standard

Students are able to communicate confidently and effectively in a conversation.

Sample Performance Task

Students are able to listen attentively while conversing.

Assessment Task

In pairs do a short presentation on the issue 'Corrupt leaders should be jailed for misappropriation of public money'?

The teacher will use the following checklist to assess the students when they do their oral presentation. Place a tick ()

No.	Students Names	Speaks in a loud clear voice.	Eye contact with audience.	Confident to talk about the issue.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Name:.....

Performance Standard/ Criteria	Advanced (A)	Meet Standard (B)	Progressing (C)	Not yet (D)
Speaks in a loud clear voice.				
Keeps eye contact with audience.				
Is confident to talk about the issue.				

Assessment Monitoring and Reporting

What is Standards-Based Assessment?

In standards-based curriculum, assessment is used to assess students' level of competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors) and measuring, monitoring, evaluating, and reporting their progress towards meeting grade-level and national expectations. Assessment is viewed not only as a measurement activity that is performed after a course or a curriculum topic has been taught (summative), but more importantly, as a continuous process (formative) that provides students' performance data to teachers and students regarding their progress towards achieving the intended standards.

Timely and ongoing assessment of student's learning and mastery of what is learned are keys to the learning process and the attainment of the desired learning outcomes. Throughout the year, teachers will be assessing students' performance and progress towards meeting each grade-level benchmark (expectation) and each content standard (national expectation), and using the data to identify areas where a student or a group of students need more attention, and monitor their progress towards meeting the required standards.

Assessment is also used to evaluate students' progression towards meeting national and grade-level expectations, progression towards mastery of subject content, and demonstration of proficiency on the content standards, grade-level benchmarks, learning or topic objects, lesson objectives, and performance indicators or standards.

Authentic Assessments

Authentic assessments directly measure student's performance through "real life tasks" or "situations" that resemble "real life situations." Authentic assessment is often used synonymously with "performance assessments." Examples; include demonstrations, debates, field work, simulations, problem solving, etc.

Types of Authentic Activities

- Case studies
- Simulations
- Poster Presentations
- Research
- Lab work
- Reflections
- Problem-based activities
- Role Play
- Report/Essay
- Field experience/ report

Advantages of Authentic Activities

- Empower students to take ownership in their learning.
- Learning experience.
- Meaningful, relevant, practical.
- Assess the actual learning experience which means; you do not need to “teach” and then assess, rather you assess actual learning experience while it is actually happening.

A comparison of Authentic Assessment and Traditional Assessment

Authentic Assessments deals with...	Traditional Assessments deals with...
<ul style="list-style-type: none"> • Portfolios, demonstrations, field work, case studies, assignments, lab reports. • Students take an active role in the process. • Qualitative assessments. • Interpretive assessment. • Focuses on process and product. • High level thinking assessment. • Use of rubric/criterion levels evaluation. • Part of teaching and learning Process. • Shows mastery and learning performance. • Generally extends over time. 	<ul style="list-style-type: none"> • Multiple choice tests, true-false, fill in the blanks. • External – teacher driven. • Quantitative testing. • Objective testing. • End product testing. • Standardized or norm referenced. • Isolated facts. • Low level content testing. • Generally occurs in “one setting”.

Performance Standards

In Standards Based Assessment, **Performance Standards** measure students' **performance and proficiency** (using performance indicators) in the use of a specific knowledge, skills, value and attitudes in real life or related situations.

A Performance Standard:

- Provides the basis (**performance indicators**) for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude- in other words, a point of reference.
- Is used to plan for individual instruction to help students not yet meeting expectations (**desired level of mastery and proficiency**) to make adequate progress towards the full attainment of benchmarks and content standards.
- Is used as the basis for measuring students' progress towards meeting the national benchmarks and content standards, which means it is the point of reference.

Proficiency Assessment

- An **assessment that** uses **proficiency indicators** to measure students' levels of mastery and proficiency is a **Proficiency Assessment**.
- The Proficiency Assessment can be utilized at the end of a Grade or Level Benchmark for evaluating, reporting and monitoring students' level of proficiency or quality towards full attainment of national benchmarks and content standards.
- **Proficiency Assessments** can be **Value Oriented, Performance Oriented, Process Oriented** and/or **Product Oriented**.

Purpose of Standards-based Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching. The purposes of assessment are to:

- improve students' learning, levels of proficiency, and progress towards meeting the expected standards; provide data that teachers, schools and Department of Education can use to make informed decisions about how to improve the quality of teaching and learning in the education system;
- inform teachers about the progress of students towards meeting grade-level and national expectations (standards) and enable them to adjust their lesson planning, instruction, and assessment to improve student learning and proficiency levels;
- inform parents and guardians about their children's achievements and status of progress towards meeting national standards; and what needs to be done to close the gaps and enable the children to make the progress required to meet these standards, and
- provide information for schools and systems about teaching strategies, resource allocations and curriculum; and other educational institutions, employers and the community about the achievements of students in general or of particular students.

Types of Assessment

1. Diagnostic Assessment

Diagnostic assessment can be thought of as "testing that occurs before instruction or teaching." A diagnostic assessment or pre-assessment often focuses on one area or domain of knowledge. It can provide educators with information about each student's prior knowledge before beginning instruction. You can use a diagnostic assessment to assist them in developing lesson plans and providing differentiated instruction to meet children's needs.

2. Formative Assessment

Formative assessment is embedded within the instructional process. A simplified but perhaps helpful way to think about formative assessment is that it is given during instruction or during teaching.

Formative assessment can be used to determine what needs or topics have to be addressed next with a student. A parent can use a formative assessment to find the gaps between what children have learned and where they are struggling.

A formative assessment not only includes tests and homework but can also be an interactive process with the students. For example, discussions with children can include letting them write questions and answers prior to learning a topic. Research shows that descriptive feedback is also a very valuable component of the formative assessment process. Pointing out to children what specifically they did well, including links to other resources and specific suggestions for improvement, can help them reach the next level of learning.

3. Assessment For Learning

Assessment For Learning (AFL) is a form of FORMATIVE assessment. Assessment for Learning happens during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work.

“In Assessment for Learning, teachers use assessment as an investigative tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. The wide variety of information that teachers collect about students’ learning processes provides the basis for determining what they need to do next to move student learning forward. It provides the basis for providing descriptive feedback for students and deciding on groupings, instructional strategies, and resources.”

