

Student Handbook

Upper Primary

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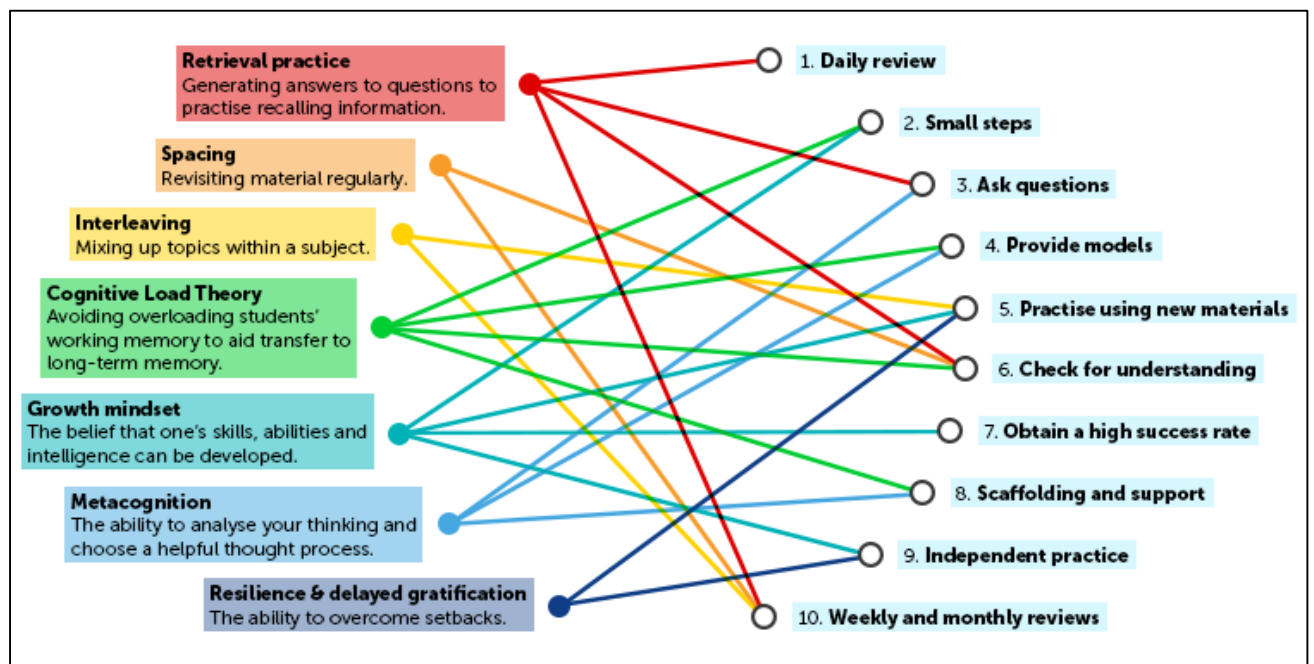
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Aim and Purpose:

The purpose of this handbook is to provide an overview of the different courses covered within Grades 7 & 8 at Lae International School. The handbook also covers some important information regarding the assessment, homework, uniform, and behaviour expectations of the school.

At Lae International School we aim to ensure that all students reach their best potential. To do that we ensure that the delivery of subject content is founded in evidence and research. This handbook includes some further information regarding the psychology of learning and the latest research around methods that can support students in their development.

There are 10 principles of learning that underpin the quality teaching and learning that takes place in the school.



At Lae International School we use these principles of instructions to support the teaching and learning that happens during lessons.

Lae International School Quality Teaching Principles

Planning

- Draws on the teacher's excellent subject knowledge
- Predicts and addresses misconceptions
- Ensures learning sequences focus on depth of knowledge and application
- Ensures activities are carefully chosen to support learning
- Includes flexible planning of sequences, unrestrained by the duration of lessons to allow for responsive teaching
- Includes teaching key vocabulary through etymology, morphology and vocabulary in context
- Ensures teaching to the 'top' with effective scaffolds in place to enable lower attaining students to succeed
- Ensures students' needs are catered for through quality-first teaching using additional explanations, scaffolds and models for support, whilst ensuring all students have the opportunity to attempt work before support is made available
- Includes designing resources that break down and logically sequence the subject content.
- Includes clearly presented material to reduce cognitive load

