

Citizenship & Christian Values Education

Syllabus

Primary

★ Grades 4, 5 & 6 ★

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE
NOT FOR SALE'**

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Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BEBoS	Basic Education Board of Studies
CCVE	Citizenship and Christian Values Education
CDD	Curriculum Development Division
CP	Curriculum Panel
EfSD	Education for Sustainable Development
IHD	Integral Human Development
NDoE	National Department of Education
OBC	Outcomes-Based Curriculum
OBE	Outcomes-Based Education
SAC	Syllabus 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 in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives. Education must therefore aim to provide all children with an equal opportunity to achieve high academic standards that are internationally comparable. Rigorous and comparable academic standards have been set and all students are expected to achieve these standards. Education must also aim to motivate and prepare students to pursue Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in higher education institutions and pursue careers in STEAM related fields. National Curriculum Standards and grade-level benchmarks have been written to provide students with STEAM related experiences both inside and outside of the classroom.

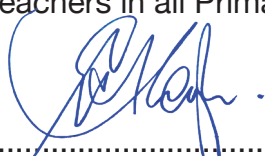
The ultimate aim of the Citizenship and Christian Values Education (CCVE) is to develop God fearing Citizens. The subject is mainly focused on Godly and spiritual values and it is focused to help students understand how Godly and Spiritual Values relate to Christian and citizenship values. As God fearing citizens, we have a duty to teach Biblical and Moral Values to our children to be good citizens. However, the CCVE Syllabus does not contain Christian Religious Education (CRE) content. The CRE content is in a separate implementation guide that is designed to complement the teaching of Citizenship and Christian Values Education.

The CCVE is a standards-based curriculum that embraces STEAM and provides the students the opportunity to use Science Technology Engineering, Arts and Mathematics to actively participate in their civic roles and responsibilities in their communities.

The content of the CCVE is based on family values and presents learning based on different contexts. Therefore, teachers and respective stakeholders are encouraged to engage the involvement of parents, the school and the community and its resources to help students to be active learners. Active participation helps Grades 4-6 students acquire citizenship knowledge and attitude.

The CCVE Syllabus has presented three conceptual frameworks as pathways for learning to be inclusive. Teachers are encouraged to read and understand the Subject content standards so that appropriate, inclusive and relevant teaching programs are designed to help the students learn biblical and citizenship values. All Grade 4-6 teachers are instructed to use the syllabus.

I commend and approve this Grades 4, 5 and 6 CCVE Syllabus to be used by teachers in all Primary Schools throughout Papua New Guinea.



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

Introduction

The Citizenship and Christian Values Education is a new subject introduced in the standards-based curriculum and is mainly focused on Godly and spiritual values. It is introduced to address citizenship, character, and Christian Values development.

The National Department of Education is responsible to provide a curriculum in the social and emotional domain (character and values/ civics and ethics education), with emphasis on social and community values, corporation, problem solving, self-discipline and critical thinking.

This is captured in the National Education Plan 2015–2019.

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

The CCVE subject focuses on developing the moral well-being of our students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behaviour and attitudes towards themselves, their communities and societies and the environment as good citizens.

The subject also emphasizes the use of the cognitive and affective domains to teach children to appreciate nature and diversity in relation to their cultural, regional, religious, and socioeconomic and gender with respect for themselves, others and their environment. While the family plays a significant role in shaping moral development in a child, the school also plays an equally important role in equipping him/her with knowledge and life skills, and nurturing in him/her correct attitudes so that he/she will develop into a morally upright, caring and responsible individual and citizen.

CCVE syllabus is based on the contexts of the family, school and community which relevant for the students learning in Grades 1, 2 and 3 classes. The syllabus outlines the standard statements which helps students learn in these different contexts communities to be good citizens.

The course is organised into 4 strands. These are , Civics Systems, Principles and Identities, Christian Values, Citizenship and Society and Governance and Leadership.

The Grades 4, 5 and 6 CCVE is timetabled for 120 minutes per week. One thirty (30) minute lesson is to be used for the suggested CRE content while ninety (90) minutes will be used for CCVE. Teachers can use the time allocated to do their time table or program according to their school needs. The 60 minutes or 1 hour per week for Christian Religious

Education (CRE) that is given to Churches under the Department of Education and Churches agreement still remains. It has not been taken away and therefore, Churches have a responsibility to all schools within their communities to make sure that 1 hour per week is utilized accordingly.

Teachers must note that the CCVE syllabus does not contain CRE content. The CRE content is in a separate implementation Guide which is designed to complement the teaching of Christian Values and Principles.

