History
Senior High

Grade 12

Teacher Guide

Standards-Based

Department of Education

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Contents

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Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BOS	Board Of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
DA	Diagnostic Assessment
IHD	Integral Human Development
GoPNG	Government of Papua New Guinea
KSVA	Knowledge Skills Values and Attitudes
MTDG	Medium Term Development Goals
NDoE	National Department of Education
OBC	Outcomes-Based Curriculum
OBE	Outcomes-Based Education
PNG	Papua New Guinea
SAC	Subject Advisory Committee
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts and Mathematics

Secretary's Message

The ultimate aim of Standards-Based Education (SBE) in Papua New Guinea is to prepare students for careers, higher education, and citizenship. SBE will therefore focus on providing students with careers, higher education, and citizenship preparedness knowledge, skills, values and attitudes that they can use to work, study and live in the 21st century.

Standards-Based Curriculum (SBC) in PNG is closely aligned to and is key to achieving this aim and its related operational goals. The curriculum is underpinned by four key pillars:

- morals, values and attitudes;
- cognitive, reasoning, decision-making, problem-solving, high level and 21st century skills;
- Science, Technology, Engineering, Arts and Mathematics (STEAM),
- core curriculum.

Social Science is a significant curriculum framework for teaching children and enabling them to progressively develop proficiency on fundamental ideas of Geography, History, Political Science Economics and Environment. This curriculum addresses Social Science skills and processes of geography, civic and cultural literacy, historical and economical literacy and global awareness.

Thus, students will be able to make informed decisions and will be equipped with problem–solving and management knowledge, skills, values and attitudes in Social Science. This enables them to function effectively in the work and higher education environments as productive and useful citizens of a culturally diverse and democratic society in an interdependent world.

Social Science teachers are expected to effectively plan, teach, and assess these knowledge, skills, values, and attitudes. This teacher guide describes what teachers are expected to know and do to enable all their students to effectively learn and demonstrate the expected levels of proficiency in all the grade level Social Science knowledge, skills, values and attitudes, and attain the national content standards.

I commend and approve this Grade 12 Social Science Teacher Guide to be used by teachers in all high schools throughout Papua New Guinea.

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UKE W. KOMBRA, PhD.
Secretary for Education

Introduction

Social Science aims to develop and instill in students the ability to gauge views from all spectrums of life and be able to analyse and make proper judgments and statements to resonate and promote peace and harmony for all people. As individuals, they must be aware of issues of paramount importance affecting their daily lives such as their social groupings and institutions, governance and the natural world surrounding them. Thus, they are able to create and foster great cohesion within their locality which should have an impact on the world and over to sustain and maintain life.

The study of Social Science enhances students' understanding of inter-disciplinary concepts and issues in relation to geography, history, politics, economics and environment within PNG and globally.

Social Science aims to provide a meaningful pedagogical framework for teaching and learning essential and in demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21st century.

Students should be prepared to gather and understand information, analyse issues critically, learn independently or collaboratively, organize and communicate information, draw and justify conclusions, create new knowledge, and act ethically.

Students' employability will be enhanced through the study and application of STEAM principles. STEAM is an integral component of the core curriculum. All students are expected to study STEAM and use STEAM related skills to solve problems relating to both the natural and the physical environments. The aim of STEAM education is to create a STEAM literate society. It is envisioned that the study of STEAM will motivate students to pursue and take up academic programs and careers in STEAM related fields. STEAM has been embedded in the Social Science curriculum. Equal opportunities should be provided for all students to learn, apply and master STEAM principles and skills.

Social Science is to be timetabled for 240 minutes per week in grade 12.

Structure of the Teacher Guide

This teacher guide comprises of three main sections that provide essential information that all teachers should know and do to effectively implement the Social Science - History curriculum.

1. **General Information**
    - Purpose of the teacher guide
    - How to use the teacher guide
    - Syllabus and teacher guide alignment
    - Learning and performance standards
    - Core Curriculum
    - STEAM
    - Curriculum Integration
    - Essential KSVAs

2. **Teaching and Learning**
    - Teaching and Learning Strategies
    - Units and Topics
    - Standards-Based Lesson Planning

3. **Assessment**
    - Performance Assessment
    - Performance Standards

The above components are linked and closely aligned. They should be connected to ensure that the intended learning outcomes and the expected quality of education standards are achieved. The close alignment of planning, instruction and assessment is critical to the attainment of learning standards.

Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do. The overarching purpose is to help teachers to effectively plan, teach, assess, evaluate, report and monitor students' learning and mastery of national and grade-level expectations. That is, the essential knowledge, skills, values and attitudes (KSVAs) described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

Thus, the teacher is expected to:

- understand the significance of aligning all the elements of Standards-Based Curriculum (SBC) as the basis for achieving the expected level of education quality;
- effectively align all the components of SBC when planning, teaching, and assessing students' learning and levels of proficiency;
- effectively translate and align the Social Science syllabi and teacher guide to plan, teach and assess different Social Science units and topics, and the KSVAs described in the grade-level benchmarks;
- understand the Social Science national content standards, grade-level benchmarks, and evidence outcomes;
- effectively make sense of the content (KSVAs) described in the Social Science national content standards and the essential components of the content described in the grade-level benchmarks;
- effectively guide students to progressively learn and demonstrate proficiency on a range of Social Science knowledge, skills, processes, concepts, ideas, principles, practices, values and attitudes;
- confidently interpret, translate and use Social Science content standards and benchmarks to determine the learning objectives and performance standards, and plan appropriately to enable all students to achieve these standards;
- embed the core curriculum in their Social Science lesson planning, instruction, and assessment to permit all students to learn and master the core KSVAs required of all students;
- provide opportunities for all students to understand how STEAM has and continues to shape the social, political, economic, cultural, and the environment contexts and the consequences, and use STEAM principles, skills, processes, ideas and concepts to inquire into and solve problems relating to both the natural and physical (man-made) worlds as well as problems created by STEAM;
- integrate cognitive skills (critical, creative, reasoning, decision-making, and problem-solving skills), high level thinking skills (analysis, synthesis

and evaluation skills), values (personal, social, work, health, peace, relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;

- meaningfully connect what students learn in Social Science with what is learnt in other subjects to add value and enhance students' learning so that they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content;

- formulate effective SBC lesson plans using learning objectives identified for each of the topics;

- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark;

- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain students' status of progress towards meeting grade-level and nationally expected proficiency standards, and use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students' who are making inadequate or slow progress towards meeting the grade-level and national expectations to improve their learning and performance.

How to use the Teacher Guide

Teacher Guide provides essential information about what the teacher needs to know and do to effectively plan, teach and assess students learning and proficiency on learning and performance standards. The different components of the teacher guide are closely aligned with SBC principles and practice, and all the other components of PNG SBC. It should be read in conjunction with the syllabus in order to understand what is expected of teachers and students to achieve the envisaged quality of education outcomes.

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of Grade 12 History Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

Determine Learning Objectives and Lesson Topics

Topics and learning objectives have been identified and described in the Teacher Guide. Lesson objectives are derived from topics that are extracted from the grade-level benchmarks. Lesson topics are deduced from the learning objectives. Teachers should familiarise themselves with this process as it is essential for lesson planning, instruction and assessment. However, depending on the context and students' learning abilities, teachers would be required to determine additional learning objectives and lesson topics. Teachers should use the examples provided in this teacher guide to formulate additional learning objectives and lesson topics to meet the educational or learning needs of their students.

Identify and Teach Grade Appropriate Content

Grade appropriate content has been identified and scoped and sequenced using appropriate content organisation principles. The content is sequenced using the spiraling sequence principles. This sequencing of content will enable students to progressively learn the essential knowledge, skills, values and attitudes as they progress further into their schooling. What students learn in previous grades is reinforced and deepens in scope with an increase in the level of complexity and difficulty in the content and learning activities. It is important to understand how the content is organised so that grade appropriate content and learning activities can be selected, if not already embedded in the benchmarks and learning objectives, to not only help students learn and master the content, but ensure that what is taught is rigorous, challenging, and comparable.

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

Teachers should use this teacher guide to help them integrate the core curriculum – values, cognitive and high-level skills, 21st century skills, STEAM principles and skills, and reading, writing, and communication skills in their lesson planning, instruction and assessment. All students in all subjects are required to learn and master these skills progressively through the education system.

Integrate Cognitive, High Level, and 21st Century Skills in Lesson Planning, Instruction and Assessment

Teachers should integrate the cognitive, high level and 21st century skills in their annual teaching programs, and give prominence to these skills in their lesson preparation, teaching and learning activities, performance assessment, and performance standards for measuring students' proficiency on these skills. Social Science addresses the skills and processes of geography, civic and cultural literacy, historical and economical literacy and global awareness. Thus, students will be able to make informed decisions, problem–solving and management knowledge, skills, values and attitudes in Social Science. This enables them to function effectively in the work and higher education environments as productive and useful citizens of a culturally diverse and democratic society in an interdependent world.

In addition, it envisages all students attaining expected proficiency levels in these skills and will be ready to pursue careers and higher education academic programs that demand these skills, and use them in their everyday life after they leave school at the end of Grade 12. Teachers should use the teacher guide to help them to effectively embed these skills, particularly in their lesson planning and in the teaching and learning activities as well as in the assessment of students' application of the skills.

Integrate Social Science Values and Attitudes in Lesson Planning, Instruction and Assessment

In Social Science, students are expected to learn, promote and use work, relationship, peace, health, social, personal, family, community, national and global values in the work and study environments as well as in their conduct as community, national and global citizens. Teachers should draw from the information and suggestions provided in the syllabus and teacher guide to integrate values and attitudes in their lesson planning, instruction, and assessment. They should report on students' progression towards internalizing different values and attitudes and provide additional support to students who are yet to reach the internalization stage to make positive progress towards this level.

Integrate Science, Technology, Engineering, Arts and Mathematics (STEAM) Principles and Skills in Lesson Planning, Instruction and Assessment

Teachers should draw from both the syllabus and teacher guide in order to help them integrate STEAM principles and skills, and methodologies in their lesson planning, instruction and assessment. STEAM teaching and learning happens both inside and outside of the classroom. Effective STEAM teaching and

learning requires both the teacher and the student to participate as core investigators and learners, and to work in partnership and collaboration with relevant stakeholders to achieve maximum results. Teachers should use the syllabus, teacher guides and other resources to guide them to plan and implement this and other innovative and creative approaches to STEAM teaching and learning to make STEAM principles and skills learning fun and enjoyable and, at the same time, attain the intended quality of learning outcomes.

Identify and Use Grade and Context Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies

SBC is an eclectic curriculum model. It is an amalgamation of strengths of different curriculum types, including behavioural objectives, outcomes, and competency. Its emphasis is on students attaining clearly defined, measurable, observable and attainable learning standards, i.e., the expected level of education quality. Proficiency (competency) standards are expressed as performance standards/criteria and evidence outcomes, that is, what all students are expected to know (content) and do (application of content in real life or related situations) to indicate that they are meeting, have met or exceeded the learning standards. The selection of grade and contextually appropriate teaching and learning methodologies is critical to enabling all students to achieve the expected standard or quality of education. Teaching and learning methodologies must be aligned to the content, learning objective, and performance standard in order for the teacher to effectively teach and guide students towards meeting the performance standard for the lesson. They should be equitable and socially inclusive, differential, student-centred, and lifelong. They should enable STEAM principles and skills to be effectively taught and learned by students. Teachers should use the teacher guide to help them make informed decisions when selecting the types of teaching and learning methodologies to use in their teaching of the subject content, including STEAM principles and skills.

Plan Standards-Based Lessons

SBC lesson planning is quite difficult to do. However, this will be easier with more practice and experience over time. Effective SBC lesson plans must meet the required standards or criteria so that the learning objectives and performance standards are closely aligned to attain the expected learning outcomes. Teachers should use the guidelines and standards for SBC lesson planning and examples of SBC lesson plans provided in the teacher guide to plan their lessons. When planning lessons, it is important for teachers to ensure that all SBC lesson planning standards or criteria are met. If standards are not met, instruction will not lead to the attainment of intended performance and proficiency standards. Therefore, students will not attain the national content standards and grade-level benchmarks.

Use Standards-Based Assessment

Standards-Based Assessment has a number of components. These components are intertwined and serve to measure evaluate, report, and monitor students' achievement of the national and grade-level expectations, i.e., the essential knowledge, skills, values and attitudes they are expected to master and demonstrate proficiency on. Teachers should use the information

and examples on standards-based assessment to plan, assess, record, evaluate, report and monitor students' performance in relation to the learning standards.

Make Informed Judgments About Students' Learning and Progress Towards Meeting Learning Standards

Teachers should use the teacher guide to effectively evaluate students' performance and use the evidence to help students to continuously improve their learning as well as their classroom practice.

It is important that teachers evaluate the performance of students in relation to the performance standards and progressively the grade-level benchmarks and content standards to make informed judgments and decisions about the quality of their work and their progress towards meeting the content standards or components of the standards. Evaluation should not focus on only one aspect of students' performance. It should aim to provide a complete picture of each student's performance. The context, inputs, processes, including teaching and learning processes, and the outcomes should be evaluated to make an informed judgment about each student's performance, Teachers should identify the causal factors for poor performance, gaps in students learning, gaps in teaching, teaching and learning resource constraints, and general attitude towards learning. Evidence-based decisions can then be made regarding the interventions for closing the gaps to allow students to make the required progress towards meeting grade-level and national expectations.

Prepare Students' Performance Reports

Reporting of students' performance and progress towards the attainment of learning standards is an essential part of SBC assessment. Results of students' performance should be communicated to particularly the students and their parents to keep them informed of students' academic achievements and learning challenges as well as what needs to be done to ensure the students' make positive progress towards meeting the proficiency standards and achieving the desired level of education quality. Teachers should use the information on the reporting of students' assessment results and the templates provided to report the results of students' learning.

Monitor Students' Progress Towards Meeting the National Content Standards and Grade-Level Benchmarks

Monitoring of students' progress towards the attainment of learning standards is an essential component of standards-based assessment. It is an evidence-based process that involves the use of data from students' performance assessments to make informed judgments about students' learning and proficiency on the learning standards or their components, identify gaps in students' learning and the causal factors, set clear learning improvement targets, and develop effective evidence-based strategies (including preplanning and re-teaching of topics), set clear timeframes, and identify measures for measuring students' progress towards achieving the learning targets.

Teachers should use the teacher guide to help them use data from students' performance assessments to identify individual students' learning weaknesses and develop interventions, in collaboration with each student and his/her parents or guardians, to address the weaknesses and monitor their progress towards meeting the agreed learning goals.

Develop Additional Benchmarks

Teachers can develop additional benchmarks using the examples in the teacher guide to meet the learning needs of their students and local communities. However, these benchmarks will not be nationally assessed as these are not comparable. They are not allowed to set their own content standards or manipulate the existing ones. The setting of national content standards is done at the national level to ensure that required learning standards are standardised, maintained and monitored to sustain the required level of education quality.

Avoid Standardisation

The teaching and learning strategies by means of lesson plans, lesson objectives and assessment should not be standardised when implementing the Social Science curriculum. SBC does not mean that the content, lesson objectives, teaching and learning strategies, and assessment are standardised. This is a misconception and any attempt to standardise the components of curriculum without due consideration of the teaching and learning contexts, children's backgrounds and experiences, and different abilities and learning styles of children will be counterproductive. It will hinder students from achieving the expected proficiency standards and hence, high academic standards and the desired level of education quality. That is, they should not be applied across all contexts and with all students, without considering the educational needs and the characteristics of each context. Teachers must use innovative, creative, culturally relevant, and differentiated teaching and learning approaches to teach the curriculum and enable their students to achieve the national content standards and grade-level benchmarks. And enable all students to experience success in learning the curriculum and achieve high academic standards.

The teaching and learning and assessment strategies provided in this teacher guide are not fixed and can be changed. Teachers should use the information and examples provided in the teacher guide to guide them to develop, select, and use grade, context, and learner appropriate content, learning objectives, teaching and learning strategies, and performance assessment and standards. SBC is evidence-based hence decisions about the content, learning outcomes, teaching and learning strategies, students' performance, and learning interventions should be based on evidence. Teaching and learning should be continuously improved and effectively targeted using evidence from students' assessment and other sources.

Syllabus and Teacher Guide Alignment

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 KSVAs) can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. 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.

Grade 12 Social Science comprises of the Syllabus and Teacher Guide. These two documents are closely aligned, complimentary and mutually beneficial. They are the essential focal points for teaching and learning the essential Social Science knowledge, skills, values and attitudes.

Syllabus and teacher guide alignment	
Syllabus Outlines the ultimate aim and goals, and what to teach and why teach it	**Teacher Guide** Describes how to plan, teach, and assess students' performance
- Overarching and SBC principles - Content overview - Core curriculum - Essential knowledge, skills, values and attitudes - Strands and units - Evidence outcomes - Content standards and grade-level benchmarks - Overview of assessment, evaluation, and reporting	- Determine topics for lesson planning, instruction and assessment - Formulate learning objectives - Plan SBC lesson plans - Select teaching and learning strategies - Implement SBC assessment and evaluation - Implement SBC reporting and monitoring

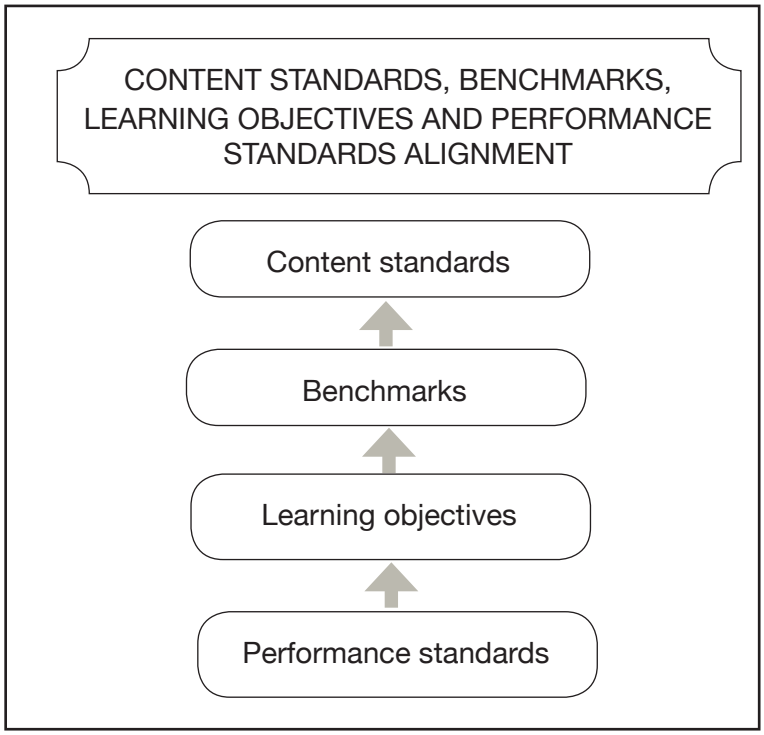
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved.

This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 12 Social Science content.

Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and is for measuring students' attainment of a content standard as well as progress to the next grade of schooling.

Learning and performance standards alignment

Content standards, benchmarks, learning objectives, and performance standards are very closely linked and aligned. There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (KSVA) 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.



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).

Learning and Performance Standards

Standards-Based Education (SBE) and Standards-Based Curriculum (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 intend 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

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environmental, 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 evidence-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;

- provide 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 of a content standard as well as progress to the next grade of schooling.

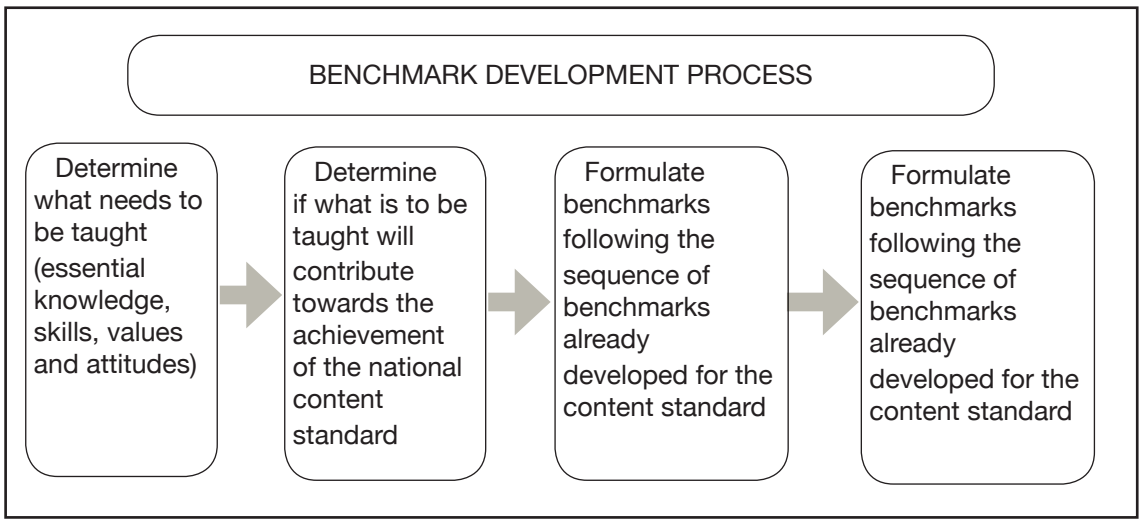
Grade-level benchmarks:

- 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 PNG students with students in other countries.

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.



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 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 student's 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, 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.

Core Curriculum

A core set of common learnings (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/ postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learnings are spirally sequenced from Preparatory - 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);
- reasoning, decision-making and problem-solving skills
- high level thinking skills (analysis, synthesis and evaluation skills);
- 21st century skills (refer to illustrative list in *Appendix 2*);
- reading, writing and communication skills (literacy 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.

All teachers are expected to include the core learnings in their lesson planning, teaching, and assessment of students in all their lessons. They are expected to foster, promote and model the essential values and attitudes as well as the spiritual values and virtues in their conduct, practice, appearance, and their relationships and in their professional and personal lives. In addition, teachers are expected to mentor, mould and shape each student to evolve and possess the qualities envisioned by society.