Feedback

- Addresses and re-teaches misconceptions to close gaps
- Includes clear next steps and follow-up tasks
- Focuses on future improvement and development
- Uses whole class feedback for summative assessments
- Feedback is given close to the point of action
- Most feedback is 'live' and given in the lesson whilst circulating
- Is adaptive and based on the student's needs

Explanations

- Breaks material down into smaller parts
- Anticipates the novelty of material by accounting for students' prior knowledge
- Includes explaining the meaning of key vocabulary
- Avoids missing links between ideas so each idea flows from one to another
- Includes diagrams, models, worked examples or concrete representations
- Includes 'thinking aloud' when explaining procedures
- Includes explicit links between current material and already learnt material

Modelling

- Demonstrates excellence so that exemplar material is of the highest standard
- Includes demonstrating processes and procedures by breaking models down into steps
- Includes live modelling to demonstrate processes and procedures in 'real time'
- Includes spoken language such as speaking in full sentences and demonstrating use of subject-appropriate and wider vocabulary
- Pre-empt and addresses student misconceptions and gaps in knowledge
- Reinforces expectations of presentation of student work

Questioning

- Includes 'call by name' as the default style
- Promotes answering in full sentences
- Allows for deeper thinking by asking for justifications of answers
- Does not accept 'I don't know' answers by scaffolding or revisiting
- Leads to the 'best' answer
- Includes as many students as possible in every lesson through the use of tools such as mini-whiteboards.
- Follows the Agree/Build/Challenge format of questioning to promote metacognition

Whilst all elements might not be observable in short periods of time these seven key areas should **underpin** all our lessons.

Retrieval practice

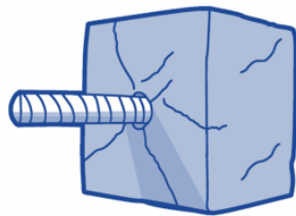
- Is spaced and sequenced
- Ensures students are exposed to material that may have been taught weeks or months ago, as well as more recently
- 'Activates' prior knowledge which will be built on in the lesson
- Ensures all students are thinking and retrieving

Classroom management

- Consistently follows school rules and routines
- Marked by deliberate use of language to create a calm and purposeful environment
- Includes insisting on silence during independent work
- Includes clear transitions between tasks to ensure they are completed immediately with no time wasted
- Intolerant of disruption

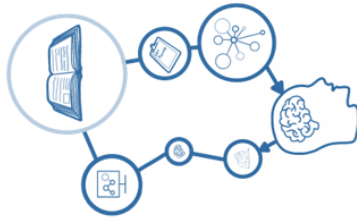
How children learn

Concrete Examples



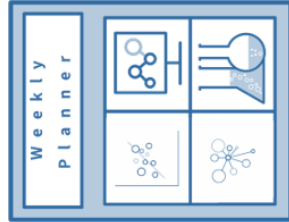
TAKE A DIFFICULT TOPIC OR CONCEPT AND TRY AND FIND AN EXAMPLE/S THAT MAKES UNDERSTANDING IT EASIER.

Elaboration



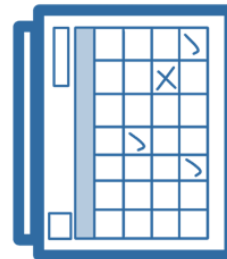
ASK HOW AND WHY WHEN REVISING A KEY TOPIC, COME UP WITH DIFFERENT WAYS OF ASKING THE QUESTION. THEN MAKE SURE YOU KNOW THE ANSWER!

Interleaving



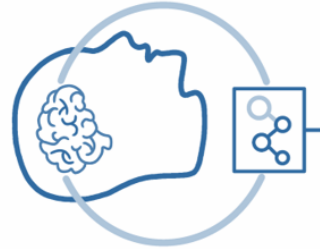
WHEN REVISING, SWITCH BETWEEN TOPICS OR SUBJECTS, OR EVEN PROBLEMS YOU ARE SOLVING, SO YOU COVER A RANGE OF MATERIAL.