Teachers’ Roles in Assessment For Learning

“Assessment For Learning (AFL) occurs throughout the learning process. It is interactive, with teachers aligning instruction, identifying particular learning needs of students or groups, selecting and adapting materials and resources, creating differentiated teaching strategies and learning opportunities for helping, individual students move forward in their learning, Providing immediate feedback and direction to students.

“Teachers also use assessment for learning to enhance students’ motivation and commitment to learning. When teachers commit to learning as the focus of assessment, they change the classroom culture to one of student success.”

Summative Assessment

A summative assessment is typically given to children after a specific point in instruction to measure their understanding of a subject. Some examples of summative assessments include high stakes tests, standardized state and national exams, district or interim tests, midterms and final exams.

Summative assessments can also be used to check their mastery of a subject every few weeks or months. Many textbooks include questions for parents to use for a summative assessment based on the instruction provided. While summative assessments are important, many people feel that the information

gleaned from them does not occur frequently enough for summative assessments to inform instruction at the classroom level. This is where formative assessment comes in.

Assessment Of Learning

The purpose of this kind of assessment is usually SUMMATIVE and is mostly done at the end of a task, unit of work etc. “It is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to outside groups (e.g. other educational institutions).”

“Assessment Of Learning (AOL) is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures. It is important, then, that the underlying logic and measurement of assessment of learning be credible and defensible.”

Teachers’ Roles in Assessment Of Learning

“Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.” Effective assessment of learning requires that teachers provide:
a rationale for undertaking a particular assessment of learning at a particular point in time; clear descriptions of the intended learning;
processes that make it possible for students to demonstrate their competence and skill.

Assessment As Learning (AAL)

Through this process students are able to learn about themselves as learners and become aware of how they learn – become meta cognitive (knowledge of one’s own thought processes). Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be. Assessment helps students to take more responsibility for their own learning and monitoring future progression.

- Assessment as Learning: Monitoring Metacognition.
- What is the purpose of learning these concepts and skills?
- What do I know about this topic?
- What strategies do I know that will help me learn this?
- Am I understanding these concepts?
- What are the criteria for improving my work?
- Have I accomplished the goals I set for myself?

Teachers' Roles in Assessment as Learning

“The teachers’ role in promoting the development of independent learners through assessment as learning is to:

- Model and teach the skills of self-assessment;
- guide students in setting their own goals, and monitoring their progress toward them;
- provide exemplars and models of good practice and quality work that reflect curriculum outcomes;
- work with students to develop clear criteria of good practice;
- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with ambiguity and uncertainty that is inevitable in learning anything new.
- provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors;
- monitor students’ meta cognitive processes as well as their learning, and
- provide descriptive feedback;
- create an environment where it is safe for students to take chances and where support is readily available.

Assessment As Learning Feedback

“Complex skills, such as monitoring and self-regulation, become routine only when there is constant feedback and practice using the skills. Effective feedback challenges ideas, introduces additional information, offers alternative interpretations, and creates conditions for self-reflection and review of ideas... If all feedback does is provide direction for what students need to do- that is, the feedback doesn’t refer to students’ own roles in moving forward to the next learning-they will perpetually ask questions like Is this right? Is this what you want? Rather, feedback in assessment as learning encourages students to focus their attention on the task, rather than on getting the answer right. It provides them with ideas for adjusting, rethinking, and articulating their understanding, which will lead to another round of feedback and another extension of learning.”

Benchmark Assessment

Benchmark assessment is used as a measure of achievement of grade level content standards. Benchmark assessment can be done for a strand, unit, grade, or for each phase of schooling at the end of grade

Levels of Benchmarks

a) Strand Benchmarks

The Strand Benchmark is a measure to be used at the end of Grade 12. It is intended to be a national benchmark and can be used to determine a national performance standard.

b) Unit Benchmarks

The Unit Benchmark is a measure to be used at the end of each level or cluster; at the end of Preparatory, Grade 3, Grade 6 and Grade 10.

- A Preparatory and Grade 3 Benchmark can be determined by the school or community.
- A grade 6 Benchmark can be determined by the District.
- A grade 10 Benchmark can be determined by the Province.

c) Grade Benchmark

The Grade Benchmark is a measure to be used at the end of each grade.

Types of Performance-Based Assessment

There are three (3) types of performance-based assessments, all of which are designed to measure how well and to what extent students are able to apply their theoretical knowledge to practical situations.

1. Process-Oriented Assessment

Process-oriented assessment is a means of performance-based assessment whereby students are assessed on their powers of reasoning and self-motivation. Process-oriented assessment, which might involve self-assessment checklists or journals, gives students the opportunity to evaluate their own learning and set targets for improvement. Naturally, they must first be aware of the criteria by which they are assessed.

Process oriented assessment is concerned with the actual task performance rather than the output or product of activity. It is also important to focus on the processes which the student undergo in order to arrive at these products and outputs rather than to focus only on the actual products or output.

Process assessment focuses on the steps or procedures underlying a particular ability or task, i.e., the cognitive steps in performing a mathematical operation or the procedure involved in analyzing a blood sample. Because it provides more detailed information, process assessment is most useful when a student is learning a new skill and for providing formative feedback to assist in improving performance.

2. Product-Oriented Assessment

Product oriented performance assessment only considers the final product, regardless of how the result was achieved. Process oriented achievement focuses on how the final result was achieved, not the final product of the effort itself.

Product assessment focuses on evaluating the result or outcome of a process. Using the above examples, we would focus on the answer to the math computation or the accuracy of the blood test results. Product assessment is most appropriate for documenting proficiency or competency in a given skill, i.e., for summative purposes. In general, product assessments are easier to create than product assessments, requiring only a specification of the attributes of the final product.

Product-oriented learning assessments focus on evaluating the results of a learning process. Meeting a criteria becomes the basis for the learning assessment. Products are the tangible results of a student's learning. They include reports, papers and multimedia clips, and they are typically completed by students as homework assignments or projects.

Product-oriented or summative learning assessments ask students or workers to complete a task. The evaluator then rates the students' or workers' results based on a criteria. This type of evaluation provides evidence of a person's competency in completing a task. For example, a worker is tested on handling cash. To pass the evaluation, the worker needs to be within a \$5.00 margin and complete the task within 30 minutes. Product-oriented assessments do have one drawback: they don't evaluate the depth of the worker's knowledge.

Performance Assessment

Performances are similar to products, but they are presented within the classroom environment, that is, under the teacher's observation. They include spoken presentations, dramatic performances, practical demonstrations and class debates and are observed through performance indicators or evidence outcomes. Examples of performance based assessment include; Student Portfolios, Presentations, Science Projects etc.