Core values and attitudes must not be taught in the classroom only; they must also be demonstrated by students in real life or related situations inside and outside of the classroom, at home, and in everyday life. Likewise, they must be promoted, fostered and modeled by the school community and its stakeholders, especially parents. A whole school approach to values and attitudes teaching, promoting and modeling is critical to students and the whole school community internalising the core values and attitudes and making them habitual in their work and school place, and in everyday life. Be it work values, relationship values, peace values, health values, personal and social values, or religious values, teachers should give equal prominence to all common learnings in their lesson planning, teaching, assessment, and learning interventions. Common learnings must be at the heart of all teaching and extracurricular programs and activities.

Science, Technology, Engineering, Arts and Mathematics

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 environmental problems by integrating STEAM-based principles, cognitive, high level and 21st century skills and processes, and values and attitudes.

Social Science 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:

- examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- identify, analyse and select the best solution to address a problem.
- build prototypes or models of solutions to problems.
- replicate a problem solution by building models and explaining how the problem was or could be solved.
- test and reflect on the best solution chosen to solve a problem.
- collaborate with others on a problem and provide a report on the process of problem-solving used to solve the problem.
- use skills and processes learnt from lessons to work on and complete STEAM projects.
- demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- 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 are shaped by our material, intellectual, cultural, economic, social, political and environmental contexts. And for teaching students the essential and 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 behaviours, 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. Things humans used and enjoyed in the past and at present are 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. Knowledge-based information and technology driven economies require knowledgeable workers and 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, more students will be motivated 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:

1. identifying the problem;
2. understanding the problem by collecting data;
3. analysing and interpret the data;
4. drawing conclusions;
5. using data to consider possible solutions;
6. selecting the best solution;
7. testing the effectiveness of the solution by trialling and evaluating it, and
8. reviewing 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 addresses 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

It 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.

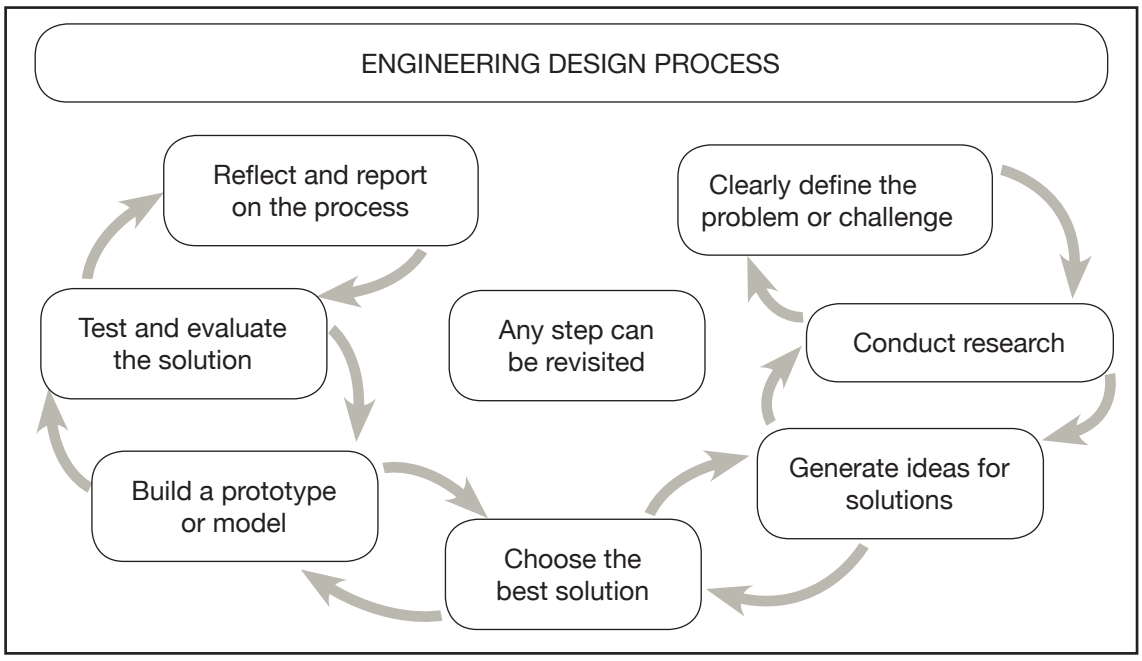
Trial and error

The trial and error method involves 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 of 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:

1. Analysing the context and background, and clearly defining the problem.
2. Conducting research to determine design criteria, financial or other constraints, and availability of materials.
3. Generating ideas for potential solutions, using processes such as brainstorming and sketching.
4. Choosing the best solution.
5. Building a prototype or model.
6. Testing and evaluate the solution.
7. Repeating steps as necessary to modify the design or correct faults.
8. Reflecting and report on the process.



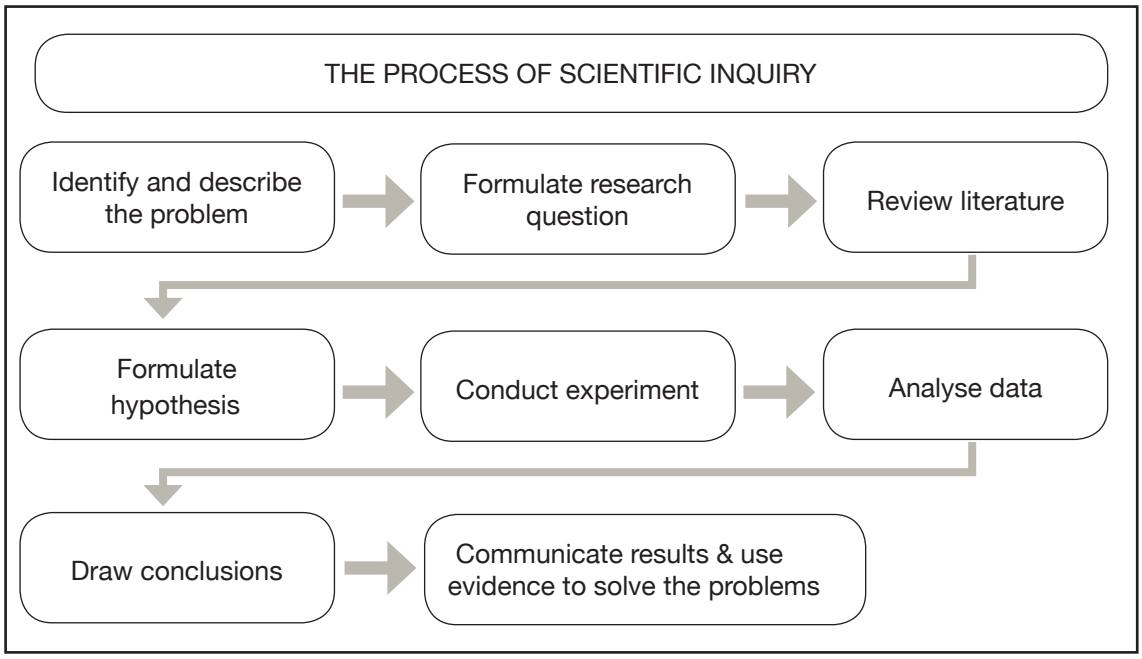
The scientific method and approach to problem-solving

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:

1. Observation
2. Communication
3. Classification
4. Measurement
5. Inference
6. Prediction

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



The steps above 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 of 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

i. 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

i. What makes light comes out of a flash light 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 reading and reviewing papers and books on past research and discussions to learn more about the problem and the question asked to prepare him/her for his own research. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on the experiment/research approach before the experiment is conducted,

Example - Literature review

i. The scientist may look at the flashlight's instruction manual for tips or conduct online search on how flashlights work using the manufacturer's or relevant websites. The scientist may even analyse information and past experiments or discoveries regarding the relationship between energy and light.

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

i. 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

i. Remove the batteries from the flashlight, and try to turn it on using the on/off switch.
   Result: The flashlight does not produce light

ii. Re-insert the batteries into the flashlight, and try to turn it on using the on/off switch.
   Result: The flashlight does produce light.

iii. 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 carrying out 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

i. Record the results of the experiment in a table.

ii. Review the results that have been written down.

Step 7: Draw conclusions

If the hypothesis was testable and the experiment provided clear data, the 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. However, if the data do not support the hypothesis, the hypothesis is considered incorrect or invalid.

Example - Valid hypothesis

i. 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

ii. 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 new 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

i. 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 alternative energy sources to generate light, 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;
- peace 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 to 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.

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

Teachers should integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

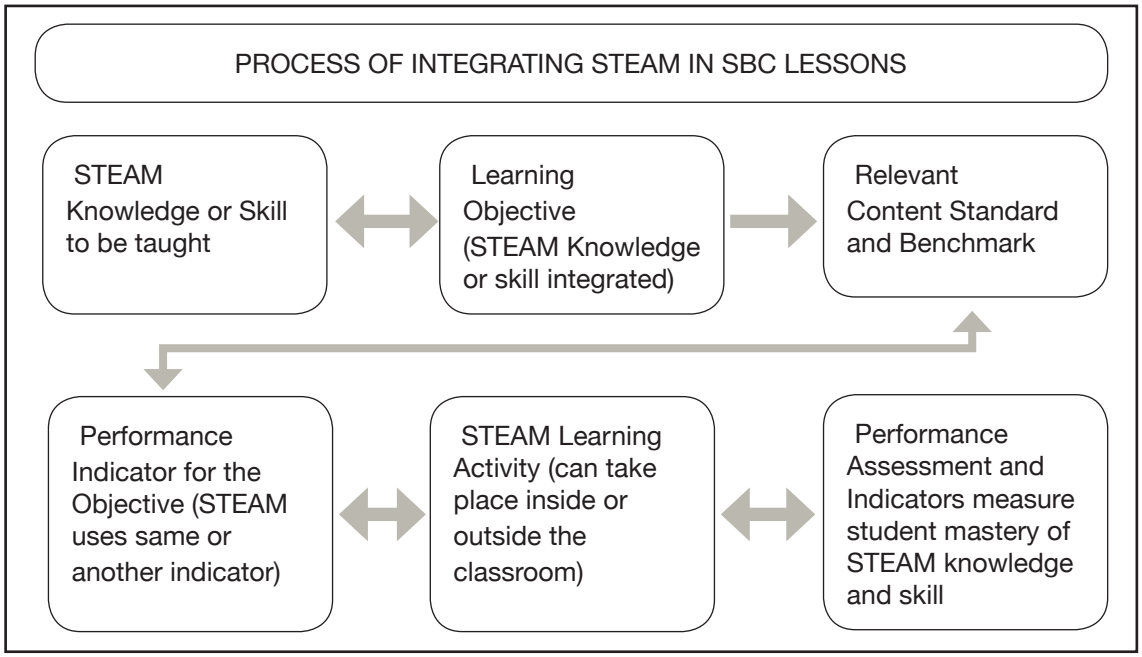
Integration of STEAM problem-solving skills into standards-based lesson plans

Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into the 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 Social Science Grades 11 & 12 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 12 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.

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



Teachers should follow the steps given below 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 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 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 collection, 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 environmental 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.

1. Inquiry-Based Learning
2. Problem-Based Learning
3. Project-Based Learning
4. 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 the 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 conduct 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., higher 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.

1. Participatory Learning
2. Group-Based Learning
3. Task Oriented Learning
4. Action Learning
5. Experiential Learning
6. Modeling
7. 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 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

STEAM-based assessment is closely linked to standards-based assessment where 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). The link also includes the main components such as the purpose, the assessment principles and assessment strategies and tools.

In STEAM-based assessment, assessments are designed for what students should know and be able to do. In STEAM learning students are assessed in a variety of ways including portfolios, project/problem-based assessments, backwards design, authentic assessments, or other student-centered approaches.

When planning and designing the assessment, teachers should consider the authenticity of the assessment by designing an assessment that relates to a real world task or discipline specific attributes (such as simulation, role play, placement assessment, live projects, debates) which should make the activity meaningful to the students, and therefore be motivating as well as developing employability skills and discipline specific attributes.

Effective STEAM-based assessment strategies

The following sections describe six assessment tools and strategies shown to impact teaching and learning as well as help teachers foster a 21st century learning environment in their classrooms:

1. Rubrics
2. Performance-Based Assessments (PBAs)
3. Portfolios
4. Student self-assessment
5. Peer-assessment
6. Student Response Systems (SRS).

Although the list does not include all innovative assessment strategies, it includes what we think are the most common strategies, and ones that may be particularly relevant to the educational context of developing countries in this 21st century. Many of the assessment strategies currently in use fit under one or more of the categories discussed. Furthermore, it is important to note that these strategies also connect in a variety of ways.

1. Rubrics

Rubrics are both a tool to measure students' knowledge and ability as well as an assessment strategy. A rubric allows teachers to measure certain skills and abilities not measurable by standardized testing systems that assess discrete knowledge at a fixed moment in time. Rubrics are also frequently used as part of other assessment strategies (portfolios, performances, projects, peer-review and self-assessment). They will be discussed in those sections as well.

2. Performance-Based Assessments

Performance-Based Assessments (PBA), also known as project-based or authentic assessments, are generally used as a summative evaluation strategy to capture not only what students know about a topic, but if they have the skills to apply that knowledge in a "real-world" situation. By asking them to create an end product, PBA pushes students to synthesize their knowledge and apply their skills to a potentially unfamiliar set of circumstances that is likely to occur beyond the confines of a controlled classroom setting.

The implementation of performance-based assessment strategies can also impact other instructional strategies in the classroom.

3. Portfolio Assessment

Portfolios are a collection of student work gathered over time that is primarily used as a summative evaluation method. The most salient characteristic of the portfolio assessment is that rather than being a snapshot of a student's knowledge at one point in time (like a single standardized test), it highlights student effort, development, and achievement over a period of time; portfolios measure a student's ability to apply knowledge rather than simply regurgitate. They are considered both student-centered and authentic assessments of learning.

4. Self-assessment

While the previous assessment tools and strategies listed in this report generally function as summative approaches, self-assessment is generally viewed as a formative strategy, rather than one used to determine a student's final grade. Its main purpose is for students to identify their own strengths and weaknesses and to work to make improvements to meet specific criteria. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. In this way, self-assessment aligns well with standards-based education because it provides clear targets and specific criteria against which students or teachers can measure learning.

Self-assessment is used to promote self-regulation, to help students reflect on their progress and to inform revisions and improvements on a project or paper. In order for self-assessment to be truly effective four conditions must be in place: the self-assessment criteria is negotiated between teachers and students, students are taught how to apply the criteria, students receive feedback on their self-assessments and teachers help students use assessment data to develop an action plan.

5. Peer Assessment

Peer assessment, much like self-assessment, is a formative assessment strategy that gives students a key role in evaluating learning. Peer assessment approaches can vary greatly but, essentially, it is a process for learners to consider and give feedback to other learners about the quality or value of their work. Peer assessments can be used for a variety of products like papers, presentations, projects, or other skilled behaviours. Peer assessment is understood as more than only a grading procedure and is also envisioned as teaching strategy since engaging in the process develops both the assessor and assessee's skills and knowledge.

The primary goal for using peer assessment is to provide feedback to learners. This strategy may be particularly relevant in classrooms with many students per teacher since student time will be more plentiful than teacher time. Although any single student's feedback may not be rich or in-depth as teacher's feedback, the research suggests that peer assessment can improve learning.

6. Student Response System

Student response system(SRS), also known as classroom response system (CRS) or audience response system (ARS) is a general term that refers to a variety of technology-based formative assessment tools that can be used to gather student-level data instantly in the classroom through the combination of hardware, (voice recorders, PC, internet connection, projector and screen) and software.

Teachers can ask students a wide range of questions (both closed and open ended), where students can respond quickly and anonymously, and the teacher can display the data immediately on graphs. The use of technology also includes a use of video which examines how a range of strategies can be used to assess students' understanding.

The value of SRS comes from teachers analyzing information quickly and then devising real-time instructional solutions to maximize student learning. This includes a suggested approach to help teachers and trainers assess learning.

Curriculum Integration

What is Curriculum Integration?

Curriculum integration is making connections in learning across the curriculum. The ultimate aim of curriculum integration is to act as a bridge to increase students' achievement and engage in relevant curriculum *(Susan M. Drake and Rebecca C. Burns 2008).*

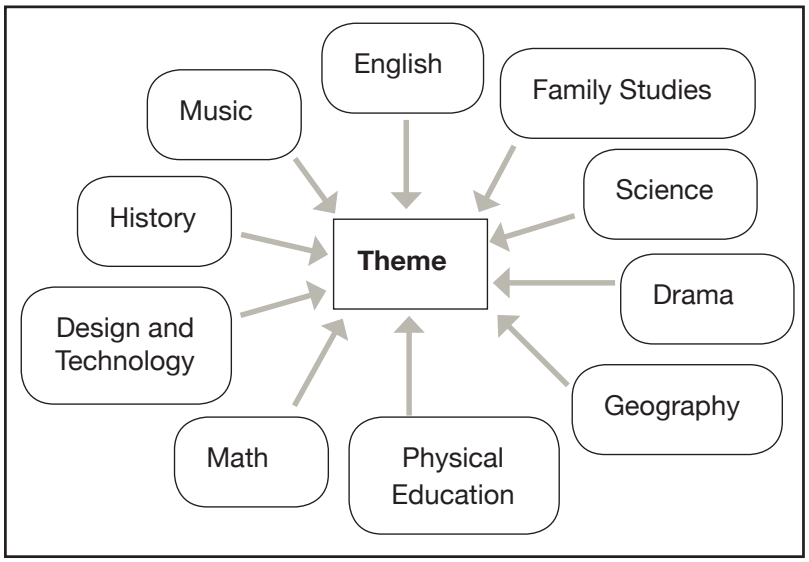
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration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

There are three approaches 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 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 and thus contribute meaningfully to their country. They themselves 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 goals like the Medium Term Development Goals (MTDG) and aims such as the Vision 2050 for a happy, healthy and wealthy society whereby, all its citizens should have access to and fair distribution to income, shelter, health, education and general goods and services thus improving the general standard of living for PNG in the long run.

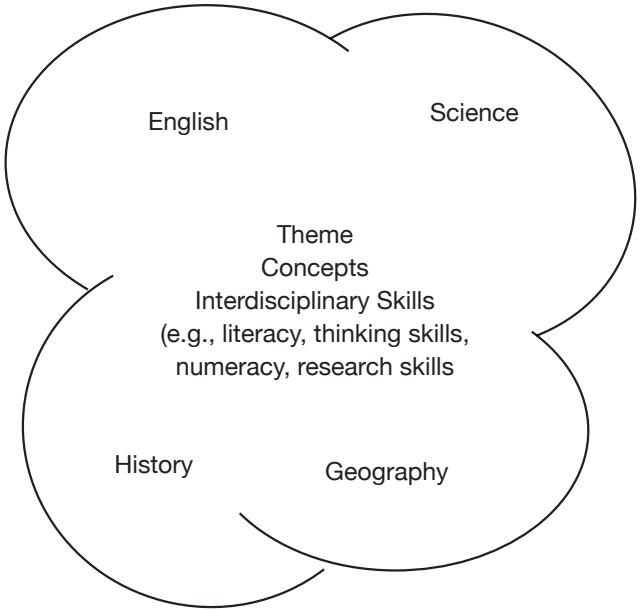
1. Multidisciplinary approach

In this approach, learning involves a theme or concept that will be taught right across all subject areas of study by 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, subject areas create lessons or assessment as per their subjects around this theme. Social Science will address this issue and Science and all other subject will do likewise.



2. 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 in that the core curriculum of learning is interwoven into each subject under study by the students. For instance; in Social Science geography strand, students write essay 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, informative, explanatory, descriptive, expository and narrative essay. They must be able to capture the mechanics of English skills such as grammar, punctuation and so forth.



Though these skills are studied under English, they are considered as core skills that cut across all subjects. 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.

3. Intra-disciplinary approach

This approach involves teachers integrating sub disciplines within a subject area. For instance, within the subject Social Science, the strands (disciplines) of geography, environment, history and political science 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.

4. Trans-disciplinary 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 develop their own curriculum to effect this need.

The trans-disciplinary approach addresses real-life situations thus giving the opportunity to students to attain real life skills. This learning approach is more to do with Project–Based Learning which is also referred to as problem-based learning or place-based learning.

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

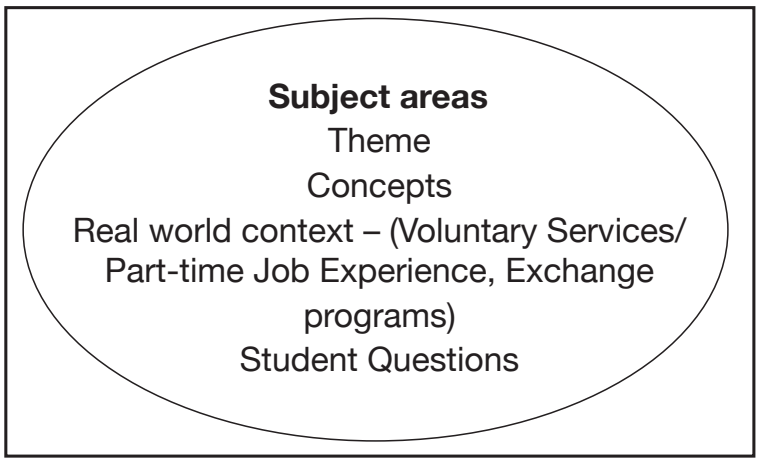
1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the 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. 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 2008).* have proven that Project based-programs 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)*

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.



Essential Knowledge, Skills, Values, and Attitudes

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.