Spacing



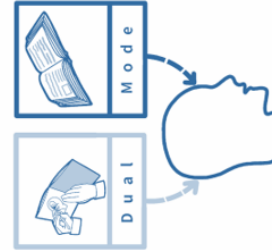
PLAN YOUR LEARNING, ORGANISE YOUR WORK, REVISE WORK OVER TIME IN SMALL CHUNKS. RECORD YOUR LEARNING.

Retrieval



REVISE AND LEARN KEY CONCEPTS BY QUESTIONING, BRINGING BACK INFORMATION AND CONNECTIONS WITHOUT USING YOUR NOTES.

Dual Coding



USE VERBAL AND VISUAL NOTES TO LEARN AND RECALL SUBJECT MATTER. USE SKETCH NOTES AND MIND MAPS WITH NOTES.

Above are some specific strategies that can support students when learning new content. Research spanning 40 years supports these strategies; at the school our quality teaching principles align with this.

Assessment Policy

Our assessment policy is included in the student diary of all students. Assessment in Grades 7 & 8 aims to be:

- Aligned with curriculum and pedagogy.
- Equitable for all students.
- Evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning.
- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning.
- Transparent, to ensure confidence in the processes used, the information obtained and the decisions made.
- Informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- Validity, through alignment with what is taught, learnt and assessed.
- Accessibility, so that each student is given opportunities to demonstrate what they know and can do.
- Reliability, so that assessment results are consistent, dependable or repeatable.

Questions regarding the policy should be directed to the **Heads of Campus, Deputy Principal or Principal**.

To ensure the assessment policy is consistently applied it will be revisited at the beginning of each semester in home room classes.

Key processes will be revisited:

- When the assessment calendar is published.
- When each task is handed to students.
- In the school's newsletter and by email in response to phases of the assessment cycle.

Students are expected to:

- Engage in the learning for the subject or course of study.
- Produce evidence of achievement that is authenticated as their own work.
- Submit responses to scheduled assessment **on or before the due date** (this includes written, spoken and produced tasks).

Due dates for final responses are published in the assessment calendar. Due dates for checkpoints, drafts and final submissions will be made explicit on all assessment tasks.

The assessment calendar will provide the due date of all summative tasks. These due dates will:

- Provide sufficient working time for students to complete the tasks.
- Be clear to teachers, students and parents/carers.
- Be consistently applied.
- Be clearly communicated by the end of Week 3 each term.

Students are responsible for:

- Recording due dates in their diaries.

- Planning and managing their time to meet the due dates.
- Informing the school as soon as possible if the due date for any assessment task is unlikely to be met so that appropriate procedures can be put in place.

Homework Expectations

Lae International School values the role of homework in further developing all of our students to ensure they all reach their best potential. There has been much research worldwide on the impact of homework in primary and secondary school. It is widely accepted that homework that is meaningful and time appropriate for different grade levels has a significant positive impact on the progress of students. The homework supplied is designed to promote forgetting and retrieval of information from the long term memory. Students may work on content that was taught during the week, the week before, or even the month before. This ensures that students are systematically strengthening their ability to retrieve the knowledge acquired in lessons throughout the year. Homework gives students the opportunity to develop the IEA key outcome of analysing and solving problems. Students will develop their independent self-regulation and metacognitive skills ensuring they are able to assess their own progress whilst planning, doing, and evaluating performance on homework tasks.

Aims:

1. To encourage children to establish a routine of regular work.
2. To give children practice and immediate reinforcement of work conducted at school.
3. To give feedback to parents as to the type of work their child is doing at school and to gauge the success of that work.
4. To give a guide to the teacher if further assistance or teaching is required in that area.
5. Allow children to organise their time around other activities.