How to Develop a Performance Assessment

When Planning (developing) a Performance Assessment, always remember that;

- all the assessments tasks that are designed should allow every individual student to improve their learning;
- ascertain (determine) whether they are really progressing towards a certain level of achievement or not;
- plan how to score the performance;
- develop Performance Criteria.

Follow the following steps when developing a Performance Assessment to ascertain students' performance levels;

- Step 1:** Identify what (content) to assess.
- Step 2:** Clearly describe the purpose of assessment (What is that you intend to do by assessing students' performance?)
- Step 3:** Construct the performance assessment and tasks.
- Step 4:** Define what proficiency means (What does proficient mean? How will I/we communicate what mastery or proficiency means? What does quality mean? How good is good enough? What does quality means to the teacher, students, and parents? in terms of students' level of performance.
- Step 5:** Devise a scoring method for scoring students' performance (On what basis will the students' performance be evaluated? Performance standards, criteria, or indicators).
- Step 6:** Develop a descriptor for each performance standard or criteria (What are the characteristics of students' performance with respect to a particular criterion or performance standard, on which assessment or evaluation is focused? e.g. effectiveness, identify all reasons for developing caring relationships, consistency, expectations, frequency, specific and complete).
- Step 7:** Identify qualifiers for performance levels (Qualifiers are used to define each of the levels of performance (e.g. all for proficient, few for progressing, one for not yet, Excellent – Answers are specific. Artwork, specific examples, details that support answers are included. Good work – Answers are specific and complete, Good attempt – Most answers are specific and complete. One or two items may be missing or incomplete. Poor work – Few answers are specific or complete).

Scoring Methods for Performance Assessment

Assessment can be scored during or after the students have completed the assessment task. However, it is best done during a lesson- using a checklist, rating scales & rubrics.

A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Rubrics have two major aspects: coherent sets of criteria and descriptions of levels of performance.

Rubrics include;

1. descriptions of the task;
2. the scales to be used;
3. the dimensions of the task;
4. the description of each dimension on the scale.

Rubrics are descriptive and not evaluative. Of course, rubrics can be used to evaluate, but the operating principle is to match the performance to the description rather than “judge” it. Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each. Effective rubrics have appropriate criteria and well-written descriptions of performance.

Types of Rubrics

There are two types of rubrics: holistic and analytic.

A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately. In contrast, with an analytic rubric, the teacher scores separate, individual parts of the product or performance first, then sums the individual scores to obtain a total score.

Analytical Rubric

Analytic rubrics describe work on each criterion separately. For most classroom purposes, analytic rubrics are best. Focusing on the criteria one at a time is better for instruction and better for formative assessment because students can see what aspects of their work need what kind of attention. Focusing on the criteria one at a time is good for any summative assessment (grading) that will also be used to make decisions about the future—for example, decisions about how to follow up on a unit or decisions about how to teach something next year.

Sample 1:

Performance Standard/Criteria	<div> <div>Qualifier</div> <div>Descriptor</div> </div>			
	Advanced	Proficient	Progressing	Not Yet
Identify reasons for developing caring relationships.	Identify and explain all the reasons for developing caring relationships.	Identify all the reasons for developing caring relationships.	Identify only a few of the reasons for developing caring relationships.	Identify only one reason for developing caring relationships.
Explain the reasons for developing caring relationships.	Explain all the reasons for developing caring relationships and provide an in-depth justification for some of the reasons.	Explain all the reasons for developing caring relationships.	Explain only a few of the reasons for developing caring relationships.	Explain only one reason for developing caring relationships.

Holistic Rubrics

Holistic rubrics describe the work by applying all the criteria at the same time and enabling an overall judgment about the quality of the work. Holistic rubrics are based on criteria for good work and on observation of how the work meets those criteria.

One classroom purpose for which holistic rubrics are better than analytic rubrics is the situation in which students will not see the results of a final summative assessment and you will not really use the information for anything except a grade. Some high school final examinations fall into this category. Grading with rubrics is faster when there is only one decision to make, rather than a separate decision for each criterion.

Sample 1:

Score Range (/20)	Percentage	Grading	Descriptors
17- 20	85-100%	A	
13 - 16	65-84%	B	
12 - 15	60-64%	C	
11 and below	59% and below	D	

Criteria	Performance Standards
BEYOND	Beyond Standard(s) Advanced in Performance and Understanding.
	Consistently demonstrates advanced conceptual mathematical understandings. Consistently generates tasks that make connections between and among mathematical ideas. Consistently applies strategies to unique situations. Consistently demonstrated confidence to approach tasks beyond the proficiency level for grade. Consistently initiates mathematical investigations.
CONSISTENT	Meet Standard(s). Proficient in Performance and Understanding.
	Consistently demonstrates understanding of mathematical standards and cluster at the grade level. Consistently demonstrated conceptual understanding. Consistently applies multiple strategies flexibly in various situations. Understands and fluently applies procedures with understanding. Consistently demonstrates perseverance and precision. Constructs logical mathematical arguments of thinking and reasoning. Uses mathematical language correctly and appropriately.
	Progressing. Not Yet Proficient in Performance and Understanding.
	Inconsistently uses tools appropriately and strategically. Demonstrates inconsistent understanding of key mathematical ideas at grade level. Demonstrates inconsistent conceptual understanding of key mathematical ideas at grade level. Inconsistent in understanding and application of grade level appropriate strategies. Depends upon assistance of teacher and/or peers to understand and complete tasks. Needs additional time to complete tasks. Applies models of mathematical ideas inconsistently.
SELDOM	Not Yet. Limited Performance and Understanding.
	Exhibits minimal understanding of key mathematic ideas at grade level. Rarely demonstrates conceptual understanding. Seldom provides precise response. Seldom use appropriate strategies. Consistently requires assistance and alternative instruction. Use tools inappropriately to model mathematics.

The purpose of rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. The main purpose of rubrics is to assess performances. For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

Rubrics

1. Are marking schemes.
2. Can be used for any assessment especially performance review or authentic assessments.
3. Criterion for evaluation.
4. Used to assess students learning.
5. Include a range of formats but include.
 - a. What you want your students to demonstrate?
 - b. Criterion for evaluation
 - c. Levels of expectations

Reasons for Creating Rubrics/Marking schemes

Rubrics or marking schemes are created for different categories.