Social Science has 5 broad areas (strands) which contain essential knowledge captured in the national content standards and benchmarks. Knowledge is 'what students must know and understand' in Social Science. The fundamental concepts in Social Science are outlined below.
Geography - The examination, description, and explanation of the earth - its variability from place to place, how places and features change over time, and the processes responsible for these variations and changes. - Human geography (population, migration,)
History - Historical roots and how past events have shaped Papua New Guinea and the world. - Reconstructing and interpreting historical events
Political Science - Political ideologies and systems (power, authority, governance and functions of different political systems)
Economics - The concept of scarcity (limited resources & unlimited needs & wants) - Satisfying needs and wants - Decision making
Environment - Physical systems and processes of the environment - Relationship between people and the environment - Impact of the exploitation of the natural environment - Good stewards of the environment

Social Science requires 'inquiry–based learning'. The inquiry–based learning 'is an approach that emphasises the role of the student in the learning process, rather than the teacher telling the students what they need to know. It encourages the students to explore a topic, ask questions and share ideas. Therefore, the skills outlined here are essential for 'inquiry–based learning'.
Research Skills - Access information - Organise information - Evaluate sources - Use information - Align solution with task - Cite all sources accurately
Collaborating Skills Working effectively with peers, listen and share ideas and compromise to create good products - Show independent initiative - Assume shared responsibility - Assist others in their roles - Contribute ideas - Keep an open mind - Apply strategies - Take a variety of roles - Tolerate different view points
Critical Thinking Create products that demonstrate abilities to justify augments, asking questions, analyse complex systems, evaluate evidence, draw conclusions, reflect on learning and explain how to solve problems
Creative and Innovative Skills - Think creatively - Generate ideas - Work creatively with others - Implement innovations
Communicating Skills - Ability to listen, read, write, present, comprehend, share and express ideas and thoughts between different audiences and use multiple forms of media

Thinking is problem-solving. Critical thinking is motivated by a problem. Teachers are advised to raise the level of higher thinking skills for the students.

The 'inquiry-based learning' is a process where students are engaged in;

1. Identify the problem
2. Develop an action plan
3. Research/gather/collect data
4. Analyse/organise data and form conclusions
5. Report the results/presentation

Moreover, Social Science is driven by values. These values and attitudes must be emphasised and reinforced in the teaching and learning process.

Values & Attitudes
• Curiosity • Initiative • Adaptability • Leadership • Collaboration & teamwork • Participation • Passion for exploring & learning • Appreciation of the awesomeness of nature, events, people etc • Being patriotic and responsible • Show consideration • Respect the environment and people • Embrace diversity • Maintain positive values

Teaching and Learning Strategies

Social Science emphasises and embraces the use of cognitive, reasoning, decision-making, problem-solving and higher-level thinking skills to teach to enhance students' understanding of inter-disciplinary concepts and issues in relation to environment, geography, history, politics and economic within PNG and globally. It aims to provide a meaningful pedagogical framework for teaching and learning essential and in-demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21st century.

Students must be prepared to gather and understand information, analyse issues critically, learn independently or collaboratively, organize and communicate information, draw and justify conclusions, create new knowledge, and act ethically.

These teaching and learning strategies will help teachers to;

- familiarize themselves with different methods of teaching in the classroom
- develop an understanding of the role of a teacher for application of various methods in the classroom

Successful teachers always keep in view that teaching must "be dynamic, challenging and in accordance with the learner's comprehension. He/she does not depend on any single method for making his/her teaching interesting, inspirational and effective".

Please find a list of the different teaching and learning strategies in Appendix 3.

These strategies;

- make learning more engaging
- make learning more effective
- make learning fun
- encourage higher motivational level
- improve attention spans
- develop higher order thinking and reflective skills
- improve communication skills
- develop the spirit of teamwork/collaboration
- develop leadership skills and qualities
- encourage discovery learning

Therefore, teachers are encouraged to utilise the suggested strategies as well as others.

Units and Topics

This section of the teacher guide contains the Social Science – History content to be taught in grade 12. It consists of;

- units
- topics

History in grade 12 has seven (7) units and they are;

1. Making Sense of History
2. Systems of Power, Authority and Governance
3. Culture and Society
4. Development and Sustainability of Societies
5. Economic Needs and Wants
6. Geographical Influences on Historical Events, People, Places and Environment
7. Historical Inquiry

The table below outlines the units and topics of History in grade 12 to be taught in an academic year. This will guide teachers to plan and teach the History strand in grade 12.

Units	Topics
Making Sense of History	Topic 1: Sources of historical events Topic 2: Spread of world religion Topic 3: Impacts of technology on peoples' behaviour Topic 4: Collection and interpretation of historical data Topic 5: Significant developments in history
Systems of Power, Authority and Governance	Topic 1: World political systems and ideologies Topic 2: Factors involved in systems of power and authority globally Topic 3: Influence of individuals on systems of power, authority and governance globally Topic 4: Similarities and differences in systems of power, authority and governance globally
Culture and Society	Topic 1: Impact of Christianity on local cultures Topic 2: Impact of religions on people Topic 3: Mono-cultural and multicultural societies Topic 4: Intercultural migration
Development and Sustainability of Societies	Topic 1: United Nations Topic 2: Promoting change and maintaining sustainability Topic 3: Global alliances Topic 4: Global sustainable goals Topic 5: PNG's National Goals and Directive Principles
Economic Needs and Wants	Topic 1: Child labour Topic 2: Exploitation of Papua New Guineans by powerful nations Topic 3: Economic factors and colonization Topic 4: International economic relationships Topic 5: Instrumental rationality

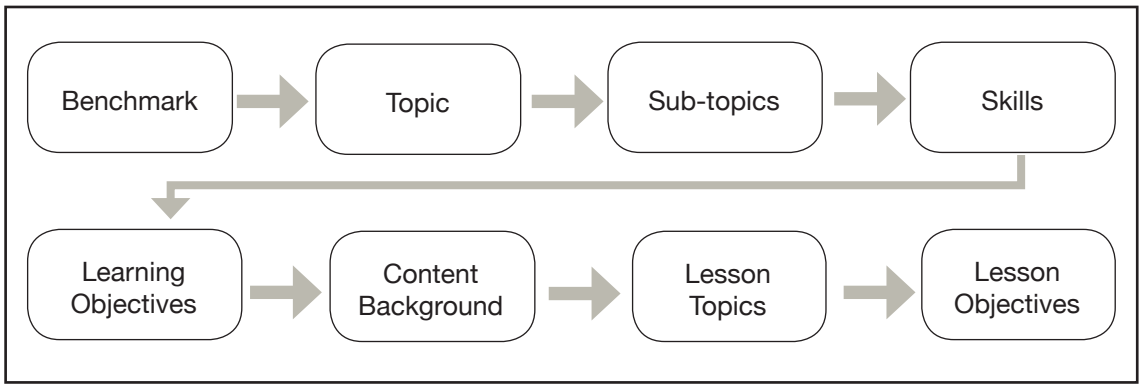
Geographical Influences on Historical Events, People, Places and Environment	Topic 1: Global effects of tsunami Topic 2: Earthquake devastation Topic 3: Volcanic eruptions and its aftermath Topic 4: Cyclones and tornadoes
Historical Inquiry	Topic 1: Review of historical events Topic 2: Mass media and peoples' perceptions Topic 3: Effects of critical literacy Topic 4: Impact of powerful individuals and groups on society Topic 5: Ideology and hegemony

How were the topics developed?

The topics given in the table were derived from the benchmarks. That is, National content standards are benchmarked at each grade level, which allows for essential KSAVs to be reinforced and expanded throughout the grades. Benchmarks show grade level expectations of what students are able to do to demonstrate that they are making progress towards attaining the content standard. These grade-level benchmarks were then unpacked to identify the topics. From the topics, teachers should be able to develop sub-topics and learning objectives and of course the lesson topics and lessons objectives to be achieved per lesson.

When we unpack a benchmark, we are identifying what students will know and be able to do when they have mastered the benchmark.

1. Write out the benchmark.
2. Write the verbs (skills/actions) – Higher order thinking skills.
3. Underline or highlight the big idea (content) in the benchmark. The big idea (content) is the topic derived from the benchmark.
4. Develop sub-topics from the big idea (topic).
5. Write learning objectives according to the sub-topics.
6. Derive lesson topics from the learning objectives.



Unit of work

The unit of work outlines the topics, sub-topics and the learning objectives for each of the seven (7) units in History, derived from the content standard and the benchmarks. It basically presents what the teacher is expected to teach. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to support teacher's lesson preparation.

Unit 1: Making Sense of History

Content Standard 2.1: Students will be able to discover that people construct knowledge of the past from multiple sources to make sense of historical patterns, periods of time and the relationship among these elements.

Benchmark 12.2.1.1: Use artefacts, archaeological data, primary and secondary sources and technology, to interpret and document the culture, cultural practices, and ceremonies of a group of people over a period of time.

Topic 1: Sources of historical events

Sub-topics:
- Types of historical sources
- Impact of technology use on historic evidence

Critical thinking skills: Interpretation and documentation of historical evidence.

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

- Identify primary sources of historical evidences.
- Identify secondary sources of historical evidences.
- Use historical evidences to interpret the cultures (cultural practices & ceremonies) of different groups of people over a period of time.
- Compile an historical documentary on the culture (cultural practices & ceremonies) of a group of people over time.

Content Background

Historical sources are things that tell us about history. It may be a document, a picture, a sound recording, a book, a cinema film, a television program or an object. Any sort of artifact from the period in question that conveys information can qualify as a source. Today with the help of modern technology we can document culture, cultural practices and ceremonies for the future generation. A group of people we can study are: Austronesians, Non Austronesians, Melanesians, Melanesians, Polynesians, Micronesians, Aborigines, Jewish people etc.

There are two main types of historical sources we can use to study a group of people are: primary and secondary sources:

A primary source is any evidence that originates from the past. It can be a chronicle, a piece of pottery, or even a piece of glacial ice that gives us climate data about the levels of atmospheric carbon one thousand years ago. Historians, to the best of their abilities, work with primary sources to understand the past on its own terms. When we look at a primary source we can at least sympathize better with the medieval world that would make the act of Holy War seem reasonable to him, even if we still strongly disagree with the outcome.

A secondary source is a work that comments on the past. Typically this is a recently written book that describes past events, often written by a historian or trained scholar familiar about the time period and civilization in question. For example, a Roman coin that was made by the Romans is a primary source, but a drawing of a Roman coin made in 2003 would be a secondary source. A book written about the Tudors in 1525 by one of them would be a primary source, but a book written about the Tudors in 1995 would be a secondary source.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. Fifth Edition.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Historical Source - Wikipedia. Accessed 12th of June, 2019.*

Benchmark 12.2.1.2: Research world religions and their spread throughout the world using primary and secondary sources.

Topic 2: Spread of world religions

Sub-topics:
- World religions
- Primary and secondary sources of spreading world religions
- Global effects of world religions on the society

High–Level thinking skills: Analysing and examining detailed researched information on world religion.

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

- Research world religions using primary and secondary sources.
- Research the spread of world religion using primary and secondary sources.

Content Background

The growth and spread of world religions had a great impact on society. Many effects were specific to particular cultures or regions, such as the influence of the Hindu caste system on India and Confucian ethics on China. But other religions like Christianity were more global in nature. These broad effects cut across cultural lines to influence human society in general.

Global Effects on Society World religions helped shape society and culture in various ways. One key factor was the creation of large communities of people with shared beliefs. Before the rise of universal religions, most people had worshiped local gods in small communities. Because the new, universal religions could be practiced anywhere and they produced much larger communities of believers. These communities were linked by common belief systems and ethical values that helped people live together. They also brought economic and political benefits to their members. For example, Muslim traders did business with other Muslims in distant lands. They built large trade networks based on religious ties. Jewish communities provided strength and support, which helped Jews maintain their identity despite discrimination and periods of oppression.

World religions also influenced social and political structures. Rulers and religious leaders often worked together to uphold the existing social and political order. Religious establishments supported rulers in return for official backing and protection. The Christian idea that everyone was equal in the eyes of God supported the principle of democratic equality. Women, who were often portrayed as inferior to men, even gained some rights through religion. Islam, for example, guaranteed women's property and inheritance rights. Christian monasteries provided a refuge for women. Religion also had a strong impact on art and culture. It helped spread cultural ideas and values around the world. Many great works of art—from cathedrals and temples to paintings and music—were inspired by religious faith. They can be used as historical sources to study the spread of religion throughout the world. Religion also promoted literacy by encouraging people to read sacred texts. In this way, it expanded

education and learning. In addition, religion influenced many cultural celebrations, holidays, and festivals. These events often merged religious beliefs with local customs and traditions and operated as a whole.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. Fifth Edition.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Historical Source- Wikipedia. Accessed 12th of June, 2019.*

Benchmark 12.2.1.3: Investigate how technology has impacted the ways peoples' lives are organized and ways in which they comprehend, behave, think, and relate to each other over time.

Topic 3: Impacts of technology on people's behaviour

Sub-topics:
- The 21st information technology
- Impart of 21st information technology on people's behaviour

High–Level thinking skills: Analysing and examining detailed information of 21st technology and its pacts on people's behaviour.

Learning Objectives: By the end of this topic, students will be able to:
- Research 21st information technology to find the kinds of gadgets used.
- Investigate how technology has impacted the daily behaviour of people.

Content Background

In the 21st century it is the century of information and telecommunication technologies. Improvement in technology is revolutionizing the world at a large scale and to greater heights. These gadgets can make life easier and contribute a lot to learning. Using technology like computers and the internet makes it convenient for deconstruction, reconstruction, maintenance, sustenance, transmission and dissemination of our history.

For example, two of the areas that have been affected by information technology is communication and education. In schools began to make electronic diaries of pupils by which parents learn about the progress of their child. In Universities and other educational institutions teachers, more practice of dumping lectures on electronic media, as well as practicing self-study topics. Thus, the need in visiting of lectures is reduced and knowledge can be communicated through technology. Handing coursework or thesis for review, the student can simply throw their work to the teacher by email, while reducing the time spent on journey to place of study, and time of the teacher: he can check the work at a convenient time and send the student with guidance for improvement. PNG has introduced e-learning to make resources accessible in rural areas too. An electronic page is good, less harm to the environment, and to store large amounts of information easier and more convenient in electronic form.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. Fifth Edition.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Historical Source- Wikipedia. Accessed 12th of June, 2019.*

Benchmark 12.2.1.4: Analyze historical research to understand the purpose of the research, the methods of data collection and interpretation, and the validity of the main findings.

Topic 4: Collection and interpretation of historical data

Sub-topics:

- Purpose of a historical research
- Methods used in a historical research
- Data collection in a historical research
- Interpretation of data in a historical research
- Validity of main findings in a historical research

Skills: High–level thinking skills to evaluate historical research information that includes all parts of a research.

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

- Identify all the different parts and steps in a Historical Research.
- Analyze a historical research to understand the purpose of the research, the methods of data collection and interpretation, and the validity of the main findings.

Content Background

Historical research is a critical investigation of events, their development, & experiences of the past & a careful weighing of evidence of the validity of information of the past & interpretation of the evidence. Historical research involves the review of written materials but many include oral documentation as well.

Historical research enables you to explore and explain the meanings, phases and characteristics of a process at a particular point of time in the past. The main focus of your research is time. Your essential aim is to identify appearances of your chosen event in a temporally defined situation and environment. The strategy of historical research is also suitable in other disciplines as it enables you to focus on exploring the historical appearances of an event. You can use a variety of methods of analysis. Qualitative analysis is the norm, but quantitative analysis can also explain the past. Historical research relies on a wide variety of sources, both primary & secondary including unpublished material.

Historical research involves the following steps:

1. Identify an idea, topic or research question.
2. Conduct a background literature review.
3. Refine the research idea and questions.
4. Determine that historical methods will be the method used.
5. Identify and locate primary and secondary data sources.

The purpose of historical research is to preserve and interpret facts. The researcher gathers the facts and then attempts to assimilate the facts into a meaningful order. The researcher attempts to verify the facts using other data sources.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. Fifth Edition.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Historical Source- Wikipedia. Accessed 12th of June, 2019.*

Benchmark 12.2.1.5: Investigate and document a significant world event that has changed the mindset, values attitudes, behavior, perceptions, and practices of people globally (for example, dropping of Atomic Bomb on Hiroshima, Bombing of Pearl Harbor, bombing and destruction of Aleppo in Syria, discovery of penicillin, development of computers, provision of internet, invention of television, radio, airplanes, and bullet trains, etc.).

Topic 5: Significant development in history

Sub-topics:

- Significant world events
- Impact of significant world events
- Document a significant world event

Skills: Creative thinking skills to document a significant world event

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

- Investigate a significant world event that has changed the mindset, values attitudes, behavior, perceptions, and practices of people globally (for example, dropping of Atomic Bomb on Hiroshima, Bombing of Pearl Harbor, bombing and destruction of Aleppo in Syria, discovery of penicillin, development of computers, provision of internet, invention of television, radio, airplanes, and bullet trains, etc.).
- Document a significant world event that has changed the mindset, values attitudes, behavior, perceptions, and practices of people globally (for example, dropping of Atomic Bomb on Hiroshima, Bombing of Pearl Harbour, bombing and destruction of Aleppo in Syria, discovery of penicillin etc,

Content Background

It's easy to say the world wouldn't be where it is today without the significant events that transpired throughout the 20th century. These important historical events, such as World War II, Cold War, Sputnik, and the invention of the internet, truly shaped our world and paved the way for the 21st century and beyond. Using Historical Investigation skills, global events can be analyzed and documented. For examples, you can use and analyze resources about WWII by actually visiting the places where the war was fought. You can visit Europe or Japan or even watch documentaries about WWII and see history from your perspective and develop your own interpretation.

The Steps to follow in Historical Investigation are:

1. Planning and conducting historical investigations using historical Concepts.
2. Formulating historical questions and hypothesis relevant to investigation.
3. Locating and interrogating a range of sources.
4. Identify different perspectives evident in sources.
5. Analyzing sources for their usefulness and reliability to question(s) asked.
6. Developing and examining historical Interpretations.
7. Using sources to develop a view about a historical issue.
8. Selecting and organizing relevant information.

9. Synthesizing evidence from a range of sources to develop and support a reasoned historical account or argument.
10. Using historical terms and concepts appropriately.
11. Presenting and communicating the findings of a historical investigation using appropriate and well structure mediums. Eg: charts, ppt or video or a combination. The presentation is documented for future use and reference. *(Source: Howitt Bragg,(2000) Key Features of Modern History, 5th Edition, Oxford, Australia)*

Historical Event: World War II was a global war that lasted from 1939 to 1945. The vast majority of the world's countries—including all the great powers—eventually formed two opposing military alliances: the Allies and the Axis. A state of total war emerged, directly involving more than 100 million people from more than 30 countries. The major participants threw their entire economic, industrial, and scientific capabilities behind the war effort. World War II was the deadliest conflict in human history, marked by 70 to 85 million fatalities, most of whom were civilians in the Soviet Union and China. World War included bombing of Pearl Harbor, Hiroshima and Nagasaki Nuclear bombings, massacres, the genocide of the Holocaust, strategic bombing, death from starvation and disease, and use of nuclear weapons in war.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. Fifth Edition.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Historical Source - Wikipedia. Accessed 12th of June, 2019.*

Unit 2: Systems of Power, Authority and Governance

Content Standard 2.2: Students will be able to critique the processes and probe the reason for people creating, maintaining or changing the systems of power, authority and governance.

Benchmark 12.2.2.1: Examine how systems of power, authority, and governance were/are created, sustained, or changed in chieftain, dynasty, monarch, feudal, and similar political units/systems.

Topic 1: World political systems and ideologies

Sub-topics:

- Systems of power, authority and governance
- The creation, sustainability and change of systems of power, authority and governance

Skills: Critical thinking skills to evaluate systems of power, authority and governance and make informed discussions on their creation, sustainability and changes or developments.

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

- Identify the different systems of power, authority and governance were/ are created, sustained, or changed in chieftain, dynasty, monarch, feudal, and similar in the political units or systems.
- Examine how these systems of power, authority, and governance were or are created, sustained, or changed in terms of chieftain, dynasty, monarch, feudal, and similar political units/systems.

Content Background

Governance comprises all of the processes of governing over a social system and whether through the laws, norms, power or language of an organized society. It relates to "the processes of interaction and decision-making among the actors involved in a collective problem that lead to the creation, reinforcement, or reproduction of social norms and institutions". Power is defined by political scientists is the ability to influence the behavior of others with or without resistance. The term authority is often used for power perceived as legitimate by the social structure. The use of power need not involve coercion, force or the threat of force. People use more than rewards, threats and information to influence others. In everyday situations, people use a variety of power tactics to push or prompt others into particular action.

Authority is the legitimate use of power that a person or a group holds over another. Legitimacy is vital to the notion of authority; legitimacy is the main means by which authority is distinguished from more general notions of power. There are 3 types of Authority; a) Rational/Legal b) Traditional and c).Charismatic. Adolf Hitler regime is an example of Charismatic Authority. The European Monarchies are examples of Traditional Authority. Presidents and Prime Ministers duly voted through the right process are examples of rational authority. The degree to which these rights and obligations of these leadership

are felt is based on the perceived legitimacy of the authority. A well-established, respected, democratically elected government wields more authority than an ad hoc or corrupt government like many in developing nations. In PNG, we have two systems of authority; the 'big men' in the Highlands region and chieftaincy systems in the coastal region. The big men system of authority is more charismatic while the chieftaincy is traditional type.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. Fifth Edition.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Historical Source - Wikipedia. Accessed 12th of June, 2019.*

Benchmark 12.2.2.2: Identify and analyze the reasons and the contributing factors in the creation, sustainability, and the demise of the Roman Empire, Adolf Hitler- German Empire, Benito Mussolini- Italy, Fidel Castor- Cuba, Josef Stalin –Russian Empire, British Empire and other systems of power and authority.

Topic 2: Factors involved in systems of power and authority

Sub-topics:

- Reasons and factors for the creation of the different examples of systems of power, authority and governance
- Reasons and factors for the sustainability of the different examples of systems of power, authority and governance
- Reasons and factors of the changes and demises of the different examples of systems of power, authority and governance

Skills: Use Reasoning skills - to make logical, just and rational judgment on the reasons and factors in the creation, sustainability and the demising of different systems of power, authority, and governance.

Learning Objective: By the end of the topic, students will be able to:

- Identify and analyze the reasons and the contributing factors in the creation, sustainability, and the demise of the Roman Empire, Adolf Hitler, Mussolini, Fidel Castor, Stalin, British Empire and other systems of power and authority.

Content Background

In the early twentieth century much of Africa, Asia and the Caribbean was controlled by European countries. These European empires all collapsed in the years after 1945.