Types of homework:

Type	Definition	Example
Completion	In the event that there is incomplete work from the lessons student may be asked to complete it at home.	Students have planned and begun to write a short story using their plan. The stories are unfinished but students are well equipped to complete the independently.
Practice	The homework is designed to practice the skills taught during the lesson.	Students have been taught a specific equation in science. The teacher supplies them with a question sheet with questions relating to the use of the equation.
Preparation	Homework is given to prepare students for the content to be taught in an upcoming course of lessons.	A teacher supplies students with a knowledge organiser that gives an overview of the different areas to be taught. This gives students some initial exposure to the learning prior to explanations and modelling.
Extension	Any homework that requires students to further research the application of a current topic being taught. This type of homework is designed to expand on classroom learning. It often requires students to think critically, be creative, and problem solve.	Having learnt about rhythm in music. The teacher asks students to research and explore some examples of how the rhythm in popular music can impact a listener's emotions and feelings.

Guidance for homework time allocation throughout the school:

Grade	Time Recommended per evening
1	20 minutes and 15 minutes reading
2	20 minutes and 15 minutes reading
3	20 minutes and 15 minutes reading
4	40 minutes and 20 minutes reading
5	40 minutes and 20 minutes reading
6	40 minutes and 20 minutes reading
7	1.5 hours and 1 hour reading
8	1.5 hours and 1 hour reading
9	2 hours and 1 hour reading
10	2 hours and 1 hour reading
11	2.5 hours and 1 hour reading
12	2.5 hours and 1 hour reading

Advice to students:

- Students should inform their teachers if they are finding it difficult to cope with the homework demands. As stated above, any consideration of extension of deadlines requires advanced warning. If they simply do not complete the work, then it will be recorded as not completed.
- If students find it difficult to understand what is expected of them when the teacher sets the homework in class, they need to ensure they ask for the task to be re-explained. This will ensure all students have clarity of what they need for homework completion.
- Where work is set with a deadline that is several days or a week away, students are advised to record it and plan the days that they are going to use to complete it. This will prevent them leaving it to the last minute and having a large amount of work to complete.
- Students should maintain a good balance - sport, music and other interests are all important parts of their educational lives. However, school work should take precedence over other external activities.
- Students are encouraged to speak to their teachers about any uncertainties that they may have.

Advice to parents/carers:

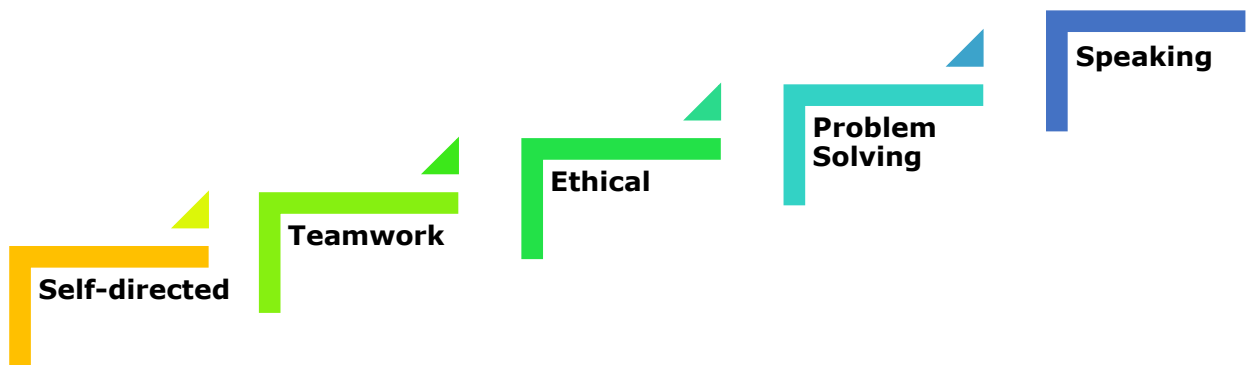
- Wherever possible, make sure that you have a set time when your child completes their homework, and monitor this period.
- Students who are distracted by other activities (such as computer, games etc) and start their homework late will finish it late.
- Try to remove distractions during this time - make sure that students have a quiet, well organised space to complete their work.
- Try to discuss your child's homework with them - discuss deadlines, how they are going to meet them, what is expected etc. Not only will this allow you to understand the demands of the curriculum, but you will also be better placed to help them if they run into trouble.
- It is vital that the students have the chance at home to focus on their school work.
- Encourage a balanced lifestyle. Students that have an opportunity to express themselves or to keep fit by playing sport are more likely to be able to focus on their work at home.
- Contact the teacher if you have any concerns. The best way to avoid problems is to open up dialogue sooner rather than later.