1. Categories to assess-different components or elements that will assess:
 - Factual information.
 - Application.
 - Analysis.
 - Writing Skills.
2. Criterion for assessment:
 - Accuracy
 - Completeness..
 - Length or number of examples.
 - Supported with research.
 - Range of answer.
 - Description and support.
3. Levels or points 3-5 levels:
 - Exemplary. Proficient, acceptable, not acceptable.
 - Excellent, good, fair, poor.
 - 10 points, 5 points, 1 point.

Types of Performances that can be assessed with Rubrics are presented below.

Types of Performances		Examples
Processes	<ul style="list-style-type: none"> Physical Skills. Use of equipment. Oral Communication. Work habits, behaviors and attitudes. 	<ul style="list-style-type: none"> Playing a musical instrument. Doing a forward roll. Preparing a slide for a microscope. Making a speech to a class. Reading aloud. Conversing in foreign language. Working independently.
Products	<ul style="list-style-type: none"> Constructed objects. Written essays, themes, reports, term papers. Other academic products that demonstrate understanding of concepts. 	<ul style="list-style-type: none"> Wooden bookshelf. Set of welds. Handmade apron. Watercolor painting. Laboratory report. Term paper on theatrical conventions in Shakespeare's day. Written analysis of the effects of the Marshall Plan. Model or diagram of a structure (atom, flower, planetary system, etc). Concept map. A 3 year plan. A budget.

Advantages and Disadvantages of Different Types of Rubrics

Rubrics are usually categorized by two different aspects of their composition: One is whether the rubric treats the criteria one at a time or together. The other is whether the rubric is general and could be used with a family of similar tasks or is task-specific and only applicable to one assessment. *Figure 1.2*, describes the different types of rubrics and the advantages and disadvantages of each.

HOLISTIC OR ANALYTICAL JUDGMENTS?			
Type of Rubric	Definition	Advantage	Disadvantage
Analytic	<ul style="list-style-type: none"> Each criterion (dimension, trait) is evaluated separately. 	<ul style="list-style-type: none"> Gives diagnostic information to teacher. Gives formative feedback to students. Easier to link to instruction than holistic rubrics. Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores. 	<ul style="list-style-type: none"> Takes more time to score than holistic rubrics. Takes more time to achieve inter-rater reliability than with holistic rubrics.
Holistic	<ul style="list-style-type: none"> All criteria (dimensions, traits) are evaluated simultaneously. 	<ul style="list-style-type: none"> Scoring is faster than with analytic rubrics. Requires less time to achieve inter-rater reliability. Good for summative assessment. 	<ul style="list-style-type: none"> Single overall score does not communicate information about what to do to improve. Not good for formative assessment.
Description of Performance: General or Task-Specific?			
General	<ul style="list-style-type: none"> Description of work gives characteristics that apply to a whole family of tasks (e.g., writing, problem solving). 	<ul style="list-style-type: none"> Can share with students, explicitly linking assessment and instruction. Reuse same rubrics with several tasks or assignments. Supports learning by helping students see “good work” as bigger than one task. Supports student self-evaluation. Students can help construct general rubrics. 	<ul style="list-style-type: none"> Lower reliability at first than with task-specific rubrics. Requires practice to apply well.
Task-Specific	<ul style="list-style-type: none"> Description of work refers to the specific content of a particular task (e.g., gives an answer, specifies a conclusion). 	<ul style="list-style-type: none"> Teachers sometimes say using these makes scoring “easier.” Requires less time to achieve inter-rater reliability. 	<ul style="list-style-type: none"> Cannot share with students (would give away answers). Need to write new rubrics for each task. For open-ended tasks, good answers not listed in rubrics may be evaluated poorly.

Designing Scoring Rubrics for Performance Standards

Rubrics are rating scales—as opposed to checklists—that are used with performance assessments. They are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments. Rubrics are typically the specific form of scoring instrument used when evaluating student performances or products, resulting from a performance task.

Template for Holistic Rubrics

Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are Included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

Template for Analytic Rubrics

Criteria	Beginning	Developing	Accomplished	Exemplary	Score
Criteria 1	Description reflecting Beginning.	Description reflecting movement toward mastery level of performance.	Description reflecting achievement of mastery level of Performance.	Description reflecting of highest level of Performance.	
Criteria 2	Description reflecting beginning level performance.	Description reflecting movement toward mastery level of performance.	Description reflecting achievement of mastery level of Performance.	Description reflecting of highest level of Performance.	
Criteria 3	Description reflecting beginning level performance.	Description reflecting movement toward mastery level of performance.	Description reflecting achievement of mastery level of Performance.	Description reflecting of highest level of Performance.	
Criteria 4	Description reflecting beginning level performance.	Description reflecting movement toward mastery level of performance.	Description reflecting achievement of mastery level of Performance.	Description reflecting of highest level of Performance.	

Steps in designing of Scoring Rubrics

A step-by-step process for designing scoring rubrics for classroom use is presented below.

The steps for the 2 sample scoring rubrics are being summarized in the diagram that follows these steps.

- Step 1:** Re-examine the learning objectives to be addressed by the task. Ibis allows you to match your scoring guide with your objectives and actual instruction.
- Step 2:** Identify specific observable attributes that you want to see as well as those you don't want to see your students demonstrate in their product, process, or performance. Specify the characteristics, skills, or behaviours that you will be looking for, as well as common mistakes you do not want to see.
- Step 3:** Brainstorm characteristics that describe each attribute. Identify ways to describe above average, average, and below average performance for each observable attribute identified in Step 2.
- Step 4a:** For holistic rubrics, write thorough narrative descriptions for excellent work and poor work incorporating each attribute into the description. Describe the highest and lowest levels of performance combining the descriptors for all attributes.
- Step 4b:** For analytic rubrics, write thorough narrative descriptions for excellent work and poor work for each individual attribute. Describe the highest and lowest levels of performance using the descriptors for each attribute separately.
- Step 5a:** For holistic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for the collective attributes. Write descriptions for all intermediate levels of performance.
- Step 5b:** For analytic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for each attribute. Write descriptions for all intermediate levels of performance for each attribute separately.
- Step 6:** Collect samples of student work that exemplify each level. These will help you score in the future by serving as benchmarks.
- Step 7:** Revise the rubric, as necessary. Be prepared to reflect on the effectiveness of the rubric and revise it prior to its next implementation.

Designing Scoring Rubrics: Step-by Step Procedure

Step 1: Re-examine the learning objectives to be addressed by the task.

Step 2: Identify specific observable attributes that you want to see, as well as those you don't want to see your students demonstrate in their product, process, performance.

Step 3: Brainstorm characteristics that describe each attribute.