The causes of the collapse of empire

The colonies suffered badly during the Depression of the 1930s. The imperialist European countries had encouraged their colonies to produce raw materials for European factories but failed. It was hard for the colonisers to keep their colonies operating. During the war too,much of the Asian territory held by the Europeans was conquered by the Japanese forces. Eventually the Japanese were defeated but the war had fatally weakened the control of the Europeans. After the war Britain, France and other European states faced many economic problems. They could no longer afford the cost of keeping their empires.There was a rising tide of nationalism in the colonies. At the same time there was a decline in imperialist feeling in the European countries.

Handing over power

In the late 1940s there was a wave of de-colonization in Asia and the Middle East. French forces left Syria and the Lebanon in 1946. The Philippines was given independence from the USA in 1946. At first the Dutch tried to fight nationalists in the Dutch East Indies but by 1948 the Dutch admitted defeat and granted independence to a new state known as Indonesia. Britain gave up control of the Indian sub-continent in 1947: two new states were created called

India and Pakistan. A year later the British colonies of Burma and Ceylon (Sri Lanka) became free.

After Empire

The history of the newly independent states was often troubled. The European states had imposed artificial boundaries, which sometimes led to ethnic unrest. The economies of most former colonies were undeveloped and relied too heavily on the sale of raw materials to the former colonial powers. Furthermore, the passing of their empires caused a sense of crisis in many European countries. There was a marked decline in power and status for those countries like Britain and France that had lost large world empires. Arguments over empire led to political turmoil and the fall of governments in France in 1958 and Portugal in 1975. The end of empire led to a large number of newly independent countries. Some of the leaders in these countries were unhappy that world politics was dominated by the conflict between the USA and the Soviet Union. A new 'non-aligned' movement began in 1955, when representatives from 29 countries met in Indonesia for the Bandung Conference, setting up a loose organization of states that were not allied to the superpowers.

Suggested Resources

1. John Waiko. (2014). *A short History of Papua New Guinea.2nd revised edition.* Oxford University Press: Australia
2. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. 5th ed.* Oxford University Press. Australia
3. Baing.S, Burr. M, Waiko. J. (2015). *Save Buk: PNG Upper Secondary. History Grade 11 Vol.11.* Oxford University Press: Australia and New Zealand
4. Baing.S, Burr. M, Waiko. J. (2015). *Save Buk: PNG Upper Secondary. History Grade 12 Vol.12.* Oxford University Press: Australia and New Zealand
5. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
6. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
7. *Power, Authority & Governance from https://en.wikipedia.org/wiki/Systems. retrieved 12/10.2019*

Benchmark 12.2.2.3: Evaluate how individuals influenced the creation, sustainability, or change in the systems of power, authority, and governance globally over the years (for example Religious leaders, Presidents of the United States of America, Cult leaders, Separatist Movements leaders, Chiefs, Kings and Queens, dictators, etc.).

Topic 3: Influence of individuals on systems of power, authority and governance globally

Sub-topics:

- Global influential individual of the past in the systems of power, authority, and governance
- Individual influence on the creation, sustainability, or change in the systems of power, authority, and governance globally over the years

Critical thinking skills: Evaluate gathered information of influential individual of the past in the systems of power, authority and governance globally.

Learning Objective: By the end of the topic, students will be able to:

- Evaluate how individuals influenced the creation, sustainability, or change in the systems of power, authority, and governance globally over the years (for example Religious leaders, Presidents of the United States of America, Cult leaders, Separatist Movements leaders, Chiefs, Kings and Queens, dictators, etc.).

Content Background

Charismatic authority is power legitimized on the basis of a leader's exceptional personal qualities, or the demonstration of extraordinary insight and accomplishment, which inspire loyalty and obedience from followers. In contrast to the current popular use of the term charismatic leader, Weber saw charismatic authority not so much as character traits of the charismatic leader but as a relationship between the leader and his followers. For Weber, charisma applies to "a certain quality of an individual personality, by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities.

Charismatic authority almost always evolves in the context of boundaries set by traditional or rational-legal authority, but by its nature tends to challenge this authority, and is thus often seen as revolutionary. However, the constant challenge that charismatic authority presents to a particular society will eventually subside as it is incorporated into that society through routinization. Routinization is the process by which "charismatic authority is succeeded by a bureaucracy controlled by a rationally established authority or by a combination of traditional and bureaucratic authority.

In politics, charismatic rule is often found in various authoritarian states, autocracies, dictatorships, and theocracies. In order to help to maintain their charismatic authority, such regimes will often establish a vast cult of personality, which is signaled when an individual uses mass media, propaganda, or other methods to create an idealized and heroic public image, often through unquestioning flattery and praise. The dictators of

Europe between the wars and others like Fidel Castro, Saddem Hussein, Colonial Gaddafi are examples of this type of authority that existed in the 20th and 21st century.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. 5th ed.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Power, Authority & Governance from https://en.wikipedia.org/wiki/ Systems . retrieved 12/10.2019*

Benchmark 12.2.2.4: Examine and compare how power systems, authority, and governance are created, maintained, or changed in democratic, communist, monarch, dictatorship, and chieftain societies.

Topic 4: Similarities and differences in systems of power, authority and governance globally

Sub-topics:

- The similarities in the global systems of power, authority and governance in terms of democratic, communist, monarch, dictatorship, and chieftain societies
- The differences in the global systems of power, authority and governance in terms of democratic, communist, monarch, dictatorship, and chieftain societies

Skills: Use critical thinking skills to compare and contrast gathered information of similarities and differences of systems of power, authority and governance globally.

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

- Examine the similarities in the global systems of power, authority and governance in terms of democratic, communist, monarch, dictatorship, and chieftain societies.
- Examine the differences in the global systems of power, authority and governance in terms of democratic, communist, monarch, dictatorship, and chieftain societies.
- Compare how power systems, authority, and governance are created, maintained, or changed in democratic, communist, monarch, dictatorship, and chieftain societies.

Content Background

Power systems, authorities and governments are created, maintained and change over the course of history. Despite the type of governance or authority if people are not happy with the type of authority then the society plays a part to bring about changes. Colonialism, imperialism and revolution have played a major part in the rise and fall of power structure and governance in the world. Societies have been overtaken, ruled, risen, and fallen. Wars have been fought for the power of one society, faction, or government to rule another. For example, the outbreak of World War 1 and its aftermath saw the crumbling of European Empires and the rise of democracies and dictatorships. A series of dictators rose and one, Adolf Hitler of Germany, triggered the Second World War.

Arguably the most (in)famous dictator of all, Hitler took power in Germany in 1933 (despite having been born Austrian) and ruled until his suicide in 1945, having in the meantime started and lost World War 2. Deeply racist, he imprisoned millions of "enemies" in camps before executing them, stamped down on "degenerate" art and literature and tried to reshape both Germany and Europe to conform to an Aryan ideal.

Benito Mussolini became the youngest ever Italian Prime Minister in 1922 by organising a fascist known as "blackshirts" which literally attacked the political left of the country (having once been a socialist himself) He soon transformed the office into dictatorship before pursuing foreign expansion and allying with Hitler. He was wary of Hitler and feared a prolonged war, but entered into WW2 on the German side when Hitler was winning because he feared losing out on victory; this proved his downfall. With enemy troops approaching, he was caught and killed.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. 5th ed.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Charistmatic Leaders from https://en.wikipedia.org/wiki/charistmatic. retrieved 12/10.2019*

Unit 3: Culture and Society

Content Standard 2.3: Students will be able to investigate and analyse the different ways of transmitting and diffusing culture and their impact on the development and maintenance of societies.

Benchmark 12.2.3.1: Investigate the culture of Christianity, its spread throughout the world, and evaluate its impact on local cultures.

Topic 1: Impact of Christianity on local cultures

Sub-topics:

- The culture of Christianity
- The spread of Christianity
- The impact of Christianity on local churches

Skills: High level thinking skills to analysis details of Christianity and its impact to local churches.

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

- Investigate the culture of Christianity, its spread throughout the world,
- Evaluate its impact on local cultures.

Content Background

The role of Christianity and its cultures in civilization has been entangled with the history and formation of Western society. Throughout its long history, the Church has been a major source of social services like schooling and medical care; inspiration for art, culture and philosophy; and influential player in politics and religion. In various ways it has sought to affect Western attitudes to vice and virtue in diverse fields. Festivals like Easter and Christmas are marked as public holidays; the Gregorian Calendar has been adopted internationally as the civil calendar; and the calendar itself is measured from the date of Jesus's birth affecting many cultures.

The cultural influence of the Church has been vast. Church scholars preserved literacy in Western Europe following the fall of the Western Roman Empire. During the Middle Ages, the Church rose to replace the Roman Empire as the unifying force in Europe. The cathedrals of that age remain among the most iconic feats of architecture produced by Western civilization. Many of Europe's universities were also founded by the church at that time. Many historians state that universities and cathedral schools were a continuation of the interest in learning promoted by monasteries. The university is generally regarded as an institution that has its origin in the Medieval Christian setting, born from Cathedral schools. The Reformation brought an end to religious unity in the West, but the Renaissance masterpieces produced by Catholic artists like Michelangelo, Leonardo da Vinci and Raphael at that time remain among the most celebrated works of art ever produced similarly to Christian sacred music.

The Bible and Christian theology have also strongly influenced Western philosophers and political activists. Long held Christian teachings on

sexuality and marriage and family life have also been both influential and, in recent times, controversial. Christianity played a role in ending practices such as human sacrifice, infanticide and polygamy. Christianity in general affected the status of women by condemning marital infidelity, divorce, incest, polygamy, birth control, infanticide and abortion. Christians have made a numerous contributions to human progress in a broad and diverse range of fields, both historically and in modern times, including the science and technology, medicine, fine arts and architecture, politics, literatures, Music, philanthropy, philosophy, ethics, theatre and business. They also excelled in philosophy, science, theology and medicine affecting many cultures throughout the world.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. 5th ed.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Charistmatic Leaders from https://en.wikipedia.org/wiki/charistmatic. retrieved 12/10.2019*

Benchmark 12.2.3.2: Analyze and differentiate between the Muslim, Buddhism, and Christianity cultures and their consequences on the people and places they have influenced.

Topic 2: World regions and their impact on people

Sub-topics:

- The cultures of other religions - Muslim and Buddhism
- Consequences of other religions - Muslim and Buddhism, on people and places they have influenced

Skills: Use critical thinking skills to differentiate cultures of religions and evaluate their consequences on people and places.

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

- Analyze between the Muslim, Buddhism, and Christianity cultures and their consequences on the people and places they have influenced.
- Differentiate between the Muslim, Buddhism, and Christianity cultures and their consequences on the people and places they have influenced.

Content Background

Different religions have their own cultures and traditions that they impart in different ways. The consequences of their religion differ on the people and places they have influenced. Each of these religions has different factions with differing beliefs. The description given here focuses on the core beliefs of each religion. Other major religions, such as Judaism, Hinduism could be discussed, but to be brief, we have chosen these.

Buddhism and its beliefs

Buddhists do not worship any gods or God. People outside of Buddhism often think that Buddhists worship the Buddha. However, the Buddha (Siddhartha Gautama) never claimed to be divine, but is viewed by Buddhists as having attained what they are also striving to attain, which is spiritual enlightenment and, with it, freedom from the continuous cycle of life and death. Most Buddhists believe a person has countless rebirths, which inevitably include suffering. Therefore, the goal of a Buddhist is to purify one's heart and to let go of all yearnings toward sensual desires and the attachment to oneself. Buddhists follow a list of religious principles and adhere to personal restraint, fasting and very dedicated meditation. When a Buddhist meditates it is not the same as praying or focusing on a god, it is more of self-discipline. Through practiced meditation a person may reach Nirvana - "the blowing out" of the flame of desire. Buddhism provides something that is true of most major religions: disciplines, values and directives that a person may want to live by.

Islam and its beliefs

Muslims believe there is the one almighty God, named Allah, who is infinitely superior to and transcendent from humankind. Allah is viewed as the creator of the universe and the source of all good and all evil. Everything that happens is Allah's will. He is a powerful and strict judge, who will be merciful toward followers depending on the sufficiency of their life's good works and religious

devotion. A follower's relationship with Allah is as a servant to Allah. Though a Muslim honors several prophets, Muhammad is considered the last prophet and his words and lifestyle are that person's authority. At death - based on one's faithfulness to these duties - a Muslim hopes to enter Paradise. If not, they will be eternally punished in hell. Islam teaches that there is one supreme deity, who is worshiped through good deeds and disciplined religious rituals. After death a person is rewarded or punished according to their religious devotion. Muslims believe that giving up one's life for Allah is a sure way of entering Paradise.

Christianity and its beliefs

Christians believe in one eternal God who is creator of all that is. He is viewed as a loving God who offers everyone a personal relationship with himself now in this life. In his life on Earth, Jesus Christ did not identify himself as a prophet pointing to God or as a teacher of enlightenment. Rather, Jesus claimed to be God in human form. He performed miracles, forgave people of their sin and said that anyone who believed in him would have eternal life. Followers of Jesus regard the Bible as God's written message to humankind. In addition to being an historical record of Jesus' life and miracles, the Bible reveals his personality, his love and truth, and how one can know and relate to God, as you could a friend. They believe that Jesus Christ, out of love for us, paid for the sin for all of humanity by dying on a cross and rose from the dead, proving his deity.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. 5th ed.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Major Religions of the World from https://en.wikipedia.org/wiki/majorreligions. retrieved 12/10.2019*

Benchmark 12.2.3.3: Explain the difference between monoculture and multicultural societies and evaluate the advantages and disadvantages of each culture.

Topic 3: Monocultural and multicultural societies

Sub-topics:

- Monoculture societies
- Multicultural societies
- Differences between monoculture and multicultural societies
- Advantages and disadvantages monoculture and multicultural societies

Skills: Use critical thinking skills to compare and contrast between monoculture and multicultural societies.

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

- Explain the difference between monoculture and multicultural societies.
- Evaluate the advantages and disadvantages of each culture.

Content Background

Monoculturalism is the policy or process of supporting, advocating, or allowing the expression of the culture of a single social or ethnic group. It generally stems from beliefs within the dominant group that their cultural practices are superior to those of minority groups and is similar to the concept of ethnocentrism which involves judging another culture, usually an indigenous one, based on the values and standards of one's own culture. It may also involve the process of assimilation whereby other ethnic groups are expected to adopt the culture and practices of the dominant ethnic group. Rather than the suppression of different ethnic groups within a given society, sometimes monoculturalism manifests as the active preservation of a country's national culture via the exclusion of external influences. Japan, South Korea, and North Korea are examples of this form of monoculturalism. However it may also be the result of factors such as geographic isolation, historical racial homogeneity, or political isolation. For instance, some European countries such as Finland, Portugal, Iceland, Poland and the Scandinavian countries (Denmark, Norway and Sweden) are still effectively monocultural because of the people's shared culture and ethnicity. Nazi Germany is the most famous example of an empire that tried to create a monocultural society by the extermination of ‘inferior races’ in favour of the ‘aryan race’

Multicultural refers to a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other. Multiculturalism refers to that trend in the society where the different cultures are made inclusive, tolerated and accommodated, and these trends are institutionalised in legislation to respect other cultures. For example, USA Canada, Australia and other western countries, where multiculturalism is the national policy, respect religions, ethnicity and cultures of different communities and their cultural rights, while a secular law common to all protect their human rights. They are not allowed to have a legal system or practices that are contrary to the laws of the country. Some say that multiculturalism tend to divide and erase the original ethos of

the nation and they suggest that uniculturalism is more appropriate, where minorities enjoy full expression of religious and ethnic cultures, while the historic continuity of the majority and their culture is recognised as the national ethos. In a country like Papua New Guinea where we have a variety of cultures it is sometimes disadvantages and advantages of it.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. 5th ed.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Monoculture and multicultural societies from https://en.wikipedia.org/wiki/Monoculture and Multiculturism societies. retrieved 12/10.2019*

Benchmark 12.2.3.4: Examine the migration of people from different cultures and the process and the challenges of creating and sustaining a national culture and a cohesive society.

Topic 4: Intercultural migration

Sub-topics:
- Migration of people from different cultures and the process
- Challenges of creating and sustaining a national culture

Skills: Use critical thinking skills to examine the different cultures, processes, challenges of creating and sustaining a national culture.

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

- Examine the migration of people from different cultures and the process.
- Examine the challenges of creating and sustaining a national culture and a cohesive society.

Content Background

The subject of international migration has become a matter of political debate in all developed nations because of its social and economic impact. European nations must deal with large internal migratory flows from Eastern to Western Europe, while managing international migrants resulting from the conflict in the Middle East and poverty in Sub-Saharan Africa.

Migration has contributed to the richness in diversity of cultures, ethnicities and races in developed countries. Countries like the U.S, Argentina, and Brazil have always included large immigrant populations. Citizenship in those countries is based not on ethnic grounds but on a different sort of national identity but committed to their own culture. But for many European countries, the nation is often defined in a cultural way—by a common language, heritage, and ethnicity. This raises important questions for countries that do not have long traditions of immigration. How long does an immigrant have to live in Germany to become a German? Can a person be French without speaking French? Should immigrants be forced to take citizenship classes that teach them “how to be Dutch”? Indeed, cultural issues are a significant factor in the response of Europeans to global migration. In recent years, the European public has questioned the effect of immigration on culture and national identity. Fear and distrust of immigrants has fueled the creation and success of anti-immigrant political parties in several European countries. Many of these parties have linked social ills, such as unemployment and crime, to immigration. Individuals who migrate experience multiple stresses that can impact their mental wellbeing, including the loss of cultural norms, religious customs, and social support systems, adjustment to a new culture and changes in identity and concept of self. Indeed, the rates of mental illness are increased in some migrant groups.

A case study of places like USA, Australia, Canada, New Zealand where people from all over the world migrate into these places and face the challenge of trying to create and form one nation. For example, USA is referred to as a melting pot where people from different culture migrate there and live as one nation.

Suggested Resources

1. Bernie H, Bruce D, Chris K, Hamish B, Stephen D. (2018). *Key Features of Modern History 2 Year 12 Student book + obook assess. 5th ed.* Oxford University Press. Australia
2. Christoper Condon. (1987). *The Making of the Modern World.* Macmillan. Australia
3. Richard Overy. (1999). *The Times History of The 20th Century. Second Revised Edition.* Times Book.
4. *Migration and Impact on Culture from https://en.wikipedia.org/wiki/ Migration and impact on Cutures, retrieved 12/10.2019.*

Unit 4: Development and Sustainability of Societies

Content Standard 2.4: Students will be able to analyse and explain the roles of individuals and groups within a society as promoters of change or guardians of status quo.

Benchmark 12.2.4.1: Evaluate the roles and responsibilities of the United Nations in promoting change and ensuring stability.

Topic 1: United Nations (UN)

Sub-topics:
- History of the United Nations
- Roles and responsibilities of the United Nations

Skills: Analysis (examine).

Learning Objectives: By the end of this topic, students will be able to:
- Relate the history of the United Nations.
- Identify the roles and responsibilities of the United Nations.
- Evaluate the roles and responsibilities of the United Nations in promoting. change and maintaining stability in the world.

Content Background

The United Nations (UN) is an international organization which was established on 24th October 1945 to promote international cooperation. It was founded to replace the League of Nations following World War II and to prevent another conflict. When the UN was founded, it had 51 Member States, there are now 193. The goals of the United Nations are to:
- keep world peace
- help countries get along
- improve living conditions for people all over the world
- and to make the world a better place

Organs of the UN

The United Nations has six principal organs:

1. UN General Assembly
2. UN Secretariat
3. UN Security Council
4. UN Economic and Social Council
5. UN Trusteeship Council
6. UN international Court of Justice

Agencies

The UN also has special agencies such as:
- 'The United Nations Children's Fund (UNICEF)
- The World Health Organization (WHO)
- The Food and Agriculture Organization (FAO)
- The United Nations Educational, Scientific and Cultural Organization

(UNESCO)
- The International Labour Organization (ILO)
- The International Monetary Fund (IFM)
- The United Empowerment Programme (UNEP)
- The United Nations Development Programme (UNDP)

(Source: https://simple.m.wikipedia.org)

Roles and Responsibilities of the UN

The main role of the UN since its inception in 1945 is to maintain international peace and security. It achieves this by working to prevent conflict, helping parties in conflict make peace, peacekeeping and creating the conditions to allow peace to hold and flourish. The UN carries out its Charter by:

- maintaining international peace and security
- protecting human rights
- delivering humanitarian aid
- promoting sustainable development
- upholding international law

Suggested Resources

1. *United Nations from https://simple.m.wikipedia.org. Retrieved 12/06/2019*
2. *What we do from https://www.un.org. Retrieved 12/06/2019*
3. *What is the purpose or role of the United Nations from https://www.ask.un.org. Retrieved 12/06/2019*
4. *The role of United Nations from https://www.china.un.org. Retrieved 12/12/2019*

Benchmark 12.2.4.2: Examine the different ways the United Nations promote change and maintain stability in different regions of the world.

Topic 2: Promoting change and maintaining sustainability

Sub-topics:
- How does the UN promote change and maintain sustainability?
- Case Study: The Sierra Leone Conflict

Skills: High–level thinking skills to examine, analyze, and interpret UN's way in promoting change and maintaining sustainability in the regions of the world.

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

- Examine the different ways in which the UN promotes change and maintains stability in different regions of the world.
- Describe how the UN helped to resolve the Sierra Leone Conflict.

Content Background

The United Nations effects its roles and responsibilities according to its Charter. The following are some ways in which the UN promotes change and maintains the stability in different regions of the world.

1. Maintaining Peace and Security
By sending peacekeeping and observer missions to the world's trouble spots over the past six decades, the United Nations has been able to restore calm, allowing many countries to recover from conflict.

2. Making Peace
Since the 1990s many conflicts have been brought to an end either through UN mediation or the action of third parties acting with UN support. Recent examples include Sierra Leone, Liberia, Burundi, the north-south conflict in the Sudan and Nepal.

3. Consolidating Peace
The United Nations Peace Building Commission supports peace efforts in countries emerging from conflict. It brings together international donors, international financial institutions, governments and troop-contributing countries, help marshal resources, and proposes actions for peace building and recovery.