Behaviour Expectations

It is expected that all students attending the Lae International School follow the school's positive behaviour policy. This policy is aligned to the five IEA key outcomes:

- Behave Ethically – We have good morals and ethics that guide our behaviour choices
- Work Collaboratively – We understand each other and work together to achieve common goals
- Communicate Effectively – We understand various social settings and adapt how we express our feelings and ideas
- Self-Directing – We set high standards and assume responsibilities which are achievable
- Analyse and Solve Problems – We are adaptable to solve problems in increasingly complex ways

In the school we take the STEPS to success:



LIS students are expected to:

- Complete schoolwork in class and at home to the best of my ability
- Abide by the rules of the school as set by the LIS Positive Behaviour Policy
- Wear the correct school uniform in a neat and tidy manner both during school time and outside of school
- Speak in a respectful manner to my classmates and teachers
- Safe usage of computers and other technology devices as per the LIS Positive Behaviour Policy
- Submit mobile phones to the office if brought to school
- Refrain from alcohol, cigarettes, illegal drugs and any other banned substances during any school event
- Refrain from any form of bullying, teasing or intimidation of my classmates as per the LIS Positive Behaviour Policy.

Uniform Policy

A school's dress code can play an important role in promoting a positive image of the school and creating a sense of identity. Wearing the school uniform is expected of all students from Prep – Grade 12. Uniforms can be purchased through the school office.

Aims:

1. To foster and enhance the public image of the school
2. To assist in building school and team spirit and pride
3. To encourage equity amongst students
4. To assist students to understand that society has dress and safety codes

Implementation

It is a condition of enrolment that students will wear the correct uniform. Students who are unable to wear the uniform on any particular day should bring a note of explanation from their parent / guardian. A school cap / hat is available as part of the uniform and should be worn during sporting activities.

GIRLS School Shirt Navy Blue Skirt, Skort, Shorts or trousers White socks Navy Blue school cap / hat (primary only) Sports Uniform Blue school shorts Sports shirt (house colour) White socks Runners / Trainers	BOYS School shirt Navy Blue school shorts or trousers White socks Navy Blue school cap / hat (primary only) Sports Uniform Blue school shorts Sports shirt (house colour) White socks Runners / Trainers
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Note:

- Students that have PE on Friday should come to school in normal school uniform and change into their house shirt.
- Uniforms are compulsory and students are encouraged to take pride in themselves and their uniform.
- Appropriate footwear is essential and thongs are not permitted.
- No T-shirts are to be visible underneath the uniform.
- No bleached/faded shorts/shirts; missing buttons are to be replaced.

Grooming:

- Fingernails are to be clean; no nail polish.
- Teeth must be brushed.
- No make-up (of any kind) is to be worn.
- Long hair (shoulder length or longer) is to be tied back.
- Hair is to be trimmed neatly. No rasta, rats tails, etc.

Personal Accessories:

- One pair of earrings can be worn (studs or sleepers only).
- A watch may be worn.
- No bracelets of any kind are to be worn including promotional rubber wrist bands.
- No rings are to be worn.
- A religious necklace such as a small cross or medal is permitted; Rosary beads or scapulas should not be seen; no beaded necklaces or bracelets.

Upper Primary Curriculum

English

The ultimate aim for English in the national curriculum is to promote high standards of literacy by equipping students with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for study, research and enjoyment.

The National English Curriculum aims to ensure that all students:

- Read fluently, accurately and expressively with understanding;
- Develop the habit of reading, for both pleasure and information;
- Acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences;
- Elaborate and explain clearly their understanding and ideas of a wide range of texts through different genre types;

Grades	Grade 6	Grade 7	Grade 8
Strands	Speaking and Listening		
Units	1. Listening comprehension 2. Talking 3. Oral Expression	1. Listening comprehension 2. Talking 3. Oral Expression	1. Listening comprehension 2. Talking 3. Oral Expression
Strands	Reading & Viewing		
Units	1. Vocabulary 2. Fluency 3. Reading Comprehension 4. Literature	1. Vocabulary 2. Fluency 3. Reading Comprehension 4. Literature	1. Vocabulary 2. Fluency 3. Reading Comprehension 4. Literature
Strands	Writing		
Units	1. Hand writing 2. Written Expression 3. Grammar and Usage	1. Hand writing 2. Written Expression 3. Grammar and Usage	1. Hand writing 2. Written Expression 3. Grammar and Usage

These are some methods that teachers can use to assess students' performance in English lessons.