For Holistic Rubrics

For Analytic Rubrics

Step 4a:

- Write thorough narrative descriptions for excellent work, and
- poor work incorporating;
- each attribute into the description.

Step 5a:

- Write thorough narrative descriptions for
- excellent work, and
- poor work, for
- each individual attribute.

Step 4b:

- Complete the rubric by describing other levels on the continuum that ranges from; excellent work, to
- poor work;
- for the collective attributes.

Step 5b:

- Complete the rubric by describing other levels on the continuum that ranges from
- excellent work, to poor work
- for each attribute.

Step 6: Collect samples of student work that exemplify each level.

Step 7: Revise the rubric, as necessary.

Designing Scoring Rubrics: Step-by Step

1. Scoring assessment using a Checklist

Check lists are one of the easiest methods of scoring assessment tasks. The criteria i.e. skills, cues or tasks are considered separately according to whether they have been accomplished.

Types of Checklists include

- Yes/No.
- Tick/Cross.
- Circling.
- Narrow scale, e.g. Sometimes, rarely, never.
- Colouring.
- Symbols (signifiers), e.g. pictures, facials, artifacts, signs, drawings, concept maps).

Advantages of using Checklists

- They are easy to understand so that young students can use them to evaluate their own performance.
- They are simple for students to use.
- Easy to develop.
- Focuses attention on one criterion at a time.

Sample Checklist:

Name: Class:.....

Instruction:

Each partner gets three hand throws to the target. Watch you partner throw; if he or she steps with the opposite (left or right) foot when throwing, mark a smiley face in the circle. If your partner does not step with the opposite (left or right) foot for a throw, mark an X in the circle.

Example:

Did step with my opposite (left)_foot?

.....



Did step with my opposite (left)_foot?

.....

Name of Partner 1: _____ Name of Partner 2: _____

	Hand throw 1	Hand throw 2	Hand throw 3
Partner 1			
Partner 2			

2. Scoring assessment using Rating Scales

Rating Scales are a type of checklists that judge the degree to which a criteria is met. They generally have a scale of between 1-6 options.

Types of Rating Scales

A. Frequency Rating Scales

Frequency (Consistency), e.g. Always, Sometimes, Rarely, Never

B. Grade Rating Scales

Grade rating scales can be used for both formative and summative assessment of students' performance. They indicate students' level of performance.

Grades. For instance: A, B, C or D

Sample 1.

Performance Standard/Criteria	A (80-100%)	B (70-79%)	C (60-69%)	D (50-59%)
Identify reasons for developing caring relationships	Identify and explain the reasons for developing caring relationships	Identify all the reasons for developing caring relationships	Identify only a few of the reasons for developing caring relationships	Identify only one reason for developing caring relationships
Explain the reasons for developing caring relationships	Explain all the reasons for developing caring relationships and provide an in-depth justification for some of the reasons	Explain all the reasons for developing caring relationships	Explain only a few of the reasons for developing caring relationships	Explain only one reason for developing caring relationships
Identify reasons for fostering caring relationships	Identify and explain all the reasons for fostering caring relationships	Identify all the reasons for fostering caring relationships	Identify only a few of the reasons for fostering caring relationships	Identify only one reason for fostering caring relationships
Explain the reasons for fostering caring relationships	Explain all the reasons for fostering caring relationships and provide an in-depth justification for some of the reasons	Explain all the reasons for fostering caring relationships	Explain only a few of the reasons for fostering caring relationships	Explain only one reason for fostering caring relationships

C. Number Rating Scale

Number scales. *For example;*

Not all true			Very true	
1	2	3	4	5

Advantages

Like checklists they are easy to administer, develop and understand although they are more subjective.

They are very effective for peer assessment activities.

Measures one criteria or performance standard at a time

Assessment methods and strategies

Assessment methods or strategies are means and ways teachers use to assess a standard. Teachers may apply a range of assessment methods to gather evidence of students' learning through formal and informal assessment. Teachers are encouraged to ensure that assessment is fairly done by selecting the most suitable method to conduct a particular assessment task. Provided below are suggested methods to be used when assessing Grade 3 students in the affective domain;

- observations;
- talking with students/conferencing;
- work samples;
- tests.

Observations

The observation method of assessment is assessing students by listening and looking out for students' attitude, skills and knowledge when working as a group or as an individual to complete a task. It allows teachers to observe and record significant learning from individual students. When observing, teachers can use;

- checklists and note taking;
- running record sheets;
- watching working progress;
- general observation.

Observations can be managed very easily by observing selected students each day while they are participating in learning activities and assessment tasks. Unplanned observations are useful and can happen at any time during the day.

Conferencing

Conferencing is a method where the teacher meets with students to;

- talk to them;
- ask open ended questions;
- tell stories with fables, morals and ask open-ended questions based on the story;
- listen to students' explanations and opinions.

When conferencing, teachers find out what students know, can do and feel about their learning. Conferencing can be held with individual students or a small group of students. It requires good planning and organisation for a successful conferencing.

Work Samples

Another assessment method used often is the analysing samples of students' work. Teachers use assessment criteria from the assessment task to judge the quality of each child's work. Students' work samples may include:

- Assignments.
- Projects.

Tests

Tests are an important assessment method that should be integrated into regular classroom activities. They are useful for assessing students' attitude, skills and knowledge of CCVE subject content. Tests can be oral or written.

Glossary

WORD	MEANING
Ability	Being able to perform or do something successfully.
Adulthood	A stage in life when a person is physically mature and more in control of his or her life, being responsible for their own choices and actions. They should be in a position to set their own goals and works towards achieving their goals.
Adolescence	Period of life after puberty when a child goes through the physical, emotional and social changes to become an adult.
Abusive	Using unkind, cruel or rude language or actions.
Behave	The way a person acts in a particular way that expresses general character in response to situations or to other people.
Behaviour	The way individuals behave.
Bullying	Maltreatment or harassment or abuse of power and position.
Character	The set of qualities that makes an individual unique.
Civic Participation	Working to make a difference in the communities and the country by promoting the quality of life through political and non-political processes.
Civic Principles	Fundamental truth that serves as the foundation for a system of belief or behaviour belonging to a community.
Civic Values	Civic Values are the values we learn to respect as citizens, as set forth in the Declaration of Independence and the Preamble to the Constitution.
Customs	An established way of living which is typical for a particular group of people, for example, bride price or feast.
Ceremony	A formal celebration that is always performed in the same way such as a wedding.
Counseling	Giving people advice as part of your job. For example, a school counsellor gives advice to students who need it.
Culture	All the ways of believing and acting associated with a certain group of people including customs, ideas, beliefs, values and tools.
Decision Making	The steps or process taken for one to choose between options and coming to a conclusion.
Disability	When normal human activity is affected by the loss of a body part or body function.
Discrimination	Treating a person differently because they belong to another group.
Domestic violence	Violence that occurs within families: for example, mother against father, parent against children or adult children against younger children.
Drugs	A drug is any chemical substances that changes the physical, mental or emotional state of the body.
Depression	Is a mental state in which the person feels extremely unhappy and has no enthusiasm for anything.
Extended family	A large family group that includes children, parents, grandparents, aunts, uncles, cousins and other relatives.
Gambling	The act or habit of betting money, for example, in card games, horse-racing or poker machines.
Humiliation	The feeling of embarrassment by having lost your pride and seem to be helpless and stupid.