4. Preventing Nuclear Proliferation
For over five decades the International Atomic Energy Agency (IAEA) has served as the world's nuclear inspector. IAEA experts work to verify that safeguarded nuclear material is used only for peaceful purposes.

5. Clearing Landmines
The United Nations helps to clear landmines in some 30 countries or territories including Afghanistan, Colombia, the Democratic Republic of the Congo, Libya and the Sudan.

6. Supporting Disarmament

The United Nations supports global disarmament and arms limitation as central to peace and security. It works to reduce and eventually eliminate nuclear weapons, destroy chemical weapons, strengthen prohibition against biological weapons and halt the proliferation of landmines, small arms and light weapons. UN treaties are the legal backbone of disarmament efforts: the Chemical Weapons Convention has been ratified by 190 States, the Mine Ban Convention by 162 and the Arms Trade Treaty by 69.

7. Combating Terrorism

Governments coordinate their counter terrorism efforts through the United Nations. In 2006, they adopted at the UN the first ever global strategy to counter terrorism. UN agencies and programmes have helped countries to put in practice the global strategy, providing legal assistance and promoting international cooperation against terrorism.

8. Preventing Genocide

The United Nations brought about the first-ever treaty to combat genocide-acts committed with the intent to destroy a national, ethnical, racial or religious group.

9. Promoting Development

The United Nations has devoted its attention and resources to promoting living standards and human skills and potential throughout the world. Since 2000, this work has been guided by the Millennium Development Goals (MDG).

10. Alleviating Rural Poverty

The International Fund for Agricultural Development (IFAD) provides low-interest loans and grants to very poor rural people. Since 1978, IFAD has invested more than $15 billion helping more than 430 million women and men to grow and sell more food, increase their incomes, and provide for their families.

Case Study: The Sierra Leone Conflict

The United Nations organized a peace agreement known as the Lome Peace Agreement between two warring parties in the civil war which devastated the nation of Sierra Leone in West Africa for a decade. This agreement was named after the capital city of Togo another African state where the agreement was signed.

Suggested Resources

1. *United Nations Mission in Sierra Leone (UNAMSIL) from https:// en.m.wikepedia.org. Retrieved 12/06/2019*
2. *What we do from https://www.un.org. Retrieved 12/06/2019*
3. *What is the purpose or role of the United Nations from https://www.ask. un.org. Retrieved 12/06/2019*
4. *70 Ways the UN Makes a Difference. https://www.un.org. Retrieved 12/06/2019*

Benchmark 12.2.4.3: Use research skills to investigate the roles and responsibilities of countries under different global treaties, conventions, and alliances in promoting change and maintaining the status quo (for example, Commonwealth Nations, NATO, bilateral and multilateral treaties, Conventions on the Rights of the Child, World Trade Organization, International Labour Organization, UNICEF and Nuclear Arms Treaty).

Topic 3: Global alliances

Sub-topics:
- Roles and responsibilities of countries under an alliance
- Commonwealth countries
- NATO
- International Labour Organization (ILO)

Skills: High level-thinking skills to investigate, analyze, evaluate and interpreted information on Commonwealth countries, NATO and ILO.

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

- Identify countries under different global treaties, conventions or alliances.
- Investigate the roles and responsibilities of countries under global treaties, conventions and alliances in promoting change and maintaining the status quo.
- Discuss how countries under global treaties, conventions and alliances promote change or maintain the status quo.

Content Background

Many different groupings, global treaties, conventions and alliances exist in the world today whose aims and missions vary greatly. Each entity aims to achieve its organizational missions through concerted efforts that may be guide via treaties, conventions and agreements. The following are examples of one some groupings that exist in the world today and the roles they play in promoting change, as well maintaining the status quo.

A. The Commonwealth

The Commonwealth also called the Commonwealth of Nations' formerly the British Commonwealth of Nations is a free association of sovereign states comprising the United Kingdom and a number of its former dependents who have chosen to maintain free ties of friendship and practical cooperation, and who acknowledge the British monarch as symbolic head of their association.

The Commonwealth differs from other international bodies. It has no formal constitution or bylaws. The members have no legal or formal obligation to one another; they are held together by shared traditions, institutions, and experience as well as by economic self interest. The aim of the Commonwealth is:

- to promote international peace;
- fight racism;
- oppose colonial domination;
- reduce inequities in wealth

(Source: https://www.britannica.com)

B. NATO

The North Atlantic Treaty Organization or North Atlantic Alliance is a political and military alliance comprising 29 North American and European countries. This alliance was established on the 04th April, 1949. This alliance has two primary purposes which are to guarantee the freedom and security of its members through political, and military means.

1. **Political**
   NATO promotes democratic values and enables members to consult and cooperate on defence and security related issues, to solve problems, build trust and, in the long run prevent conflict.

2. **Military**
   NATO is committed to the peaceful resolution of disputes. If diplomatic efforts fail, it has the military power to undertake crisis-management operations. These are carried out under the collective defence clause of NATO's founding treaty – Article 5 of the Washington Treaty or under a United Nations mandate, alone or in cooperation with other countries and international organization.

   NATO is committed to the principle that an attack against one or several of its members is considered as an attack against all. This is the principle of collective defence, which is enshrined in Article 5 of the Washington Treaty. So far, Article 5 has been invoked (or applied) once – in response to the 9/11 terrorist attacks in the United States in 2001.
   (Source: What is NATO? – https://www.nato.int)

C. International Labour Organization

The International Labour Organization which was founded in 1919 and became the first specialized agency of the UN in 1946. It strives to reach universal, lasting peace through social justice. The ILO's primary mission is to:

- promote rights at work;
- encourage decent employment;
- enhance social protection; and
- strengthen dialogue on work related issues.

(Source: About the ILO – https://www.ilo.org)

Suggested Resources

1. *Commonwealth I History, Members & Facts from https://www.britannica.com. Retrieved 12/06/2019*
2. *What is NATO? from https://www.nato.int. Retrieved 12/06/2019*
3. *Commonwealth from https://en.m.wikipedia.org/wiki/commonwealth. Retrieved 12/06/2019*
4. *About ILO from https://www.ilo.org. Retrieved 12/06.2029*

Benchmark 12.2.4.4: Critique the Global Sustainability Goals in terms of their messages, strategies and intended outcomes.

Topic 4: Global sustainable goals

Sub-topics:
- What is the Sustainable Development Goal (SDG)?
- Purpose of the Sustainable Development Goal

Skills: High level thinking skills: Evaluate and interpret Global Sustainability Goals.

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

- Define the Global Sustainability Goals.
- Explain the purpose of the Global Sustainability Goals.
- Critique the Global Sustainability Goals message, strategies and intended outcomes.

Content Background

The Sustainable Development Goals (SDGs) are a collection of 17 global goals set by the United Nations General Assembly in 2015 for the year 2030. The Sustainable Development Goals are:

1. No poverty
2. Zero hunger
3. Good health and Well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reducing inequality
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships for the Goals

(Source: Sustainable Development Goals – https://en.m.wikipedia.org)

Purpose of the Sustainable Development Goals

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The goals interconnect and in order to leave no one behind. The Goals are expected to be achieved by 2030.
(Adapted: About the Sustainable Development Goals – https://www.un.org)

Five criticisms of the SDGs

1. **The Goals do not go far enough**
   The SDG targets move bit by bit, slowly looking for progress towards 2030. But a lot of people can't wait until then. As they are living now, they might not survive to see that date.

2. **The goals ignore underlying inequalities in the international system**
   Our current world order favours a rich minority. Critics say that achieving sustainable development means that we need a serious reform of our systems, for example our trading rules, and for the powerful to give up some of their power.

3. **The goals are top down and bureaucratic ignoring local context**
   One size does not fit all when it comes to achieving sustainable development. The goals must strike a balance between respecting local context and working at international level to reform institutions.

4. **The SDGs are wishes not goals**
   The goals are not binding, that means countries are not penalized for not acting on them. It is also not clear who will implement them. But especially, they do not hold the most powerful people to account for their actions.

5. **Lack of data**
   That data we do have is not enough for us to use the goals either as a way to guide our management of easing poverty or as a way to report on progress. If we do not have this data, how useful can the goals be for those people making policy? *(Source: Are the SDGs the best approach? – https://www.futurelearn.com)*

Suggested Resources

1. *Sustainable Development Goals from https://www.undp.org. Retrieved 10/06/2019*
2. *Sustainable Development Goals from https://en.m.wikipedia.org . Retrieved 10/06/2019*
3. *About the Sustainable Development Goals from https://www.un.org . Retrieved 10/06/2019*
4. *Are the SDGs the best approach? From https://www.futurelearn.com . Retrieved 10/06/2019*
5. *UK Committee Critiques Approach to SDGs from https://biodiversity.europa.eu. Retrieved 10/06/2019*

Benchmark 12.2.4.5: Analyse Papua New Guinea's National Goals and Directive Principles with regards to their intent to promote change, maintain the status quo and ensure sustainable development.

Topic 5: PNG's National Goals and Directive Principles

Sub-topics:
- What are PNG's National Goals and Directive Principles?
- Intent of the National Goals and Directive Principles

Skills: High level thinking skills: Analyze and interpret PNG's National Goals and Directive Principles.

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

- Explain what PNG's National Goals and Directive Principles are.
- Analyse the intent of PNG's National Goals and Directive Principles.
- Determine if PNG's National Goals and Directive Principles have met its intended outcomes.

Content Background

The founding fathers of Papua New Guinea were very concerned that economic development translates into improvements in the lives of all Papua New Guineans. As such they were willing to forego economic growth if such didn't improve the well-being of citizens and only profited foreigners. They therefore articulated a Papua New Guinean model of development and enshrined it in the Constitution as the National Goals and Directive Principles (NGDPs). The National Goals and Directive Principles are not simply guidelines but the vision of what PNG was to be in the future. A nation built on justice, fairness with its people all participating equally in its development. The NGDPs were to be the foundations for our government economic policies as well as the yardstick in which our development is to be measured against. Here are PNG's five national goals and directive principles:

1. Integral Human Development
2. Equality and Participation
3. National Sovereignty and Self-Reliance
4. Natural Resources and the Environment
5. Papua New Guinean Ways

(Source: The Story of PNG's National Goals and Directive Principles – www.eagletimespng.com)

The intended outcomes of the NGDPs as originally devised by our founding fathers have long been forgotten by both citizens and leaders of this country. Many people do not relate the NGDPs and the Constitution. The former's achievement is heavily reliant upon the government, and the citizens' complete compliance to the Constitution. However, that has never been the case hence, even our governments' both past and present have contributed to making these vital guides lose their meaning, and values as guiding principles for our country's development, and citizens' well being.

Suggested Resources

1. The origin and setting of the national goals and directive principles in the process of writing the constitution of Papua New Guinea: Thesis of Sam Kari from *https://eprints.qut.edu.au. Retrieved 10/06/2019*
2. The Story of PNG's National Goals and Directive Principles from *www.eagletimespng.com. Retrieved 10/06/2019*
3. What is the meaning and goals of directive principles from *https://brainly.in/question/4879051 . Retrieved 10/06/2019*

Unit 5: Economic Needs and Wants

Content Standard 2.5: Students will be able to investigate and discuss how economic needs and wants affect individuals and group decisions.

Benchmark 12.2.5.1: Examine the use of child labour to meet economic needs and wants.

Topic 1: Child labour

Sub-topics:
- What is child labour?
- Causes and impact of child labour
- Laws against child labour

Skills: High level thinking skills: Examine, analyze and investigate the concept of child labour, causes, impact and its laws.

Learning Objectives: By the end of this topic, students will be able to:
- Describe what child labour entails.
- Examine how children are used in labour to meet economic needs and wants.
- Identify the causes and impact of child labour.
- Examine laws that against the practice of child labour.

Content Background

What is Child Labour? The phrase "child labour" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that:
- is mentally, physically or morally dangerous and harmful to children; and
- interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

Worst forms of child labour

Child labours takes on many forms and include:
- all forms of slavery or practice similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced of children or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- the use, procuring or offering of a child for the production of drugs as defined in the relevant in the relevant international treaties.

(Source: What is Child Labour? – https://www.ilo.org)

Causes of child labour

- Poverty and unemployment
- Access to compulsory free education is limited
- Existing laws or codes of conduct are often violated
- Laws and enforcement are often inadequate
- National laws often include exemptions
- Workers rights are repressed

(Source: Causes of Child Labour – https://laborcenter.uiowa.edu)

Impact of child labour

- General child injuries and abuses like cuts, burns and lacerations, fractures, tiredness, dizziness, excessive fears and nightmares
- Sexual abuse, particularly sexual exploitation of girls by adults, rape, prostitution, early and unwanted pregnancy, abortion, Sexually Transmitted Diseases (STDs) and HIV/Aids, drugs and alcoholism.
- Physical abuse that involve corporal punishment, emotional maltreatment such as blaming, belittling, verbal attacks, rejection, humiliation and bad remarks.
- Emotional neglect such as deprivation of adequate provision of food, clothing, shelter and medical treatment.
- Lack of schooling results in missing educational qualifications and higher skills thus perpetuating their life in poverty.
- Competition of children with adult workers leads to depressing wages and salaries.

(Source: Causes and consequences of Child Labour – https://www.ilo.org)

International laws against child labour

- International Labour Organization (ILO) Worst Forms of Child Labour Convention
- The International Convention on the Rights of the Child (ICRC)

Suggested Resources

1. What is Child Labour? From *https://www.ilo.org. Retrieved 09/06/2019*
2. Causes of Child Labour from *https://laborcenter.uiowa.edu. Retrieved 09/06/2019*
3. International treaties and agreements from *https://stopchildlabour.org. Retrieved 09/06/2019*

Benchmark 12.2.5.2: Investigate the exploitation of Papua New Guineans and people of different countries by powerful nations for economic gain.

Topic 2: Exploitation of Papua New Guineans by powerful nations

Sub-topics:
- What is Exploitation?
- Types and causes of exploitation in Papua New Guinea
- Impact of exploitation on people and the country
- Exploitation in Papua New Guinea

Skills: High-level thinking skills: Investigate and analyze the concept of exploitation in Papua New Guinea.

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

- Describe what exploitation of Papua New Guineans entail.
- Discuss the ways in which Papua New Guineans are exploited.
- Explain the impact of exploitation on the people and the country.
- Identify examples of exploitation in Papua New Guinea.

Content Background

What is exploitation? Exploitation is defined as the act of using resources or the act of treating people unfairly in order to benefit from their efforts or labour (Source: https://www.yourdictionary.com).

Types of exploitation

There are many forms of exploitation into which people can be trafficked and held in slavery. These crimes are happening every corner of the world and can include any person, regardless of age, socio-economic background or location.

As a result, each case can look very different. Below are some of the most commonly reported forms of human trafficking and modern slavery.
- Sexual exploitation
- Labour exploitation
- Domestic servitude
- Forced marriage
- Forced criminality
- Child soldiers
- Organ harvesting

(Source: Types of exploitation, human trafficking and slavery – https://www.stopthetraffik.org)

Other forms of exploitation include:
- Natural resources exploitation - which is the use of natural resources for economic growth often with negative intent.
- Economic exploitation – implies the idea of a certain gain or profit through the production, distribution and consumption of goods and services. *(Source: https://resourcecentre.savethechildren.net)*

Causes of exploitation

The main contributing cause of exploitation is economic gain. Exploiters use other people and resources for personal benefit. For instance, rapid human population expansion has resulted in forest degradation as trees are logged to build homes. In Africa rhinoceros and elephants were hunted to near extinction for their ivory. Similarly, plants and animals in many parts of the world have suffered greatly as a result of over harvesting and poaching due to their great economic value. In the case of human trafficking, exploiters take advantage other peoples' vulnerability including poor living standards, poverty and unemployment, to force or coerce them into illegal activities including prostitution, slavery and forced labour.

Exploitation in PNG

These are some of the known forms of exploitation practiced in PNG:

- Timber or forest exploitation including illegal logging
- Illegal fishing, shark fin and beche de mer (or sea cucumber) harvesting
- Counterfeit production of PNG products including bilum, shirts, meri blouse, artwork, music, and jewellery and manufactured food items.
- Under payment of salaries and wages of Papua New Guineans employees by certain foreign businesses and business owners

Consequences of exploitation

The effects of exploitation vary between different areas and include:

- forest exploitation for logs contributes to deforestation, degradation and soil erosion;
- illegal and over fishing contributes to decline in fish stocks and loss of income by the state;
- human trafficking leads to slavery, prostitution, forced labour, loss of a person's integrity, affords an avenue for the spread of diseases like HIV Aids, cervical cancer, and others.
- Contributes to loss of personal income, business and government revenue.
- Decline in a person's self esteem

Suggested Resources

1. PNG women call on government to stop exploitation from *https://www.rnz.co.nz .retrieved 07/06/2019*
2. Exploitation dictionary definition from *https://www.yourdictionary.com. retrieved 07/06/2019*
3. Types of exploitation, human trafficking and slavery from *https://www.stopthetraffik.org. retrieved 07/06/2019*
4. Save the Children from *https://resourcecentre.savethechildren.net. retrieved 07/06/2019*
5. Papua New Guinea timber exploitation from *https://geographyfieldwork.com. retrieved 07/06/2019*

Benchmark 12.2.5.3: Examine the role economic factors play in the colonization of people and places.

Topic 3: Economic factors and colonization

Sub-topics:
- How economic factors contribute to colonization
- Economic impact of colonization

Skills: Critical thinking skills to analyze the role of economic factors in colonization of people and places.

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

- Examine how economic factors play a role in the colonization of people and places.
- Analyse the economic impact of colonization on the people and nation.

Content Background

The motives of early European colonization were driven by economic, political and military factors and these are also the very reasons that powerful nations continue to use today to extend their influence. European colonial powers of the past sought to obtain raw materials, gold, silver, land, spices and materials of economic value to build up their countries or empires. They also saw colonies as markets for their products and offered opportunities for merchants to trade or establish businesses in the colonies. Colonizers also saw colonies as sources of cheap labour for their industries and plantations.

Colonialism contributed much change to different parts of the world including economic progress. The economic impacts of colonization are:

- Creation of greater economic disparity between colonizers and colonies. The economic status between colonizers and colonies got larger and wider as resources were extracted and sent to the colonial powers home countries usually at no cost to the ruling power.
- Economic growth in the colonial powers home country increased while most colonies remained under-developed.
- Many former colonies became dependent on their colonial rulers even after gaining political independence for their sustenance.
- Colonial rulers alienated large tracts of arable land in the colonies to establish businesses as well as plantations without properly compensating landowners. Many indigenous or customary landowners lost their land to foreigners. Further local indigenous natural economies declined.
- The use of forced labour also greatly affected communities in the colonies.

Suggested Resources

1. The economic impact of colonialism from *https://voxeu.org. retrieved 07/06/2019*
2. The impact of Colonization from *http://pressbooks-dev.oer.hawaii.edu/. retrieved 07/06/2019*
3. What were the negative effects of the colonialism in Africa from *https://www.quora.com. retrieved 07/06/2019*

Benchmark 12.2.5.4: Critically examine the economic relationships between different countries of the world.

Topic 4: International economic relationships

Sub-topics:
- What are International Economic relationships?
- Types of International Economic relationships
- How countries conduct international economic relationships
- International Economic relationship between PNG and Australia/PNG and Japan

Skills: High level thinking skills: Critically examine International Economic Relationships.

Learning Objectives: By the end of this topic, students will be able to:
- Define what international economic relationships means.
- Identify types of international economic relationships practiced today.
- Describe how countries conduct international economic relationships.
- Critically examine the international economic relationships between PNG/Australia and PNG/Japan.

Content Background

What are international economic relationships? Simply put, international economic relationship is the linking of the national economies of different countries into a single world economy. Here different countries produce different products/goods or services and share that among others.

International economics is concerned with the effects upon economic activity from international differences in productive resources and consumer preferences and the international institutions that affect them. It seeks to explain the patterns and consequences of transactions and interactions between the inhabitants of different countries. *(Source: https://en.m.wikipedia.org)*

Major forms of international economic relations are:
- foreign trade
- credit and financial relations
- scientific and technical relations
- international tourism

Countries conduct their international economic relationships through foreign trade, credit and financial relations, scientific and financial relations plus international tourism. *(Source: International economic relations – https://* geomap.com.ua)

PNG – Australia international economic relationship

PNG and Australia's international economic relationship is the foreign relations between the two countries. PNG's close relations is based on their geographic proximity and historical ties in which PNG was a colony of Australia since 1906.

Ties were further strengthened during the Second World War when Australian soldiers aided by local PNG soldiers and carriers were able to hold out, and eventually stop the Japanese advance. Both Australia and PNGs' foreign and bilateral relations are very complex and wide-ranging. Political relationships between the countries are based on the Joint Declaration for a New Papua New Guinea-Australia Partnership that is built on the Joint Declaration of Principles of 1987 that was revised in 1992. *(Adapted: https://dfat.gov.au)*

PNG – Japan International economic relationship

PNG established diplomatic relations with Japan on the 16th September, 1975 and since then both countries have continued to enjoy a close, friendly and cooperative relationship over the last four decades. Like Australia, PNG has a very strong foreign and bilateral relationship with Japan. At the present, PNG is the largest recipient of Japanese foreign aid in the Pacific. Japan is the second largest trading partner of PNG and is also the second largest importer of PNG goods. Japan is ranked the third in foreign direct investment in PNG in the last 10 years from 2005 – 2015. *(Adapted: https://postcourier.com.pg)*

Suggested Resources

1. International economic relations from *https://geomap.com.ua. Retrieved 09/06/2019*
2. Countries, economies and regions from *https://www.dfat.gov.au/geo/pages/countries-and-regions. Retrieved 09/06/2019*
3. Gorethy Kenneth. (2019). Papua New Guinea country brief- Department of Foreign Affairs Trade from *https://www.google.com/search?q=https%3A%2F%2Fpostcourier.com.pg+%2B+Gorethy+Kenneth&oq=https%3A%2F%2Fpostcourier.com.pg+%2B+Gorethy+Kenneth+&aqs=chrome..69i57j69i58.34343j0j4&sourceid=chrome&ie=UTF-8. Retrieved 09/06/2019*
4. Japan- Papua New Guinea Relations from *https://www.mofa.go.jp. Retrieved 09/06/2019*

Benchmark 12.2.5.5: Explain and discuss the concept of instrumental rationality and evaluate whether economic means justify the economic end.