- Observing students during the lesson.
- Conferencing with students.
- Students Portfolio.
- Tests.
- Assignment (projects/reports/quizzes/presentations/practical work samples).

Maths

The overall aim of mathematics is to nurture individuals to be mathematically literate in order to identify and understand mathematical related phenomena and concerns and be able to generate mathematical thinking, competence and confidence in the application of mathematics, and appreciation of the subject. Use knowledge of numbers and their relationships to investigate a range of different contexts.

The overarching goal of the mathematics curriculum is to ensure that all students will achieve a level of mastery of mathematical proficiencies and knowledge that will serve them well in life, and nurture the passion for living that emphasizes scholastic ability, a rich heart and mind and the harmony of healthy body as envisioned in vision 2050.

Students should develop an ability to:

1. Identify, interpret, describe and represent various functional relationships to solve problems in real and simulated contexts.
2. Measure and use appropriate techniques and instruments to estimate and calculate physical quantities.
3. Interpret, describe and represent properties of relationships between 2-dimensional shapes and 3-dimensional objects in a variety of orientations and positions.
4. Demonstrate the application of statistical knowledge and probability to communicate, justify, predict and critically analyse findings and draw conclusions.
5. Describe and explain the interrelationships between mathematical concepts.
6. Apply mathematical procedures including technological resources to solve practical problems in familiar and new contexts.
7. Communicate mathematical processes and results.
8. Undertake mathematical tasks individually and/or cooperatively in planning, organising, and carrying out mathematical activities.

Organisation of units:

Grade	Strands	Units
Grade 6	Number and Operation	Relationship Between Fractions, Decimals, and Percentages
		Multiplication and Division of Fractions
		Calculation of Fraction and Decimal Numbers
	Quantities and Measurement	Calculating Area of Various Shapes
		Speed
		System of Metric Units
		Volume of Prisms and Cylinders
	Geometric Figures	Symmetry
		Reduce and Enlarge Figures
	Data and Mathematical Relations	Ratio
		Proportional Relationship
		Mathematical Letter and Expression
		How to Explore Data
		Order and Combination
Grade 7	Numbers, Operation and Computation	Positive and Negative Numbers
	Geometrical, Measurement and Transformation	Plane Figures
		Spatial Figures
	Patterns and Algebra	Algebraic Expression
		Linear Equation with One Unknown
		Proportional Function
	Statistics and Probability	Distribution of Data and Representative Values
		Reduce and Enlarge Figures
Grade 8	Number, Operation and Computation	Operation of Algebraic Expressions Reduce and Enlarge Figures
	Geometry, Measurement, and Transformation	Properties of Parallel Lines and Angles
		Congruent Triangles
	Patterns and Algebra	Simultaneous Linear Equations
		Linear Functions
	Statistics and Probability	Probability

Science

Aims

For students to understand and appreciate the interconnectedness between the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to the sustainable management and the use of the resources for the benefit of all.

The Grades 6,7 & 8 Science subject aims to develop appropriate and positive attitudes and relevant skills to enable students to solve problems and make informed decisions about their future. Their intellectual development is foremost for a fast developing nation.

Students will be able to:

- Develop scientific knowledge and methods to solve problems in daily situations.
- Acquire basic scientific concepts to help them understand themselves and the world around them.
- Use practical experiences to understanding the importance of sustainable development practices in their own environments.
- Learn about and appreciate the interdependence of all living things in the environment.
- Develop skills, habits of mind and attitudes necessary for scientific inquiry.
- Use their experiences to build on their interest in and stimulate their curiosity about their environment.