Harassment	Actions that are unwelcome and intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems.
Identity	Refers to the individuality, uniqueness, character's of an individual or a group of people.
Leaders	Individuals who lead or command a group, an organization or a country.
Leisure	A time free of work or duty when we can choose to do things for fun, enjoyment and relaxation.
Menarche	The time at which the period begins in a girl. Menarche may occur at any time between the ages of 10 and 18.
Nuclear family	A family consisting only of parents and their children, not including aunts, uncles, cousins and other family members.
National identity	The pride, respect and love that we have for our country that we show through our actions to other countries.
Passive smoking	When someone breathes in smoke from another person's smoking.
Personality	A person's attitudes, interests, behavioral patterns, emotional responses, social roles, and other individual traits that endure over long periods of time.
Percept	A concept that depends on recognition by the sense, such as sight of some external object or phenomenon 2) an object or phenomenon that is perceived.
Potentials	Person having or showing hidden qualities or abilities and capacity that may be developed and lead to future success or usefulness.
Prejudice	Prejudgment is the formation of an opinion or feeling without sufficient knowledge, thought or reason.
Physiological	Changes due to the way a person's body functions.
Psychomotor Domain Qualities	The area of learning about 'doing' and is concerned about the use of motor skills and physical movement. An individual's characteristic.
Rituals	One or more ceremonies or customary acts which are always done in the same way, for example initiation and mass procession.
Roles	A prescribed or expected behavior associated with a particular position or status in a group or organization.
Role Model	A person with acceptable behavior and good characters at all times.
Rule of Law	The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.
Self-esteem	An individual's confidence in his or her own merit.
Self-image	The opinion that one has of his or her own worth, attractiveness or intelligence.
Sin	A person's act, thought or behavior that is against the law or teachings of a religion.
Social Problem	A problem that affects societies.
Social pressure	The pressure from events and customs happening around you, the way people relate to each other and the impact this has on your situations and behavior.
Statues	Is a free-standing sculpture in which the realistic, full-length figures of persons or animals or non-representational forms are carved in a durable material.
Virtue	The quality of being morally good or righteous.

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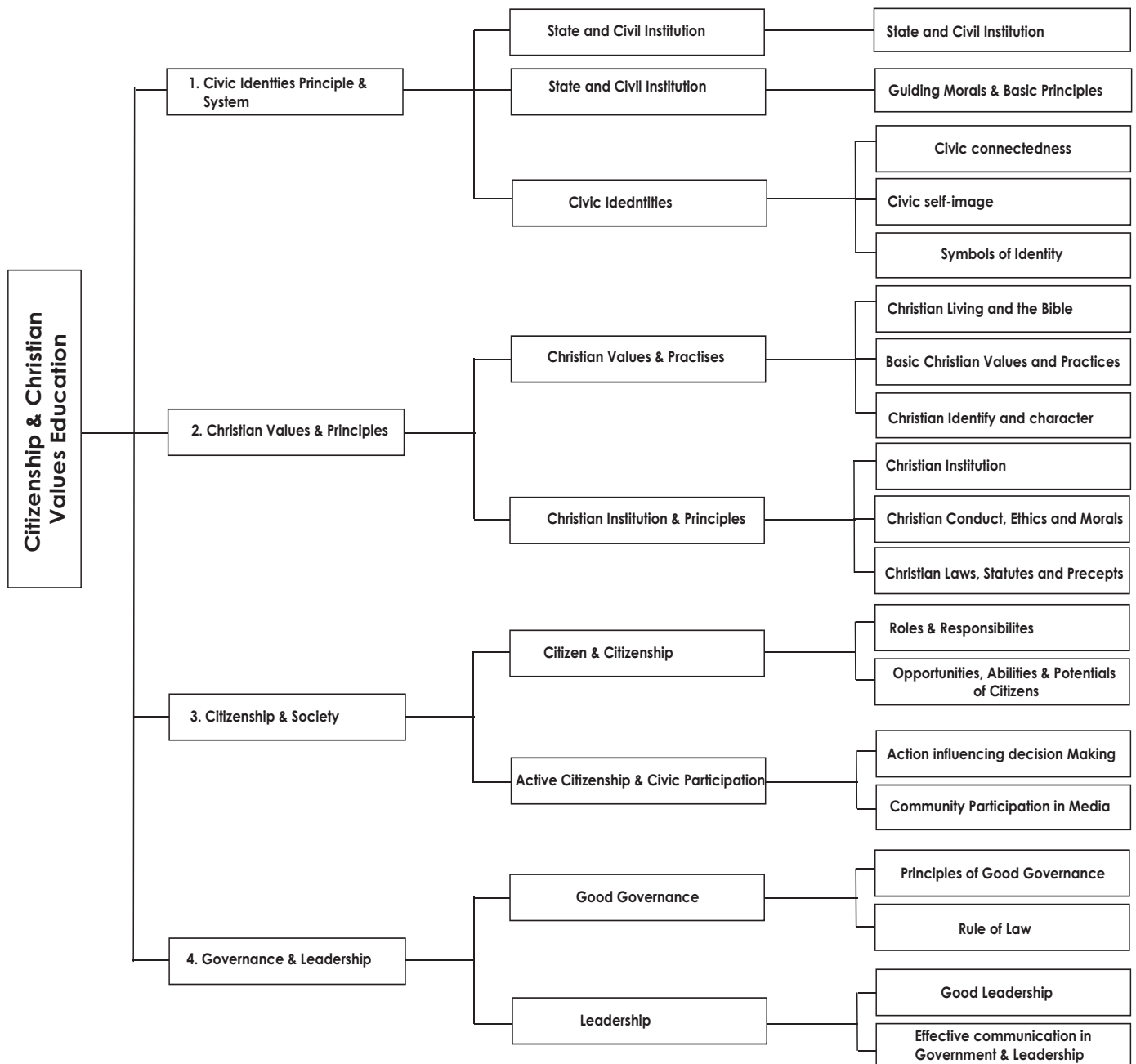
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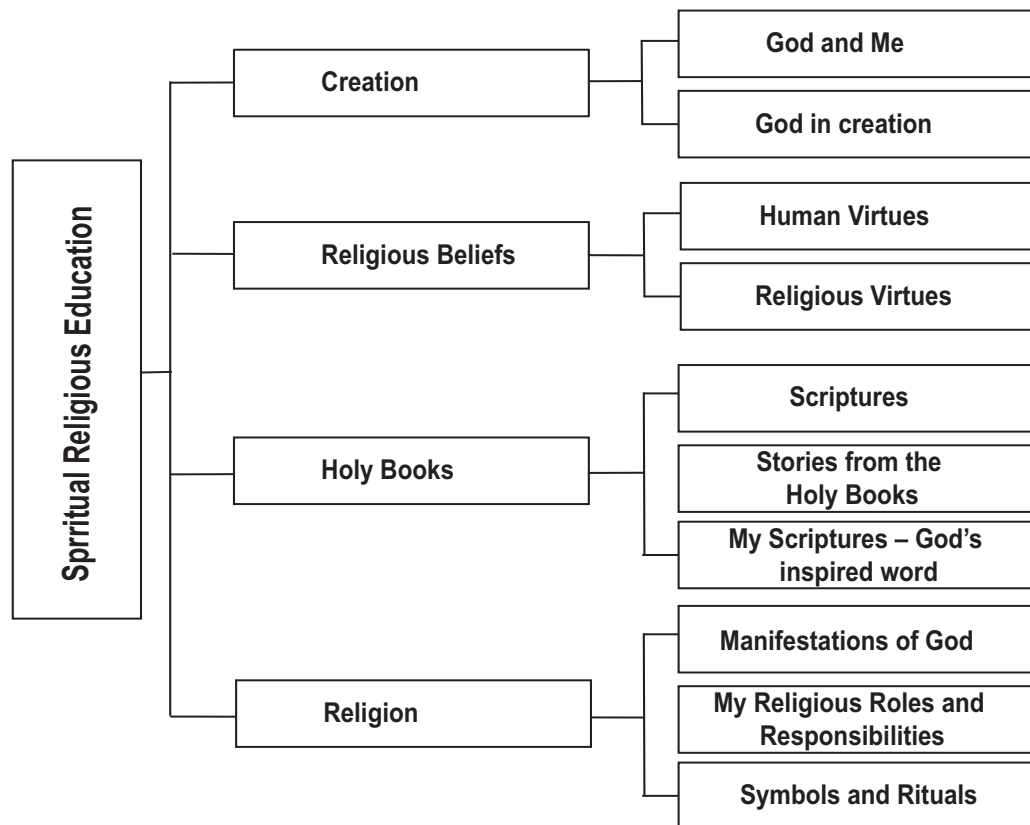
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Appendices