Topic 5: Instrumental rationality

Sub-topics:
- What is instrumental rationality?
- Do ends justify means
- Scenarios

Skills: Reasoning skills to explain and discuss instrumental rationality

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

- Define what instrumental rationality means.
- Discuss if the economic means justify the economic end using specific examples or cases.
- Use scenarios to demonstrate the pros and cons of instrumental rationality.

Content Background

What is Instrumental Rationality? Often when we hear or talk about rational, we assume it to be thinking, talking or making decisions that are appropriate and suit the situations we are in. However, in the field of Philosophy, rationality refers to something that is totally different to our traditional view. Instrumental rationality is simply using means that one considers efficient or suitable to achieve a determined outcome. You may have heard of the phrase "the end justifies the means." In lay terms, Instrumental Rationality means doing whatever it takes to achieve a goal. Even if the means used to achieve the goal may be improper, morally incorrect or illegal certain people or groups may still pursue the path they have formulated. It is a case where a good outcome excuses or justifies any wrongs committed to realize it. Philosophers have stated that instrumental rationality is all about making choices which utilize the most efficient or economical tools to reach a goal or end. *(Adapted: Instrumental Rationality: Definition and Examples – https://study.com)*

Does the end justify the means?

Depending on the tools or measures chosen by an individual or group in their pursuit of achieving a goal, other individuals should not be exploited or used. So long as the means do not unfairly deprive other people or is seen to exploit them, then the end justifies the means. However, if the means chosen violates or uses others for economic gain, then most certainly the end does not justify the means. Some examples where, the end may be deemed as unjustified includes child labour, human trafficking, slavery and prostitution because it uses other people unfairly for economic gain.

Consider these following scenarios and ascertain whether the end justifies the means:

1. The dropping of atomic bombs on the Japanese cities of Hiroshima and Nagasaki by the US in the Second World War;
2. The practice of Euthanasia or mercy killing of a terminally ill person
3. A politician using funds acquired illegally for an election campaign

Suggested Resources

1. Instrumental Rationality (Stanford Encyclopedia of Philosophy) from *https://plato,stanford.edu. Retrieved 09/06/2019*
2. What is Instrumental Rationality? definition and meaning from *https://www.businessdictionary.com*
3. Instrumental Rationality from *https://en.m.wikipedia.org. Retrieved 09/06/2019*
4. Instrumental Rationality – an overview from *https://www.sciencedirect.com. Retrieved 09/06/2019*
5. Instrumental Rationality: Definition and Examples from *https://study.com. Retrieved 09/06/2019*
6. Do ends Justify Means? From *https://www.dictionary.com/browse/end-justifies-the-means. Retrieved 09/06/2019*

Unit 6: Geographical Influences on Historical Events, People, Places and Environment

Content Standard 2.6: Students will be able to analyse and critically reflect on the effects of geographical factors on historical events, people, places and environment in the past.

Benchmark 12.2.6.1: Appraise the effects of tsunami on various regions and countries of the world.

Topic 1: Global effects of tsunami

Sub-topics:

- What is a tsunami?
- Impact of tsunami on the world
- Case Study: 26th December 2004 Indian Ocean tsunami

Skills: Critical thinking skills: Evaluate information on the effects of tsunami

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

- Differentiate between tsunami and a tidal wave.
- Assess the effects tsunami has had on various regions and countries of the world.
- Evaluate the impact of the Indian Ocean Tsunami.

Content Background

What is a Tsunami? A Tsunami is a series of waves caused by earthquakes or undersea volcanic eruptions. Tsunamis are giant waves caused by earthquakes or volcanic eruptions under the sea. Out in the depths of the ocean, tsunami waves do not dramatically increase in height. But as the waves travel inland, they build up to higher and higher heights as the depth of the ocean decreases. The speed of tsunami waves depend on ocean depth rather than the distance from the source of the wave. Tsunami waves may travel as far as jet planes over deep waters, only slowing down when reaching shallow waters. While tsunamis are often referred to as tidal waves, this name is discouraged by oceanographers because tides have little to do with these giant waves. *(Source: https://oceanservice.noaa.gov)*

A tidal wave is a shallow water wave caused by the gravitational interactions between the Sun, Moon and Earth. The term tidal wave is often used to refer to tsunamis; however this is incorrect as tsunamis have nothing to do with tides.

What are the effects of tsunami?

The effects of a tsunami on a coastline can range from unnoticeable to devastating. The effects of a tsunami depend on the characteristics of the seismic event that generated the tsunami, the distance from its point of origin, its size (magnitude) and at last the configuration of the bathymetry (that is the depth of water in oceans) along the coast that the tsunami is approaching.

The effects of a tsunami are:

1. **Destruction**
   The amount of energy and water contained in a huge tsunami can cause extreme destruction when it strikes land.
2. **Death**
   One of the biggest and worse effects of a tsunami is the cost to human life because unfortunately escaping a tsunami is nearly impossible. Hundreds and thousands of people are killed by tsunami.
3. **Diseases**
   Flooding and contamination of drinking water can cause disease to spread in the tsunami hit area.
4. **Environmental impacts**
   Tsunamis not only destroy human life but have a devastating effect on insects, animals, plants and natural resources.
5. **Cost**
   Massive costs hit communities and nations when a tsunami happens. Victims and survivors of the tsunami need immediate help from rescue teams.
6. **Psychological effects**
   Victims of tsunami events often suffer psychological problems which can last for days, years or entire lifetime.
   (Source: Tsunami I Effects, large destruction of property and loss of life – https://www.sms-tsunami-warning.com)

Suggested Resources

1. What is a Tsunami? From *https://oceanservice.noaa.gov/facts/tsunami.html. Retrieved 12/06/2019*
2. Tsunami I Effects from *https://www.sms-tsunami-warning.com/pages/tsunami-effects. Retrieved 07/06/2019*
3. What Are the Effects of a Tsunami? From *https://owlcation.com/stem/Tsunami-effects-What-are-the-effects-of-a-tsunami. Retrieved 07/06/2019*
4. Effect of the 2004 Indian Ocean earthquake from *https://en.m.wikipedia.org/wiki/Effects_of_the_2004_india_Ocean_earthquake. Retrieved 07/06/2019*

Benchmark 12.2.6.2: Investigate and compare the devastation caused by earthquakes in various countries and the regions of the world (for example earthquakes in New Zealand, Nepal and Japan).

Topic 2: Earthquake devastation

Sub-topics:
- Earthquake devastation in different countries
- The readings of earthquakes

Skills: High-level thinking skills: Investigate and compare information of devastation caused by earthquakes.

Learning Objectives: By the end of this topic, students will be able to:
- Compare and see the variations and levels of earthquake devastation in different countries and regions.
- Interpret the readings of earthquakes at which destructions happens.

Content Background

In 2011 earthquake caused disasters like tsunamis, landslides and ground settlements caused a damaged of US$ 365 billion. According to the Centre for Disaster Management and Risk Reduction (CEDIM) of Karlsruhe Institute of Technology (KIT), 2011 was the year with the highest economic losses due to earthquakes. The following table shows a comparative analysis of the earthquakes that devastated Christchurch (New Zealand), Tohuku (Japan) and Nepal.

	Christchurch	Tohuku	Haiti
Date	22nd February, 2011	11th March, 2011	12th February, 2010
Magnitude	6.3	9.0 – 9.1	7.0
Fatalities	185	15, 897	230, 000
Damage Costs	NZD 20 billion	USD 360 billion	$7.8 – 8.5 billion
Impact/ losses	• 100, 000 buildings damaged • 164 people seriously injured • Water, sewerage pipes, bridges, power lines, cell phone towers and ordinary phone lines were damaged or broken	• 450, 000 left homeless • More than 1 million buildings destroyed • 6, 157 people injured • 2, 532 people missing • Landslides • Aftershocks • Generated 40.5 metre high powerful tsunamis	• 1-2 million left homeless • Generated tsunamis • Estimated 3 million people were affected by the earthquake • 250, 000 homes collapsed or were damaged • 30, 000 commercial buildings collapsed

Suggested Resources

1. 2011 Tohoku Earthquake and Tsunami from *https://en.wikipedia.org/wiki/2011_T%C5%8Dhoku_earthquake_and_tsunami. Retrieved 09/06/2029*
2. Christchurch earthquake kills 185| NZ History, New Zealand from *https://nzhistory.govt.nz/page/christchurch-earthquake-kills-185. Retrieved 09/06/2029*
3. 22 February 2011 Canterbury earthquake for kids from *https://my.christchurchcitylibraries.com/canterbury-earthquake-2011-for-kids/. Retrieved09/06/2029*
4. 2010 Haiti earthquake-Wikipedia from *https://en.wikipedia.org/wiki/2010_Haiti_earthquake. Retrieved 09/06/2029*

Benchmark 12.2.6.3: Reconstruct events prior to and after volcanic eruptions in different places (for example events before and after the 1994 volcanic eruption in Rabaul).

Topic 3: Volcanic eruptions and its aftermath

Sub-topic:

- Volcanic eruptions and its aftermath

Skills: High-level thinking skills: Reconstruct events before and after volcanic eruptions.

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

- Reconstruct the events leading up to the twin volcanic eruptions of Rabaul in 1994.

Content Background

The twin eruptions of Mt. Tavurvur and Mt. Kalamanagunan (or Vulcan) in 1994 destroyed the once picturesque and historical town of Rabaul. The area is not new to volcanic eruptions as history has it that the Blanche Bay was formed about 1, 400 years and earlier caldera-forming eruption took place 7, 100 years ago. The Vulcan Cone was formed during a large eruption in 1878. (Source: volcano.oregonstate.edu)

Events prior to the eruptions

September 1994 changed the face of East New Britain's Rabaul forever when twin volcanic eruptions from vents at Tavurvur and Kalamanagunan spewed fiery chaos and destruction. The eruptions took place in the early morning of September 19 after 27 hours of intense seismic activity in the region. At least seven people died as a result of injuries sustained. Many others were injured and the eruptions made about 80, 000 people homeless. There were minimal casualties due to high community awareness.

The aftermath of the eruptions

The Gazelle Restoration Authority (GRA) was established through an Act of Parliament in 1995 to restore Rabaul in the aftermath of the eruptions. The GRA was tasked with rebuilding infrastructure damaged during the eruptions. Between 1995 and 1997 the GRA was allocated K100 million to undertake immediate term projects. Meanwhile, the medium term projects were to be implemented between 1998 and 2000 and the long term projects were to be carried out by the Provincial Government. (Source: www.pngbuai.com)

Suggested Resources

1. Rabaul I Volcano World I Oregon State University from *http:///volcano.oregonstate.edu/rabaul. Retrieved 12/06/2019*
2. Mt. Tavurvur: Rabaul residents describe life...-ABC from *https://www.abc.net.au/news/2014-09-18/png-residents-describe-life-in-volcano-prone-rabaul/5753482. Retrieved 12/06/2019*
3. 13. Eruptions at Rabaul: 1994 – 1999 – ANU Press: from *http:///press-files.anu.edu.au/downloads/press/p223471/pdf/ch132.pdf. Retrieved 12/06/2019*
4. 1994 Rabaul Volcanic eruption: impact on Tolai..-PNG Buai from *http://www.pngbuai.com/600technology/information/waigani/rabaul-volcano/WS97-sec15-WANINARA.html. Retrieved 12/06/2019*

Benchmark 12.2.6.4: Describe and interpret the causes and effects of cyclones and tornadoes on people, places and the environment.

Topic 4: Cyclones and tornadoes

Sub-topics:
- What are cyclones and tornadoes
- Causes and effects of cyclones and tornadoes

Skills: Critical and Reasoning Skills: Interpret the causes and effects of cyclones and tornadoes.

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

- Differentiate between a Cyclone and a Tornado.
- Describe and interpret the causes and effects of cyclones and tornado on people and the environment.

Content Background

What is a Cyclone and Tornado? Before we answer this question, let us note that a cyclone, hurricane and typhoon are all storm. The differences in name are depended on the location in which they occur. In the Atlantic and Northeast Pacific, the term “hurricane” is used. The same type of disturbance in the Northwest Pacific is called a “typhoon” and “cyclones” occur in the South Pacific and Indian Ocean.

A tropical cyclone is a generic term used by meteorologists to describe a rotating, organized system of clouds and thunderstorms that originates over tropical or subtropical waters, and has closed, low-level circulation. Once a tropical cyclone reaches maximum sustained wind of 74 miles per hour or higher, it is then classified as a hurricane, typhoon or cyclone depending upon where the storm originates in the world.

A tornado is a violently spiraling funnel cloud that extends from the bottom of a thunderstorm to the ground. It is important not to confuse a tornado with a hurricane or tropical cyclone because tornadoes and hurricanes are very different phenomena. Cyclones form over the oceans while tornadoes form over land. (Source: What is the difference between cyclone, hurricane, tornado and typhoon? – https://m.timesofindia.com)

Causes of Cyclone and Tornado

Cyclones and Tornadoes are both stormy atmospheric systems that have the potential of causing destruction. They are caused due to instability in atmospheric conditions. According to the region and severity of stormy conditions, these storms may be referred to as typhoons, hurricanes, tropical cyclones and others.

Effects of Cyclones and Tornadoes

The main effects of tropical cyclones include heavy rain, strong wind, large storm surges near landfall, and tornadoes. The destruction from a tropical cyclone such as a hurricane or tropical storm depends mainly on its intensity, its size, and its location.
(Source: Effects of tropical cyclone - https://en.mwikipedia.org)

Cyclones cause a lot of damage on the human environment. Once a cyclone has hit it can cause mass damage to the human environment. The cyclones strong winds can rip the roof of a house or destroy it entirely. It can send flying debris into houses.
(Source: Affect cyclones have on the human environment – https://cyclonesaffectontheenvironment.weebly.cc)

Suggested Resources

1. Cyclone vs Tornado from *https://www.softschools.com/. Retrieved 12/06/2019*
2. What is the difference between cyclone, hurricane, tornado and typhoon? *– https://m.timesofindia.com. Retrieved 12/06/2019*
3. How are tropical cyclones different from tornadoes? From *https://www.aoml.noaa.gov. Retrieved 12/06/2019*
4. Cyclone vs Tornado – Difference and Comparison from *https://www.diffen.com. Retrieved 12/06/2019*
5. Effects of tropical cyclones from *https://en.mwikipedia.org. Retrieved 12/06/2019*
6. Affect cyclones have on the human environment from *https://cyclonesaffectontheenvironment.weebly.cc. Retrieved 12/06/2019*

Unit 7: Historical Inquiry Skills

Content Standard 2.7: Students will be able to use historical inquiry skills and relevant methods to analyse and interpret historical events and issues.

Benchmark 12.2.7.1: Carryout a literature review of an issue or an event that happened in the past in Papua New Guinea, in the Pacific or globally.

Topic 1: Review of historical events

Sub-topics:
- What is a historical review?
- Process of a historical review
- A historical review of a local, regional or international event

Skills: High-level of thinking skills; Evaluate sources of information and using the information to compile a historical review.

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

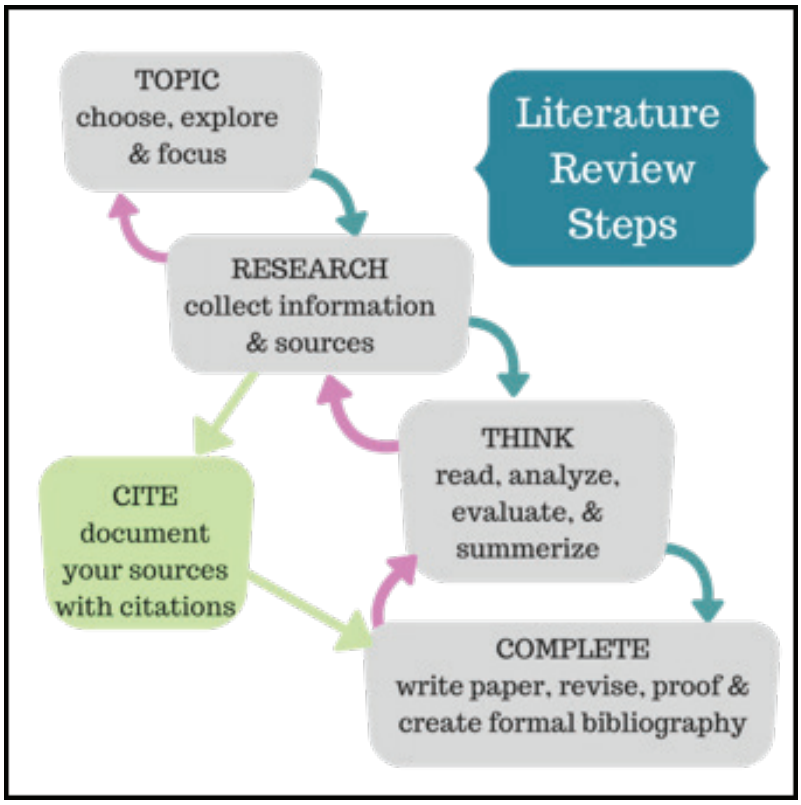
- Describe what a historical review entails.
- Identify the process of a historical review.
- Carryout a Historiographic historical review of a local, regional or international event.

Content Background

What is a Historical Literature Review? A Historical Literature Review or a Historiographic Essay also known as a Historiographic Review is a systematic and comprehensive analysis of books, scholarly articles, and other sources relevant to a specific topic that provides a base of knowledge. Literature reviews are designed to identify and critique the existing literature on a topic, justifying your research by exposing gaps in current research.

The investigation should provide a description, summary, and critical evaluation of works related to the research problem or question, and should also add to the overall knowledge of the topic as well as demonstrating how your research will fit within a larger field of study. A literature review should offer critical analysis of the current research on a topic and that analysis should direct your research objective.
(Source: https://uscupstate.libguides.com)

Process of a Literature Review



(Source: https://uscupstate.libguides.com)

Suggested Resources

1. HIST 300- Introduction to Historical Studies: Historiographic Essay (Literature Review) from *https://uscupstate.libguides.com/c.php?g=257967&p=5218112 .Retrieved 08/06/2019*
2. Sample Literature Review I History and American Studies from *https://cas.umw.edu/historyamericanstudies/history-department-resources/historiography/sample-literature-review/. Retrieved 08/06/2019*
3. Historical Literature Review – Library and Information Sciences from *https://ebrary.net/18377/education/library_and_information_sciences. Retrieved 08/06/2019*
4. Historical Method from *https://en.wikipedia.org/wiki/Historical_method. Retrieved 08/06/2019*

Benchmark 12.2.7.2: Use critical thinking skills to investigate and analyse the role of mass media in influencing peoples' thinking, beliefs, perspectives and actions towards past events and issues.

Topic 2: Mass-media and peoples' perceptions

Sub-topics:
- What is the mass-media?
- Mass media's influence of peoples' perceptions
- Impact of mass-media on peoples' perceptions

Skills: Critical thinking skills: Investigate and analyse the role of mass media in influencing people.

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

- Describe the concept of mass media.
- Evaluate the influence of mass media on people's thinking, beliefs, perspectives and actions in relation to past events and issues.

Content Background

Media in today's society is our life line. It comes in many different forms to match your personal pleasures. There is magazines, newspapers, internet, news, radio and of course social media sites. I am sure I missed many examples but I think we all get the point. Every day we are connected to media through technology whether it be our televisions, radios in our car, probably the most common in today's society our cell phones. Through these advancements in technology we are able to consistently check media and see and hear it in a moment's notice. There are many issues that arise with media this. Media can affect relationships, consume our time and most concerning influence our opinions and thoughts.

How the Mass-Media influences peoples

Mass-media is known as being the most significant forces in modern culture. The influence of mass-media has an effect on many aspects of the human life; this can include voting a certain way, individual views and beliefs, or even false information that can skew a person's knowledge of a specific topic.

The overall influence of mass-media has increased drastically over the years, and will continue to do so as the media itself improves. Media influence is the actual force exerted by a media message resulting in either a change or reinforcement in audience or individual beliefs. The effect media has on people depends on many factors including audience demographics, and psychological characteristics. These effects can be positive or negative, abrupt or gradual, short-term or long lasting. Not all effects result in change: some media messages reinforce an existing belief.
(Source: https://en.m.wikipedia.org)

Mass-Media's Impact on people

The mass-media has largely influenced people's ideas regarding themselves and the society at large. This is evident from their behaviour towards themselves and their community as well as their treatment of the environment. The influence of mass-media has changed the behaviour of sections of society. For example, the younger generation today display overtly sexual behaviour as a result of been exposed to implicit and explicit sexual content via the media. Horrendous and appalling criminal acts are promoted through entertainment mediums like films and video games. Young females also try to emulate successful female models by reducing their food intake to acquire the best physical figures like their idols but end up with anorexia. Today's lifestyle and culture is largely influenced by the mass media. *(Source: www.123helpme.com)*

Suggested Resources

1. Influence of media from *https://en.wikipedia.org/wiki/Influence_of_mass_media. Retrieved 10/06/2019*
2. Mass Media Influence on Society from *https://www.123helpme.com/essay/Effects-of-Mass-Media-on-Society-188063. Retrieved 10/06/2019*
3. How does Mass-Media Influence People | Small Business from *Https://smallbusiness.chron.com-Google. Retrieved 10/06/2019*
4. Mass Media and its Influence on Society – Think Research from *https://www.directdomain.com/profile/dailyjournalist . Retrieved 10/06/2019*
5. Mass media and its influence on behavior from *http://www.crei.cat/wp-content/uploads/2018/03/Opuscle-44_ENG.pdf. Retrieved10/06/2019*

Benchmark 12.2.7.3: Examine the effect of critical literacy on the oppressed people, the working class and powerless overtime in challenging and transforming the prevailing oppressive contexts and conditions in order to improve the quality of their lives.

Topic 3: Effects of critical literacy

Sub-topics:
- What is critical literacy?
- Importance of critical literacy to people
- Effect of critical literacy on people

Skills: High level thinking skills; Examine the effect of critical literacy on people.

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

- Define critical literacy.
- Discuss critical literacy's importance to people.
- Analyse the effects of critical literacy on people.