Strands	Units
1. Life	1. Plants 2. Animals 3. Human Body 4. Interaction and Relationship in the Environment
2. Physical Science	1. Energy 2. Force and Motion 3. Matter
3. Earth and Space	1. Our Earth 2. Weather and Climate 3. Space

Assessment methods:

These are some methods that teachers can use to assess students' performance in Science lessons.

- Observing students during the lesson
- Conferencing with students
- Profiles
- Tests
- Assignments (projects/reports/quizzes/presentations/practical work samples)

Social Science

Aims

The aim for the Social Science Standard Based Curriculum (SBC) is to enable and encourage students to examine issues, respond critically and creatively and make informed decisions as individuals and as citizens of Papua New Guinea and of an increasingly inter-dependent world.

The Social Science curriculum provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social Science presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the Social Science curriculum empower students to be informed, responsible citizens of Papua New Guinea and the world, and to participate in the democratic process to improve society.

Strands	Units
1. Environment and Resources	1.1 Physical and Human Environment 1.2 Effects of Environmental Change 1.3 Human Impacts on Environment 1.4 Environmental Sustainability 1.5 Natural Hazards
2. Civic and Organizations	2.1 Groups and Organizations 2.2 Relationships and Communication between Groups and Organizations 2.3 Changes and Development
3. Culture	3.1 Different Cultures 3.2 Changes in Cultures 3.3 Cultural Participation
4. History and Change	4.1 History 4.2 Change
5. Trade	5.1 Economic Activities 5.2 Producers and Consumers

Assessment methods:

These are some methods that teachers can use to assess students' performance in Social Science lessons.

- Observing students during the lesson
- Conferencing with students
- Profiles
- Tests
- Assignments (projects/reports/quizzes/presentations/practical work samples)

Health – Physical Education

Aims

The ultimate aim of HPE is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximize movement potential and advocate lifelong health and physical activity. To achieve the overall aim, teaching and learning must be focused on the important HPE concepts, processes, skills, values, and attitudes.

Students will develop:

- Physically, intellectually, emotionally, morally, spiritually, and socially;
- The basic life skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes, problem-solving, and decision making;
- The skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness;
- The movement competence needed to participate in a range of physical activities, through opportunities to develop movement skills and to apply movement concepts and strategies in games, sports, dance, and various other physical activities;
- An understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around them and the health of others.
- Acquire and use skills for creative and efficient movement in a variety of appropriate situations and circumstances;
- Demonstrate proficiency in various sporting disciplines;
- Develop and display teamwork skills necessary to engage in cooperative physical activities;
- Develop and display appropriate leadership qualities;
- Acquire basic survival skills;
- Develop an awareness of and an appreciation for a safe and healthy environment;
- Integrate HPE with other core subjects.

Strands	Units
Safety	<ul style="list-style-type: none">• Safety in sports and First Aid• Emergency situation and risky behaviour
Growth and Development	<ul style="list-style-type: none">• Human Development and Sexuality• Relationship
Individual and Community Health	<ul style="list-style-type: none">• Personal Health and hygiene• Alcohol and Substance Abuse
Nutrition	<ul style="list-style-type: none">• Food and Nutrients• Food Hygiene
Movement	<ul style="list-style-type: none">• Basic movement skills and concepts• Movement and game skills
Physical Activity	<ul style="list-style-type: none">• Games and Sports• Lifestyle and fitness for Health

Assessment methods:

These are some methods that teachers can use to assess students' performance in Health & Physical Education lessons.

- Observing students during the lesson
- Conferencing with students
- Profiles
- Tests
- Assignments (projects/reports/quizzes/presentations/practical work samples)

Making a Living

Aims

The overall aim of Making a Living is to nurture students to effectively manage their resources, design and create products, participate in business and economic activities, and communicate their creativity using different modes of communication.