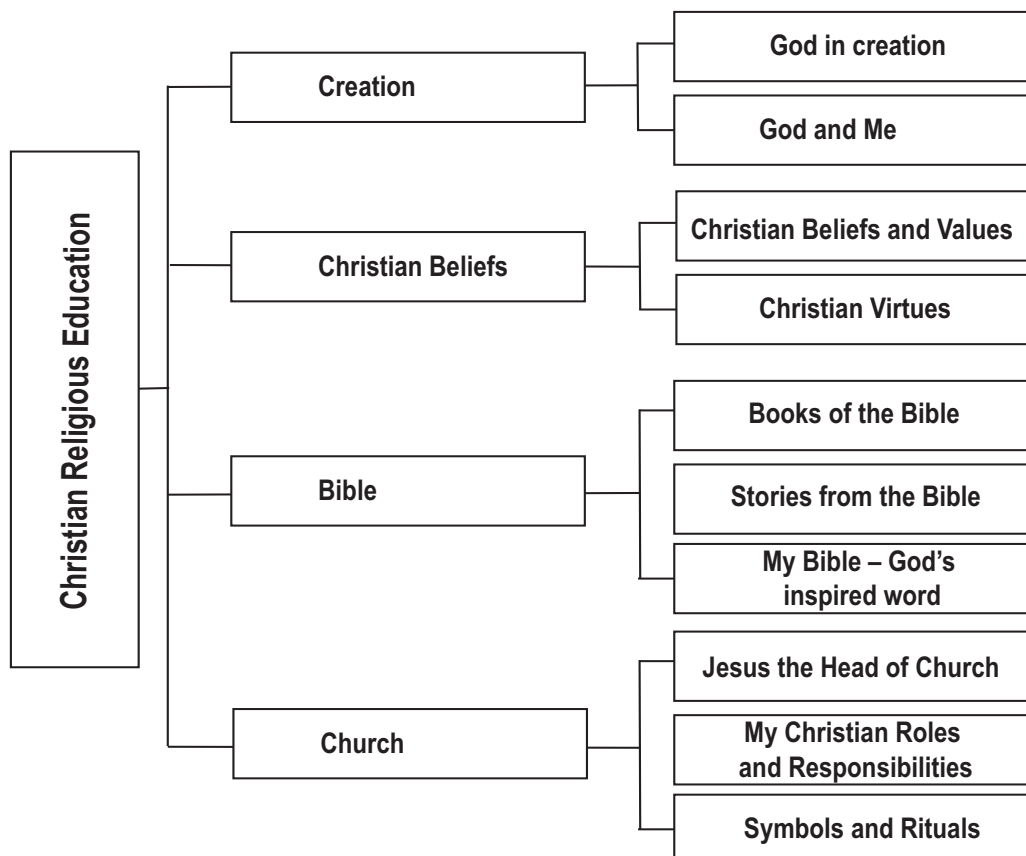
Appendix 1: Citizenship and Christian Values Education Conceptual Content Chart