Content Background

What is Critical Literacy? Critical Literacy is defined as the ability to take apart various texts in Media or writing to find any possible discrimination that the author might have embedded in his or her presentation of the world since authors have social and political influence. This is done by analysing the messages promoting prejudiced power relationships found naturally in media and written material that go up unnoticed otherwise by reading beyond the author's words and examining the manner in which the author has conveyed his or her ideas about society's norms to determine whether these ideas contain racial or gender inequality. *(Source: https://en.m.wikipedia.org)*

Importance of Critical Literacy

Critical literacy helps us to read texts in deeper, more meaningful ways, by encouraging readers of all ages to become more actively engaged and use their power to construct understanding and not be used by the text to fulfill the intentions of the author. Critical literacy is also important for a number of reasons including the following.

- We need critical literacy because it helps us to establish equal status in the reader-author relationship; to understand the motivation the author had for writing the text and how the author uses the text to make us understand in a particular way;
- Critical literacy helps us to read texts in deeper, more meaningful ways, by encouraging readers of all ages to become more actively engaged and use their power to construct understanding and not be used by the text to fulfill the intentions of the author.
- Critical literacy helps us to move beyond passive acceptance to take an active role in the reader-author relationship by questioning issues such as who wrote the text, what the author wanted us to believe, and what

information the author chose to include or exclude in the text. *(Source: https://literacyleader.weebly.com)*

Effects of Critical Literacy on people

- Critical literacy aids the growth of reading skills by allowing students to actively relate various texts to other texts to determine if the overall messages promote or discourages the marginalization of minority groups. *(Source: https://en.m.wikipedia.org)*
- Thus by getting students to question the power structures in their society, critical literacy teaches them how to dispute these written and oral views regarding issues of equality so that they may combat the social injustices against marginalized groups in their communities. *(Source: https://en.m.wikipedia.org)*
- Critical literacy educators provide working class students with a new kind of motivation to acquire the language and communication skills and the knowledge that will make them powerful members of a powerful working class. *(Source: https://workingclassstudies.wordpress)*

Suggested Resources

1. Critical Literacy from *https://en.wikipedia.org/wiki/Critical_literacy. Retrieved 08/06/2019*
2. Critical Literacy in the 21st Century from *http://thinkcritically.weebly.com/critical-literacy.html. Retrieved 08/06/2019*
3. What is Critical Literacy and Why the Need...-Medium from *https://medium.com/literate-schools/what-is-critical-literacy-and-why-the-need-9d2c07591f98. Retrieved 08/06/2019.*
4. What is critical literacy | IGI Global from *https://www.igi-global.com/dictionary/critical-literacy/6211. Retrieved 08/06/2019.*

Benchmark 12.2.7.4: Use research skills to investigate and interpret cases where powerful warlords, landlords, dynasties, monarchs, chiefs, political leaders and governments were changed for the perceived good of society.

Topic 4: Impact of powerful individuals and groups on society

Sub-topics:
- Case Studies
- Muammar Gadaffi – Libya
- Saddam Hussein – Iraq

Skills: High-level thinking skills: Research skills to investigate and interpret impact of powerful individuals and groups on society.

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

- Investigate the leadership/governments of Muammar Gadaffi, Saddam Hussein, and the Apartheid government of South Africa.
- Explain why these leaders and government were removed from power.

Content Background

A. Muammar Gaddafi – Libya

Became the de facto leader of Libya on 01st September 1969 after leading a group of young Libyan military officers against King Idris I in a bloodless coup d'état. After the king fled the country, the Libyan Revolutionary Command Council (RCC) headed by Gaddafi abolished the monarchy and the old constitution and established the Libyan Arab Republic with the motto 'freedom, socialism and unity.'

The RCC government directed funding towards providing education, health care and housing to all. Public education became free and primary education compulsory for both sexes. Medical care became available to all public at no cost but providing housing for all was a task the RCC government was not able to complete. Under Gaddafi the per capita income in the country rose to more US $11, 000, the fifth highest in Africa. The increase in prosperity was accompanied by a controversial foreign policy, and there was increased domestic political repression.

In early 2011, a civil war broke out in the context of the wider Arab Spring. The rebel anti-Gaddafi forces formed a committee named the National Transitional Council on 27 February 2011. The war continued on with Gaddafi holding out in Sirte were he finally fell and following his controversial death, Libya was finally declared liberated on 23rd October, 2011. *(Source: https://en.m.wikipedia.org)*

B. Saddam Hussein – Iraq

Saddam Hussein joined the Bath Party in 1957 and rose to claim power in 1968. Saddam effectively held power in Iraq along with the head of state, Pres. Ahmad Hasan al-Bakr and in 1972 he directed the nationalization of Iraq's oil industry. Saddam began to assert open control of the government in 1979 and became president upon Bakr's resignation. He then became chairman of the Revolutionary Command Council and Prime Minister among other positions.

He used an extensive secret police establishment to suppress any internal opposition to his rule, and he made himself the object of an extensive personality cult among the Iraqi public.

In August 1990 the Iraqi army overran neighbouring Kuwait. Saddam apparently intended to use that nation's vast oil reserves to bolster Iraq's economy but his occupation of Kuwait triggered a worldwide trade embargo against Iraq. He ignored appeals to withdraw his forces from Kuwait. The Persian Gulf War began on January 16, 1991 and ended six weeks later when the allied military coalition drove Iraq's armies out of Kuwait. Iraq's crushing defeat triggered uprisings, causing thousands to flee to refugee camps along the country's northern border. Untold thousands more were murdered. Saddam ruled till his execution in December, 2006.

Suggested Resources

1. Saddam Hussein I Biography & Facts from *https://www.britannica.com/biography/Saddam-Hussein. Retrieved 07/06/2019*
2. Muammar Gaddafi from *https://en.wikipedia.org/wiki/Muammar_Gaddafi. Retrieved 07/06/2019*

Benchmark 12.2.7.5: Define and differentiate between the terms ideology and hegemony and examine how they have influenced the less powerful groups and the colonized to become subjects and servants of powerful groups in society.

Topic 5: Ideology and hegemony

Sub-topics:
- What is ideology and hegemony
- Differences of ideology and hegemony
- Influence on less powerful groups

Skills: Critical thinking skills: Differentiate Ideology and Hegemony and examine their influences.

Learning Objectives: By the end of this topic, students will be able to:
- Define what Ideology and Hegemony mean.
- Differentiate between Ideology and Hegemony.
- Explain how Ideology and Hegemony influence the less powerful groups.

Content Background

What is Ideology and Hegemony?

As nouns the difference between ideology and hegemony is that ideology is doctrine, philosophy, body of beliefs or principles belonging to an individual or group while hegemony is (formal) domination, influence, or authority over another, especially by one political group over a society or by one nation over others. *(Source: https://wikidiff.com)*

Types of Ideology and hegemony

i. Ideology
There are two main types of ideologies: political ideologies and epistemological ideologies. Political ideologies are sets of ethical ideas about how a country should be run. Epistemological ideologies are sets of ideas about the philosophy, the Universe, and how people should make decisions. *(Source: https://simple.m.wikipedia.org)*

ii. Hegemony
Generally speaking leadership or dominance especially by one state or social group over the others is known as hegemony. Power, dominance and leadership are three main features of hegemony. Three different types of hegemonies exist. They are strength hegemony, institution hegemony and culture hegemony. *(Source: https://www.kibin.com)*

How has ideology and hegemony influenced the powerful and less powerful?

Hegemony is a concept of leadership or dominance by ruling class. Hegemony can be defined as the abnormal of the society. For example, the cultural structures are controlled by the dominant class and are delivered to the working class as a common sense. *(Source: https://medium.com)*

Suggested Resources

1. Ideology vs Hegemony – What's the difference? From *https://wikidiff.com/hegemonic/hegemony. Retrieved 07/06/2019*
2. A Quick Understanding of Hegemony- RubyZ- Medium from *https://medium.com/@ruiqianz/a-quick-understanding-of-hegemony-ee-83e73e3d6c. Retrieved 07/06/2019*
3. What do you mean by hegemony explain different types of hegemony by citing examples from *https://www.topperlearning.com/doubts-solutions/what-do-you-mean-by-hegemony-explain-different-types-of-hegemony-by-citing-examples-plzz-explain-in-detail-as-i-am-having-a-lot-of-confusion-in-this-c-987kr644. Retrieved 07/06/2019*
4. Ideology – Simple English Wikipedia from *https://simple.wikipedia.org/wiki/Ideology. Retrieved 07/06/2019*
5. The Three Types of Hegemony | Kinbi from *https://www.kibin.com/essay-examples/the-three-types-of-hegemony-7n3P0hnS. Retrieved 07/06/2019*

Standards-Based Lesson Planning

What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that, a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step teacher must take to help their students reach success. A lesson plan is a step-by-step guide that provides a structure for an essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teacher must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, teacher should at least identify 3-5 teaching strategies in a lesson; teacher lectures, ask questions, put students into groups for discussion and role play what was discussed.

Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organized set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organizing the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, measurable and of course evidence based and be applicable in real life that we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

Planning for under-achievers

Who are underachieving students?
Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family)

How can we help underachievement?
Underachievement varies between students. Not all students are in the same category of underachievement.

Given below a suggested strategies teachers may adopt to assist underachievers in the classroom.

- Examine the Problem Individually
  It is important that underachieving students are addressed individually by focusing on the student's strengths.
- Create a Teacher-Parent Collaboration
  Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;
  - In what areas has the child shown exceptional ability?
  - What are the child's preferred learning styles?
  - What insights do parents and teachers have about the child's strengths and problem areas?

- Help student to plan every activity in the classroom
- Help students set realistic expectations
- Encourage and promote the student's interests and passions.
- Help children set short and long-term academic goals
- Talk with them about possible goals.
- Ensure that all students are challenged (but not frustrated) by classroom activities
- Always reinforce students

Examples of Standards-Based Lesson Planning

To help teachers plan effective Standards-Based lesson plans, a sample lesson is provided here. Teachers are encouraged to study the layout of the different components of this lesson and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher to focus on the essential knowledge, skills, values and attitudes that students are expected to learn and master at the end of the lesson.

Sample Lesson Plan

Strand 2: History

Unit 1: Making Sense of History

Content Standard: 2.1: Students will be able to discover that people construct knowledge of the past from multiple sources to make sense of historical patterns, periods of time and the relationship among these elements.

Benchmark 12.2.1.1: Use artefacts, archaeological data, primary and secondary sources and technology, to interpret and document the culture, cultural practices, and ceremonies of a group of people over a period of time.

Topic 1: Sources of historical evidence

Learning Objectives: By the end of the topic, students will be able:
- Identify primary sources of historical evidences.
- Identify secondary sources of historical evidences.
- Use historical evidences to interpret the cultures (cultural practices & ceremonies) of different groups of people over a period of time.
- Compile an historical documentary on the culture (cultural practices & ceremonies) of a group of people over time.

Lesson Topic: Primary sources of historical evidences

Instructional (lesson) Objective(s): By the end of the lesson, students will be able to:
- Define the concept of historical evidence.
- Identify primary sources of historical evidence.
- Examine primary sources of historical evidence to understand the past.

Essential Questions:
- What is the meaning of historical evidence?
- What are some good examples of primary sources of historical evidence?
- What are some important events of the past that can be drawn out from studying the primary sources of historical evidences?

Knowledge:
- the meaning of historical evidence
- examples of primary sources of historical evidence
- the understanding of the past through the study of primary sources of historical evidence

Skills:

- Critical thinking skills to interpret and document historical evidence

Values:

- Care and respect primary sources of historical evidences

Attitudes:

- Take responsibility to care for primary sources of historical evidence

Lesson Procedure

Teacher Activities	Student Activities
Introduction (5 minutes)	
• Show pictures or slides of artefacts • Ask questions about the artefacts such as naming them, where they are found, which people are associated to these artefacts, etc. • Elaborate and build discussion on students responses	• Watch slides or pictures • Answer questions relating to the artefacts • Build discussion from their collective answers
Body (30 minutes)	
Modeling	
• Show a selected artefact Eg. A pottery from PNG • Build discussions on where it was made, how it was made, does it involves any customs when making it, who used it, what was its importance	• Observing critically the presented artefact • Interacting and building discussions amongst themselves and the teacher • Giving answers to the questions
Guided Practice	
• Distribute selected pictures of artefacts to pairs of students • Guide students to answer questions such as where it was made, how it was made, does it involves any customs when making it, who used it, what was its importance	• In pairs critically analyse draw information out of the artefact image • Interact and build discussions amongst themselves • Thinking and collectively putting answers together for the questions
Independent Practice	
• Give short case study-reading • Give related questions to answers	• Reading the given information • Extract information that answers the questions; where it was made, how it was made, does it involves any customs when making it, who used it, what was its importance • Presentation of independent findings
Conclusion (5 minutes)	
• A sum-up discussion on the independent findings and presentations of outstanding discoveries in pairs	• Group thinking and discussions and collectively putting answers together and giving answers to class

Assessments, Reporting and Monitoring

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting** and **monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective or a specific component of a content standard and progression towards the attainment of a benchmark and content standard.

Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives
- ascertain students' attainment or progress towards the attainment of specific component of a content standard
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level
- communicate to parents, guardians, and relevant stakeholders the per formance and progress towards the attainment of content standards or its components
- compare students' performances and the performances of other students

Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasising on tasks that should encourage deeper learning
- be an integral component of a course, unit or topic and not something to add on afterwards
- a good assessment requires clarity of purpose, goals, standards and criteria
- of practices that should use a range of measures allowing students to demonstrate what they know and can do
- based on an understanding of how students learn
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment
- improving performance that involves feedback and reflection
- on-going rather than episodic

- given the required attention to outcomes and processes
- be closely aligned and linked to learning objectives, benchmarks and content standards.

Standards-Based Assessment Types

In standards-Based Assessment, there are three broad assessments types.

1. Formative Assessment

Formative assessment includes 'assessment *for* and *as*' and is conducted during the teaching and learning of activities of a topic.

Purposes of Assessment For Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning.
- Help teachers to make inferences about student learning to inform their teaching.
- Provide continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

Purposes of Assessment As Learning

- Occurs when students reflect on and monitor their progress to inform their future learning goals.
- Helps students to continuously evaluate, reflect, and improve their own learning.
- Helps students to understand the purpose of their learning and clarify learning goals.

2. Summative Assessment

Summative assessment focuses on 'assessment of learning' and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of Assessment Of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations.
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student's development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning.

3. Authentic Assessment

- Is performed in a real life context that approximates as much as possible, the use of a skill or concept in the real world.
- Is based on the development of a meaningful product, performance or process.
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.

Authentic Assessment Criteria

Authentic assessment refers to assessment that:

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard.
- Takes place in real life situations.
- Asks students to apply their knowledge, skills, values and attitudes in real life situations.
- Students are given the criteria against which they are being assessed.

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers, then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

i. Products

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photo's
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favorite sportsperson
- Write a review of a dance performance
- Essays
- Projects

ii. Process Focused Tasks

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios
- Problem-solving initiative/adventure/activities
- Decision making such as scenario's related to health issues
- Event tasks such as creating a game, choreographing a dance/ gymnastics routine, creating an obstacle course
- Game play analysis

- Peer assessment of skills or performances
- Self-assessment activities
- Goal setting, deciding a strategy and monitoring progress towards achievement

iii. Portfolio
This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

iv. Performances
It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

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 include explanations of how well students must demonstrate the content, explaining how good is good enough.

Performance standards:

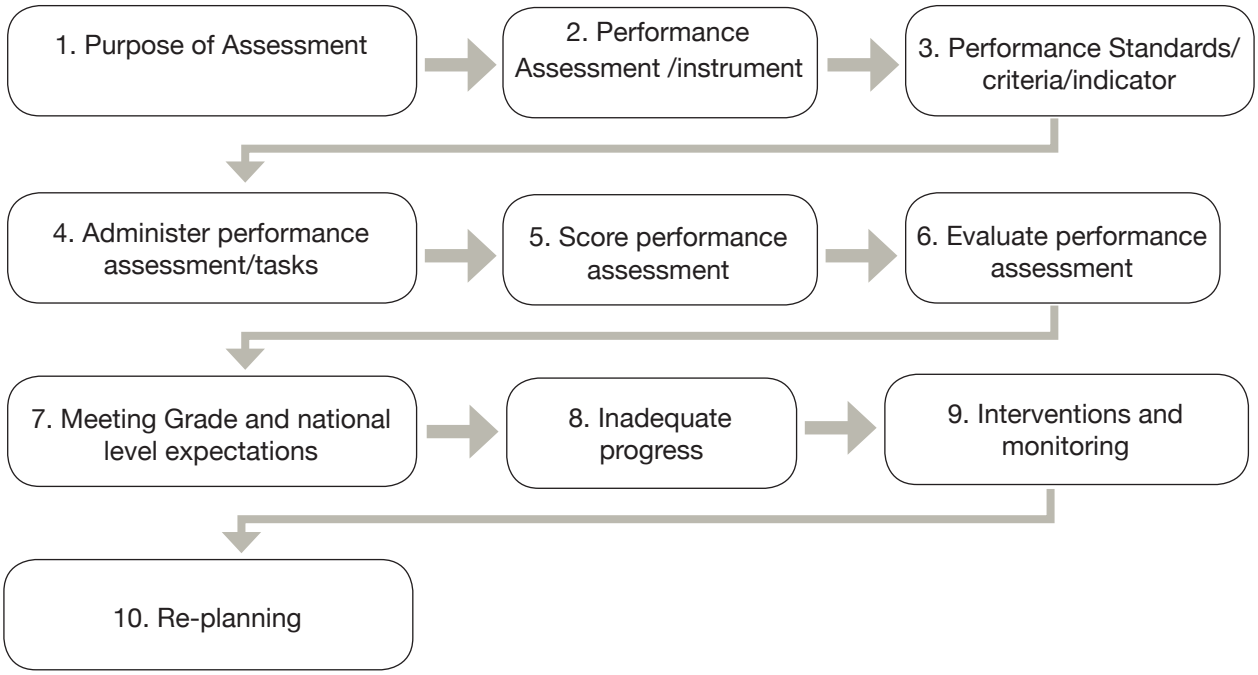
- measure students' performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and
- monitoring students' level of proficiency in use 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.

Assessment Strategies

It is important for teachers to know that, assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about student's strengths and weaknesses. Relying on only one method of assessing will not reflect student's achievement. Provided in the appendices is a list of suggested strategies you can use to assess student's performances. These strategies are applicable in all the standards-based assessment types.
Please refer to Appendix 5 to see the suggested strategies.

There are different performance assessment methods and assessment strategies for assessing students' learning and performance on significant components of content standards.

Standards-Based Assessment Process



Scoring Students' Assessment

Assessment scoring methods describe how students' assessment tasks will be scored.

The most commonly used methods of scoring students' assessment are:

i. Checklists
ii. Rating Scales
iii. Rubrics

Students' performance is assessed and scored using:

i. a set of well-defined criteria
ii. performance standards or indicators,

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the standards. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for assessment.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Teaching students to use descriptive words, such as *always*, *usually*, *sometimes* and *never* helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as *fair, good* or *excellent,* are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the *quality* of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

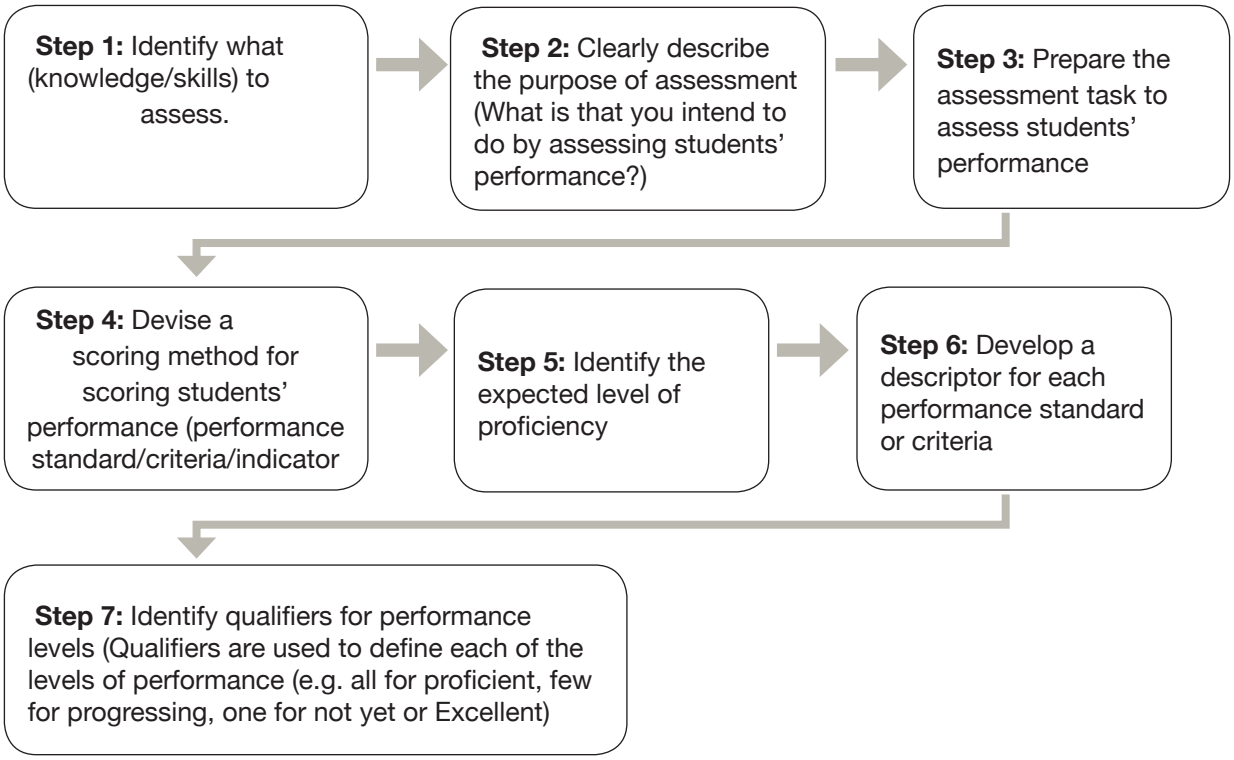
Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

Rubrics are recognized as a way to effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics in a teaching resource provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

However, regardless of which method is used, students' performance, proficiency, and quality of learning should be meaningfully and effectively measured. This will help ascertain if students are meeting grade-level expectations and progressing towards meeting the content standard.