Students will be able to:

- Develop basic knowledge, skills, values and attitudes required to make sound and informed decisions related to the organization and management of resources and human potential in order to satisfy individual needs and meet local and global demands.
- Acquire and master essential preparedness skills required for more complex economic and technological knowledge and skills, and the application of these in real life situations.
- Acquire technical knowledge and skills that will enable them to become creative, innovative and productive citizens capable of creating and promoting a sustainable way of living.
- Calculate and manage income gained from small scale informal and formal businesses and appreciate the importance of budgeting and saving of income.
- Acquire and apply experiential learning through technical skills in real life entrepreneurial and sustainable living situations.
- Investigate, design, create and market products to meet human needs.
- Identify and apply safety rules and techniques to manage available resource to improve quality of life.
- Apply basic computing skills across all strands to enhance the learning of Making a Living content for meeting the digital community demands.
- Appreciate and value crop and animal farming as an essential and relevant part of life.
- Develop and show commitment and determination when undertaking practical projects.
- Recognize and appreciate that technical skills and processes learnt can enhance their potential and ability to respond to human needs and live productive lives.
- Recognize and appreciate that technical skills and processes learnt can enhance their potential and ability to respond to human needs and live productive lives.

Strands	Units
Crop and Livestock Farming	<ul style="list-style-type: none">• Crop farming• Livestock farming• Land and water resource management
Business Environment and Practices	<ul style="list-style-type: none">• Satisfying needs and wants• Starting a business and record keeping• Business communication services
Basic Technology	<ul style="list-style-type: none">• Introduction to resistant materials• Home management• Media and communication

These are some methods that teachers can use to assess students' performance in Making a Living Education lessons.

- Observing students during the lesson
- Conferencing with students
- Profiles
- Tests
- Assignments (projects/reports/quizzes/presentations/practical work samples)

Arts

Aims

The main rationale for Arts can be seen as a rich source of experiences during schooling by providing individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

The Arts offer opportunities to explore cultural and social issues such as respect for the environment and the maintenance of culture, customs and traditions. Participating in the Art classes also encourages positive attitudes such as respect, co-operation, caring, being independent, confident, being open minded, being responsible, taking the lead and being a problem solver.

The Art subject is organised into two strands. Performing Arts and Visual Arts. Each strand is further organized into Units/Topics. There is a content standard for each topic and also prescribed performance standards. Safe practices to be practiced in an Art room are embedded into all units and topics. Each strand captures knowledge, skills and attitudes linked from one grade to the next.

Strand	Unit	Topic
1: Visual Arts	Unit 1: Arts	Drawing
1: Visual Arts	Unit 1: Arts	Painting
1: Visual Arts	Unit 2: Crafts	Arts & Craft
2: Performing Arts	Unit 3: Music	Rhythm and Singing
2: Performing Arts	Unit 4: Dance	History of Traditional and Modern Dances
2: Performing Arts	Unit 4: Dance	Explore and analyze various Pacific dances.
2: Performing Arts	Unit 5: Drama	Types of stages and stage areas.
2: Performing Arts	Unit 5: Drama	Body Positions, Stage Movements and Audience.

Strand	Unit	Topic
1: Visual Arts	Unit 1: Arts	Drawing
1: Visual Arts	Unit 2: Crafts	Painting
2: Performing Arts	Unit 3: Music	Arts & Craft
2: Performing Arts	Unit 3: Music	Standard Music Notation
2: Performing Arts	Unit 4: Dance	Types of Western Dances and Patterns
2: Performing Arts	Unit 4: Dance	Types of Oriental/ Eastern Dances, movement and patterns
2: Performing Arts	Unit 5: Drama	Tragedy and Comedy Plays
2: Performing Arts	Unit 5: Drama	PNG Plays and Playwrights.

Strand	Unit	Topic
1: Visual Arts	Unit 1: Arts	Drawing
1: Visual Arts	Unit 2: Crafts	Painting
2: Performing Arts	Unit 3: Music	Arts & Craft
2: Performing Arts	Unit 3: Music	Playing a simply melody
2: Performing Arts	Unit 4: Dance	Choreography methods
2: Performing Arts	Unit 4: Dance	Solo and Group Dance performance
2: Performing Arts	Unit 5: Drama	Script Writing
2: Performing Arts	Unit 5: Drama	Solo performance.

These are some methods that teachers can use to assess students' performance in Arts lessons;

- Observing students during the lesson.
- Conferencing with students.
- Student's Portfolio.
- Tests.

Staff contacts for further information

Further subject specific or school information can be provided from our teachers.

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