Appendix 2: Spiritual Education Conceptual Content Chart



Appendix 3: Christian Religious Education Conceptual Content Chart



Appendix 4: Sample Timetables

Here are two sample timetables for you to adopt and adjust to your need,

Suggested weekly timetables for Grade Six

Start		End		Sessions	Minutes
8:00	~	8:25	0:25	ASSEMBLY	25
8:25	~	9: 05	0:40	1 st Class	40
9:05	~	9:10	0:05	break	
9:10	~	9:50	0:40	2 nd Class	40
9:50	~	10:25	0:45	RECESS BREAK	30
10:25	~	11:05	0:20	3 rd Class	40
11:05	~	11:10	0:45	break	
11:10	~	11:50	0:05	4 th Class	40
11:50	~	12:20	0:45	LUNCH BREAK	30
12:20	~	13:00	1:00	5 th Class	40
13:00	~	13:05	0:25	Break	
13:05	~	13:45	0:45	6 th Class	40
13:45	~	13:50	0:05	Break	
13:50	~	14:30	0:45	7 th Class	40
Daily T/L Minutes					280
Weekly T/L Minutes without Assembly					1675
Weekly T/L Minutes					1450

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	ASSEMBLY		ASSEMBLY		ASSEMBLY
8.20 - 9.00		HPE (40)	Social Science		
9:20 – 10:00	CCVE	ENGLISH	CCVE	ENGLISH	CCVE
10:00 – 10:30	Recess Break				
10:30 – 11:10	MATHS	MATHS	MATHS	MATHS	MATHS
11:10 – 11:50	Social Science	Arts	CRE (60mins)	MAL	MATHS
11:50 – 12:30	Science	Science		Science	Science
12:30 1:00	Lunch Break				
1:00 – 1:40	HPE (40)		HPE (40)	ARTS	Social Science
1:40 – 2:20		Social Science		HPE	ARTS
2:20 – 3:00	MATHS	MAL	MAL		

Sample Guided Lesson

Strand: Christian Values and Principles

Unit: 1. Biblical Values and Practices

Content Standard: 2.1 Explore, examine and appreciate biblical values and communicate the practices in and for life.

Benchmark:

Topic:

Lsn#:

Lesson Objective:

- Affective Objective
- Psychomotor Objective
- Cognitive Objective

Resource: (for the Lesson)

Reference:

Key Concepts:

Values	Attitudes	Skills	Knowledge

Teacher's Lesson Notes

Teaching and Learning Activities		
Lesson Part	Teacher Teaching Activity	Student Learning Activity
Introduction (5 mins)		
Body (20 mins)		
Conclusion (5 mins)		

Teachers Reflection and Evaluation

Sample Assessments.

Sample Assessment Checklist for this lesson

This checklist is to be used in the lesson to assess the learning of students

Assessment: (state the purpose of the assessment)

Task:

Resources: (for the activity to be assessed in the lesson)

Instruction:

Performance Assessment Criteria

Checklist

Evaluation (Reporting)

Assessment Tool (Optional- Depending on the type of Task)

Sample Proficiency Assessment Template (End of Topics, Unit, Strand, Grade, Level)

Proficiency Assessment:

Strand:

Unit:

Benchmark:

Topic:

Note: If you design an assessment task for the Unit, then you don't need to include the Topic

Performance Standard:

Performance Indicators:

Assessment Task:

Task Descriptions: (What is the Task?)

Instruction (How to do the Task)

Resources

Assessment Criteria: (Provide a sample based on the task you have designed- which means only 1 of them)

1. Checklist
2. Rating Scale
3. Rubrics

Note: That the reporting will be catered for in the Criteria that you design. As agreed, the Rating or Grading will be place on the top of the table (horizontal) and the Criteria on the left side of the table (vertical). See Strand 1 sample below for your information.

Appendix 5: STEAM or STEM

- By exposing students to STEAM and giving them opportunities 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, or mathematical, or Arts 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 STEM education. They are the main enablers of STEM education.
- The 21st century skills movement, which broadly calls on schools to create academic programs and learning experiences that, equip 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 reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.
- Generally speaking, 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 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.

Appendix 6: The 21st Century Skills, Knowledge, Attitudes and Values

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with the 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 7: The Blooms Taxonomy

The learner creates new ideas and information using what has been previously learned.

- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising
- Making

Can you generate new products, ideas, or ways of viewing things?

BLOOM'S REVISED TAXONOMY

Creating

*Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.*

Evaluating

*Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging*

Analysing

*Breaking information into parts to explore understandings and relationships
Comparing, organizing, deconstructing, interrogating, finding*

Applying

*Using information in another familiar situation
Implementing, carrying out, using, executing*

Understanding

*Explaining ideas or concepts
Interpreting, summarizing, paraphrasing, classifying, explaining*

Remembering

*Recalling information
Recognizing, listing, describing, retrieving, naming, finding*

Appendix 8: Table of Non-Cognitive Skills

Non-cognitive skills	Soft Skills	Transferrable Skills	Transversal Skills	21 st Century Skills = 7 Cs	Life Skills
Communication Skills Interpersonal Skills	Communication	Communication Listening and Providing Feedback.	Inter-personal skills (e.g. presentation and communication skills, organizational skills, teamwork, etc)..	Communication	Communication and Interpersonal Skills (e.g. interpersonal communication skills, negotiation/ advocacy skills, empathy, cooperation and team work, refusal skills etc).
Persistence	Self-Motivation Flexibility	Business Strategy.	Intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc).	Creativity	Decision Making & Critical Thinking Skills (e.g. decision making, problem solving and critical thinking etc).
Emotional maturity Empathy	Leadership	Leadership and Team Management.	Entrepreneurial skills.	Collaboration	Coping and self- management Skills (e.g. self-awareness, skills for managing feelings, skills for managing stress etc).
Transitional Skills (e.g. collaboration, time management etc).	Problem Solving Negotiation and Conflict Resolution.	Problem Solving Commercial Awareness.	Media and information literacy. ICT	Character Education	Livelihood Skills (e.g. traditional knowledge and skills, skills for recognizing diversity as rooted in identity etc).
Personal Development Skills	Teamwork	Teamwork Ability.	Global citizenship (e.g. tolerance, openness, respect for diversity, intercultural understanding, etc).	Citizenship/ Culture	Contextual or Issue Based Skills (e.g. health managing skills, gender awareness skills, civic education, leadership and governance skills, Environment
Identity Skills	Decisiveness. Responsibility.	Work Ethics.	Critical and innovative thinking.	Critical thinking	Management Skills, Entrepreneurial and Finance Management Skills, Sports and Physical Education Skills etc).
Transformative workplace skills (e.g. following instructions, work self-assessment etc).	Ability to Work under Pressure and Time Management.	Time Management. Data Analysis.		Connectivity	Basic Life Skills (e.g. Personal Skills, Presentation Skills, Leadership Skills, Writing Skills, Numeracy Skills etc).

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