Assessment Samples

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade –level expectations.



There are three (3) assessment samples provided here to guide teachers when preparing assessment for students. There is a/an;

i. formative assessment sample
ii. summative assessment sample
iii. authentic assessment sample

Teachers are encouraged to give a variety of assessments using different strategies on one topic to test the understanding and achievement of a content standard and a benchmark by individual students.

Formative Assessment

This assessment is conducted during teaching and learning. Take note that this assessment is linked to the learning objectives. You as the teacher will prepare the formative assessment task to assess the learning objective that you are teaching in class.

Strand 2: History

Unit 1: Making Sense of History

Content Standard: 2.1: Students will be able to discover that people construct knowledge of the past from multiple sources to make sense of historical patterns, periods of time and the relationship among these elements.

Benchmark 12.2.1.1: Use artefacts, archaeological data, primary and secondary sources and technology, to interpret and document the culture, cultural practices, and ceremonies of a group of people over a period of time.

Topic 1: Sources of historical evidence

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

- Identify primary sources of historical evidences.
- Identify secondary sources of historical evidences.
- Use historical evidences to interpret the cultures (cultural practices & ceremonies) of different groups of people over a period of time.
- Compile an historical documentary on the culture (cultural practices & ceremonies) of a group of people over time.

Lesson Topic: Primary sources of historical evidences

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

- Define the concept of historical evidence.
- Identify primary sources of historical evidence.
- Examine primary sources of historical evidence to understand the past.

Essential Questions:

- What is the meaning of historical evidence?
- What are some good examples of primary sources of historical evidence?
- What are some important events of the past that can be drawn out from studying the primary sources of historical evidences?

Knowledge:

- the meaning of historical evidence
- examples of primary sources of historical evidence
- the understanding of the past through the study of primary sources of historical evidence

Skills:

- Critical thinking skills to interpret and document historical evidence

Values:
- Care and respect primary sources of historical evidences

Attitudes:
- Take responsibility to care for primary sources of historical evidence

What is to be assessed?
- The concept of "historic evidence"
- Primary sources of historical evidence
- Information of the past events and happenings that surrounds the historical evidence

Purpose of this assessment:
To judge students' learning of the knowledge being outlined and assess the use of student's critical thinking skills

Performance Task:
Define historic evidence, Identify primary sources of historical evidence and document the findings that relate.

Assessment Strategy:
Complete three (3) Quiz Questions:

Grade 12

Strand 2: History

Unit 1: Make Sense of History

Topic 1: Sources of Historical Evidence

Lesson Topic: Primary sources of historical evidences

Name: _____**Class:** _____**Date:** _____

1. What is historical evidence in terms of meaning?

_____

_____

2. Give many examples of primary sources of historical evidence as possible: _____

3.

a. Choose an example of a primary source of historical evidence from your answers in Q2 then,

b. Document past information about that piece of historical evidence which you picked in Q3 (a):

- Where was it found?
- Who made it?
- Were there any rituals or customs involved in the making of the pottery at that time? Yes/No. If Yes, than, briefly state what it is
- What was it used for?
- What is its significance in the lives of the people at that time?

The End…

Assessment Scoring:

Grade 12

Strand 2: History
Unit 1: Make Sense of History
Topic 1: Sources of Historical Evidence
Lesson Topic: Primary sources of historical evidences

Scoring List for the three (3) Quiz Questions
Date: _____

Student Name	Q1	Q2	Q3 (a)	3 (b) (documenting the information)
Andry. A	✓	✗	✓	
Esther .M.	✗	✓	✗	
Jeremiah. M	✓	✓	✓	
Caleb . I	✓	✗	✗	
Kesia. P	✗	✓	✗	
Naime. J	✓	✓	✓	

Summative Assessment

Strand 2: History

Unit 1: Making Sense of History

Content Standard: 2.1: Students will be able to discover that people construct knowledge of the past from multiple sources to make sense of historical patterns, periods of time and the relationship among these elements.

Benchmark 12.2.1.1: Use artefacts, archaeological data, primary and secondary sources and technology, to interpret and document the culture, cultural practices, and ceremonies of a group of people over a period of time.

Topic 1: Sources of historical evidence

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

- Identify primary sources of historical evidences.
- Identify secondary sources of historical evidences.
- Use historical evidences to interpret the cultures (cultural practices & ceremonies) of different groups of people over a period of time.
- Compile an historical documentary on the culture (cultural practices & ceremonies) of a group of people over time.

Lesson Topics:

- Primary Sources of Historical Evidences
- Secondary Sources of Historical Evidences
- Interpret the Different Cultures from Historical Evidences
- Historical Documentary on the Different Cultures

Purpose of this Assessment

The purpose of this assessment is to measure student's learning of the benchmark. It is about how much they have learned out of the required content in the benchmark. It is also about measuring the expected skills such as analysing skills, evaluation skills and other skills that are expected to be demonstrated through their learning of the expected content in the benchmark, too.

Expected Level of Proficiency

The expected level of proficiency in the student should cover the following areas:

- Identify primary sources of historical evidences
- Identify secondary sources of historical evidences
- Use historical evidences to interpret the cultures (cultural practices & ceremonies) of different groups of people over a period of time
- Compile an historical documentary on the culture (cultural practices & ceremonies) of a group of people over time

Performance Task

The performance task here is to complete a *Guided Project.* This project is guided with an outline of how it should be presented and this also involves the use of guided questions to collect information from the sources of historical evidences. The guided project involves two parts.

- **Part 1:** Identify a primary source of historical evidence. Use this evidence to gather information, interpret the culture of the people and compile all that information together in writing.

- **Part 2:** Identify a secondary source of historical evidence. Use the information in this source to interpret the culture of the people and compile all that information together in writing.

All writing should be done on separate lecturer pad papers provided by the teacher. Students can also use their own lecturer pads for this project if they have access to this material.

See sample of the Guided Project below:

Grade 12

Strand 2: History

Unit 1: Make Sense of History

Topic 1: Sources of Historical Evidence

Lesson Topic:
- Primary Sources of Historical Evidences
- Secondary Sources of Historical Evidences
- Interpret the Different Cultures from Historical Evidences
- Historical Documentary on the Different Cultures

Name: _____**Class:** _____**Date:** _____

- **Part 1:** Identify a primary source of historical evidence. Use this evidence to gather information, interpret the culture of the people and compile all that information together in writing.

<u>Outline of documentation:</u>

a. Name of the primary source of historical evidence and describe what it is:

b. Gather information about the primary source of historical evidence in relation to these questions:
   - Where was it found?
   - Who made it or how did it form or how did it's exists happen?
   - Were there any rituals, customs or cultural practices involved in this primary source of evidence? Explain the rituals, customs or cultural practices involved.
   - What was it used for?

- **Part 2:** Identify a secondary source of historical evidence. Use the information in this source to interpret the culture of the people and compile all that information together in writing.

a. Name of the secondary source of historical evidence and describe what it is:

b. Gather information from the secondary source of historical evidence in relation to these questions:
   - What evidence is the secondary source giving?
   - Who is involved in historic evidence and where is it happening?
   - Were there any rituals, customs or cultural practices involved in the evidence provided in this secondary source? Explain the rituals, customs or cultural practices involved.

THE END

Grade 12

Strand 2: History

Unit 1: Make Sense of History

Topic 1: Sources of Historical Evidence

Lesson Topic:
- Primary Sources of Historical Evidences
- Secondary Sources of Historical Evidences
- Interpret the Different Cultures from Historical Evidences
- Historical Documentary on the Different Cultures

Guided Project

Name: _____ **Class:** _____ **Date:** _____

Performance Standard/ criteria	**Proficiency Levels** →				**Score**
	Unsatisfactory Performance (0-49%)	**Satisfactory Performance (50-79%)**	**Full competent Performance (80-99%)**	**Exceptional Performance (100%)**	
Identify primary sources of historical evidences	Primary source is identified but description is not given or description is not clear or incomplete	Primary source is identified with a fair amount of description	Primary source is identified with full detailed description	Primary source is identified with full description and an additional image of it attached	
Identify secondary sources of historical evidences	Secondary source is identified but description is not given or description is not clear or incomplete	Secondary source is identified with a fair amount of description	Secondary source is identified with full detailed description	Secondary source is identified with full description and additional references made for more clarity	

Use historical evidences to interpret the cultures (cultural practices & ceremonies) of different groups of people over a period of time	Evidence of interpretation for cultural practices, customs, people, geographical locations are shown to be insufficient and not logically set out	Fair evidence of interpretation covering information on people, the customs, cultural practices, geographic locations, with a sense of logic but no further references and examples	Detailed evidence of Interpretation that covers; the people involved, the customs, cultural practices, the geographical location but no further additional references and examples	Detailed evidence of Interpretation covers; the people involved, the customs, cultural practices, the geographical location and with additional references and examples where necessary for more clarity	
Compile an historical documentary on the culture (cultural practices & ceremonies) of a group of people over time	Incomplete-compiling a historical documentary that covers all expected areas	A document that has compiled a fair amount of required information, stapled with less effort of presentation	A complete document with all required information, stapled with less effort of presentation	A complete document with all required information and carefully put together as a booklet with a proper cover, and an attractive presentation	

Authentic Assessment

Authentic assessment is an assessment that requires the use of a skill or concept in the real life. Students are expected to develop meaningful products, performance or process to demonstrate the application of their knowledge, skills and attitudes in real life situations which promote and support the development of deeper levels of understanding.

Strand 2: History

Unit 1: Making Sense of History

Content Standard: 2.1: Students will be able to discover that people construct knowledge of the past from multiple sources to make sense of historical patterns, periods of time and the relationship among these elements.

Benchmark 12.2.1.1: Use artefacts, archaeological data, primary and secondary sources and technology, to interpret and document the culture, cultural practices, and ceremonies of a group of people over a period of time.

Topic 1: Sources of historical evidence

Purpose of this assessment
The purpose of this assessment is to measure students' ability to apply theory knowledge into application and that is creating something useful in real life. This assessment will strongly express creativity skills, analytical thinking skills, effective communication skills, interpersonal skills as well as values of patience, tolerance and respect towards one and another as a team to produce the end result desired.

Assessment Task:
Create a booklet containing historical documentary on the culture (cultural practices & ceremonies) of a group of people over time. It will involve the action of:

- Researching information from (a) a primary source of evidence and (b) from a secondary source of evidence
- Analyzing the information gathered
- Documenting the information of historical evidence regarding cultural practices, ceremonies of a group of people over time into sections and into a booklet form

Assessment strategy:
Students will document historical evidence as a project and do classroom presentation to assess the application of their knowledge and skills learnt in the expected content outlined in the benchmark.

Instructions:

- work in group of four students
- research individually and then compile your researched information according to the layout

The sections of the booklet:

- Cover page, title, your names, date of work completed
- Table of content – a list of the content and page numbers
- Introduction – introduce what you are going to document
- Historical evidence collected from primary source write up should surround these questions or additional can be accommodated
  - Where was this evidence found?
  - Who made this evidence or how did this evidence form or how did it's exists happen?
  - Were there any rituals, customs or cultural practices involved in this primary source of evidence? Explain the rituals, customs or cultural practices involved.
  - Was this evidence used in any ways?
  - What is the significance of this evidence in the lives of the people at that time?

- Historical evidence collected from secondary source write up should sur round these questions or additional can be accommodated
  - What evidence is the secondary source giving?
  - Who is involved in historic evidence and where is it happening?
  - Were there any rituals, customs or cultural practices involved in the evidence provided in this secondary source? Explain the rituals, customs or cultural practices involved.

- Conclusion- sum up what you have documented
- References- information of sources where you collected information of your documentation
- Appendix- additional pictures or other materials supporting your documentation

Expected Level of Proficiency

- The layout of the different sections of the booklet and the content
- The correct researched information from the primary source of evidence and the secondary source of evidence
- The use of effective communication skills, interpersonal skills and leadership skills when working as a team to compile the researched information for each section of the booklet
- The use of creativity and analytical thinking skills in designing the different sections of information and the booklet
- A complete product- a booklet form containing the historical documentation

Assessment Scoring

Grade 12

Strand 2: History

Unit 1: Make Sense of History

Topic 1: Sources of Historical Evidence

Lesson Topic:
- Primary Sources of Historical Evidences
- Secondary Sources of Historical Evidences
- Interpret the Different Cultures from Historical Evidences
- Historical Documentary on the Different Cultures

Name of Student: _____ **Class:** _____ **Date:** _____

Performance Standard/ criteria	Proficiency Levels →				Score
	Unsatisfactory Performance (0-49%)	**Satisfactory Performance (50-79%)**	**Full competent Performance (80-99%)**	**Exceptional Performance (100%)**	
The layout of the different sections of the booklet and the content	Some sections and their content are missing	All sections are in place with fair evidence of contents, no logic and no accuracy	All sections are in place with detailed content but less effort in logic and accuracy	All sections are in place with detailed content, with careful demonstration of logic and accuracy	
The correct researched information from the primary source of evidence and the secondary source of evidence	Evidence of correct researched information but incomplete for both the primary and secondary source of historic evidence or either one of them	Evidence of correct researched information	Evidence of correct researched information, logically set out but no applicable examples used	Evidence of correct researched information supported by relevant examples where applicable and logically set	
The use of effective communication skills, interpersonal skills and leadership skills when working as a team to compile the researched information for each section of the booklet	Minimum use of effective communication skills, interpersonal skills and leadership skills throughout the duration of the project	A fair use of effective communication skills, interpersonal skills and leadership skills wherever possible but not consistently throughout the duration of the project	A good use of effective communication skills, interpersonal skills and leadership skills throughout the duration of the project but with minimum demonstration of values	Strong values of patience, tolerance and respect is demonstrated in compiling research information alongside the use of effective communication skills, interpersonal skills and leadership skills throughout the duration of the project	

The use of creativity and analytical thinking skills in designing the different sections of information and the booklet	Minimum demonstration of creativity and analytical thinking skills throughout the duration of the project task	A fair demonstration of creativity and analytical thinking skills throughout the duration of the project task	A good demonstration of creativity and analytical thinking skills throughout the duration of the project task but with minimum demonstration of values	Strong values of patience, tolerance and respect is demonstrated in compiling research information alongside the use of creativity and analytical thinking skills in the duration of the project task	
A complete end product- a booklet form containing the historical documentation	Very minimum evidence of a complete product (does not look like a booklet)	Half complete end product booklet containing the historical documentation	A complete end product- a booklet form containing the historical documentation but less effort with presentation	A complete end product- a booklet form containing the historical documentation with excellent presentation	

Glossary

Terms	Definitions
Assessment	Activities teachers use to help students learn and to measure and monitor their progress towards the attainment of expected levels of proficiency.
Assessment As Learning	Assessment is used to help students understand and reflect on what they have learnt or are having difficulties with, identify areas of strengths and weaknesses, and set clear, measurable, and attainable personal goals to improve their own learning.
Assessment For Learning	A common form of assessment. It is an ongoing assessment process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
Assessment Of Learning	Provides a summary of students learning over a given period of time and is generally carried out at the end of a course of study. Also referred to as summative assessment.
Assessment Strategies	Different ways or approaches of assessing students work.
Authentic Assessment	A type of broad assessment that involves students actively engaged in completing a task that represents the achievement of a learning objective or standard. Authentic assessment takes place in real life situations.
Benchmarks	Benchmarks are more detailed descriptions of a specific level of performance expected of students at particular ages, grades, school levels or levels of development. They are the specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard.
Content Standards	Content Standards are broadly stated expectations of what (content) students should know. They describe the knowledge, skills, values, and attitudes that students should attain.
Curriculum Integration	Curriculum integration in teaching and learning refers to an approach or methodology that cuts across and draws on multiple subject areas to focus on a topic or theme.
Diagnostic Assessment	An assessment given to identify child's strengths and learning needs for improvement.
Evaluation	Assessment information used to assess the effectiveness of teaching and learning and to make improvements to teaching practices in order to improve students learning.
Formative Assessment	A form of assessment used throughout a unit of study in teaching and learning to measure student's understanding and progress.
Monitoring	General supervision over the teaching and learning of the standards.
Performance Assessment	A form of assessment that is focused on measuring students' mastery of knowledge, skills, values and attitudes taught and learnt in each lesson.
Performance Standards	Performance standards are the indicators of quality that specify how competent a students' demonstration or performance must be.
Proficiency	Mastery of the essential knowledge, skills, values and attitudes in the content standards and benchmarks.

Rubrics	It is a scoring guide used to assess the quality of students responses in an assessment often presented in a table with evaluative criteria at certain levels of achievement.
Self–Assessment	A judgment for official purposes for teachers to make about their abilities, principles or decisions.
Standard	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
Standards-Based Curriculum	Describes **what** all students should know and be able to **do** at the end of a grade or school level. The main idea behind standards-based curriculum is **standards.**
Standards-Based Education	An academic program in which clearly defined academic content and benchmarks are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. The main idea behind standards-based education is **standards.**
Standards-Based Assessment	A systematic and ongoing process of collecting and interpreting information about students' achievements.
STEAM Education	The teaching and learning in the fields of Science, Technology, Engineering, Arts, and Mathematics in both formal and informal classroom settings.
Summative Assessment	A form of assessment used after completing a unit or topic or at a specific point in time in teaching and learning to measure student's mastery of the content standards and benchmarks.
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.

References

National Curriculum Standards Framework (2013)

Grade 12 Social Science Syllabus Standards-based

Kukari, A. (personal communication and trainings, 2018-2020)

Appendices

Appendix 1: Bloom's Taxonomy

Level of Understanding	Key Verbs
Creating Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
Evaluating Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
Analyzing Can the student distinguish between the different parts?	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research, separate, experiment, question, test,
Applying Can the student use the information in a new way?	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
Understanding Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
Remembering Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

Appendix 2: 21st Century Skills

Ways of Thinking	**Creativity and innovation** • Think creatively • Work creatively with others • Implement innovations **Critical thinking, problem-solving and decision making** • Reason effectively and evaluate evidence • Solve problems • Articulate findings **Learning to learn and meta-cognition** • Self-motivation • Positive appreciation of learning • Adaptability and flexibility
Ways of Working	**Communication** • Competency in written and oral language • Open minded and preparedness to listen • Sensitivity to cultural differences **Collaboration and teamwork** • Interact effectively with others • Work effectively in diverse teams • Prioritise, plan and manage projects
Tools for Working	**Information literacy** • Access and evaluate information • Use and manage information • Apply technology effectively **ICT literacy** • Open to new ideas, information, tools and ways of thinking • Use ICT accurately, creatively, ethically and legally • Be aware of cultural and social differences • Apply technology appropriately and effectively
Living in the World	**Citizenship – global and local** • Awareness and understanding of rights and responsibilities as a global citizen • Preparedness to participate in community activities • Respect the values and privacy of others **Personal and social responsibility** • Communicate constructively in different social situations • Understand different viewpoints and perspectives **Life and career** • Adapt to change • Manage goals and time • Be a self-directed learner • Interact effectively with others

Appendix 3: Teaching and Learning Strategies

Strategy	Teacher	Students
Case study Used to extend students' understanding of real life issues	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
Debate A method used to increase students' interest, involvement and participation	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/ standard to be achieved.	Conduct researches to gather supporting evidence about the selected topic and summarising the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.
Discussion The purpose of discussion is to educate students about the process of group thinking and collective decision.	The teacher opens a discussion on certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasises on important points from students responses. Teacher guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.
Games and simulations Encourages motivation and creates a spirit of competition and challenge to enhance learning.	Being creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prices.	Go into groups and organize. Follow the instructions and play to win

Observation Method used to allow students to work independently to discover why and how things happen as the way they are. It builds curiosity.	Give instructions and monitor every activity students do	Students possess instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students • Observe and ask essential questions • Record • Interpret
Peer teaching and learning *(power point presentations, pair learning)* Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develop the spirit of inquiry.	Distribute topics to groups to research and teach others in the classroom. Go through the basics of how to present their peer teaching.	Go into their established working groups. Develop a plan for the topic. Each group member is allocated a task to work on. Research and collect information about the topic allocated to the group. Outline the important points from the research and present their findings in class.
Performance-related tasks (dramatization, song/lyrics, wall magazines) Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date	Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria	Go into their established working groups. Being creative and create dramas, songs/lyrics or wall magazines in line with the topic.
Project (individual/group) Helps students complete tasks individually or collectively	Teacher outline the steps and procedures of how to do and the criteria	Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.
Use media and technology to teach and generate engagement depending on the age of the students	Show a full movie, an animated one, a few episodes form documentaries, you tube movies and others depending on the lesson. Provide questions for students to answer before viewing	Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate

Appendix 4: Lesson Plan Template

Strand: ……

Unit: ……..

Content Standard: .....

Benchmark: ……..

Topic 1: ……..

Lesson Topic: ……

Grade: ……..

Length of Lesson: ……

Essential KSAVs

Knowledge: ……

Skill(s): ……..

Values: ……..

Attitudes: ……

Performance Indicator:

Materials:

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

- ……
- ……
- ……

Essential Questions:

- ……
- ……

Lesson Procedure

Teacher Activities	Student Activities
Introduction (time in minutes)	
Body (time in minutes)	
Modeling	
Guided Practice	
Independent Practice	
Conclusion (time in minutes)	

Appendix 5: Assessment Strategies

Strategy	Description
Analogies	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
Classroom presentations	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
Conferences	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed.
Discussions	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
Essays	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesize information.
Exhibitions/ demonstrations	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
Interviews	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
Learning logs	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
Observation	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.
Peer assessment	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.

Performance tasks	During a performance task, students create, produce, perform, or present works on "real world" issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.
Portfolios	A portfolio is a collection of samples of a student's work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student's achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
Questions and answers (oral)	In the question–and-answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
Quizzes, tests, examinations	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
Questionnaires	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
Response journals	A response journal is a student's personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
Selected responses	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
Student self-assessments	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.
Posters	
Video analysis	
Reflective writing	
Projects	
Observation reports	