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

The standards in the CCVE syllabus link the content to the content in other subjects taught in Grades 4, 5 and 6 which include English, Mathematics, Science, Social Science, Arts, Health and Physical Education and Making a Living. It also links to subjects taught in the high school level such as Health and Physical Education, Legal Studies, Geography, Business Studies and Economics.

Aims and Goals of Standards-Based Curriculum

The national curriculum aims and goals articulate the outcomes that will be achieved in the long-term and the medium-to-long term learning results. These will be achieved if the curriculum is efficiently implemented. However, other factors that will contribute to achieving this aims and goals will require simultaneous implantation of enabling policies and system reforms support. The SBC aims and goals embed the important knowledge, skills, values and attitudes that all students are expected to acquire and master to effectively contribute to their societies as citizens.

The formulation of the aims and goals was informed by evidence from the situational analysis of social, economic, political, technological, and philosophical contexts and research. They were also informed by significant national policy frameworks such as the Vision 2050, PNG's National Goals and Directive Principles and broader international policy frameworks such as the Sustainable Development Goals (SDGs), International Conventions such as the UN Conventions.

The Ultimate Aim

The ultimate aim of Standards Based Education (SBE) in Papua New Guinea(PNG) is to prepare students for careers, higher education, and citizenship. To achieve this aim, a number of enabling aims and goals were formulated based on evidence. The ultimate aim of SBE in PNG and the enabling aims and goals are closely linked. The enabling or operational aims and goals are described below.

Aim 1:

Students will acquire essential and relevant knowledge, skills, values, and attitudes that will prepare them for careers, higher education, and citizenship.

Goals

Students will be able to:

- (a) obtain prerequisite knowledge and skills and cultivate and foster important values and attitudes required to effectively function in a higher education and training environment.
- (b) achieve high language, mathematics, science social science, moral, values, and ethical, creative and vocational skills, and citizenship standards that will ensure a smooth transition from secondary school to higher education and training institutions.

Aim 2:

Students will achieve high standards in Language, Mathematics, Science and Technology, Social Science, Civic and Citizenship Education, Character and Social Development, and Skills Education (Creative, Physical, and Vocational skills).

Goals

Students will be able to:

- (a) acquire and use intellectual, emotional, cultural, physical, creative, vocational, recreational, and spiritual knowledge, skills, values, and attitudes as a basis for living a fulfilling and a productive life in the communities in which they choose to live.
- (b) understand and apply mathematical reasoning, processes, formulas, and concepts to solve mathematical problems.
- (c) examine and apply scientific reasoning, processes, and concepts to improve real life situations.
- (d) aware of scientific standards and methods and their application across all branches of science.
- (e) aware of logical and abstract thinking in the formulation of problems, the importance of mathematics in science reasoning, and recognize the role of science in every aspect of life.
- (f) explain the connection between science and technology and recognize the importance of technology in the development of communities, the improvement of peoples' lives, in communication, and industry.
- (g) acquire fundamental knowledge and skills to build and market different types of technology.
- (h) communicate orally and in writing, use different approaches and modes of communication, identify different purposes of communication, and understand and appreciate PNG's languages and the languages of people from different cultures.
- (i) aware of their civic and citizenship responsibilities, the importance of these responsibilities to harmonious living and maintaining social cohesion, and to community and national development and well-being.
- (j) acquire knowledge, skills, values and attitudes required for learning and practice of creative arts, and the application of knowledge and skills to express themselves, promote PNG's cultures, and make a living.
- (k) recognise the importance of healthy mind, body, and spirit, the importance of physical exercise and sport, balanced diet, and regular exercise in living a healthy life style.

Aim 3:

Students will attain both regional and internally comparable standards in literacy and numeracy.

Goals

Students will be able to:

- (a) acquire essential reading skills to enable them to learn to read and read to learn throughout their lives.
- (b) learn basic skills of writing, comprehending and evaluating information, following instructions, analysing others writing, and communicating with others.
- (c) learn and apply basic mathematic skills in real life situations to improve their own personal growth and the advancement of their communities and the nation.

Aim 4:

Students will develop their full potential and empowered to be dynamically involved in the process of freeing themselves from oppressive situations, contribute to promoting the common good and welfare of society, and develop a sense of responsibility for oneself and others.

Goals

Students will be able to:

- (a) recognize and critically analyse the situations that oppress and marginalize them and others, and take appropriate individual and collective actions to transform these situations in order to improve their wellbeing.
- (b) develop a positive attitude towards community service and responsibility for the well-being of the community while being responsible for their personal behaviour and conduct and hold others to account for their behaviour and attitudes in the interest of public good.
- (c) develop effective communication and social skills, and think critically and rationally when solving problems and making decisions at different stages of their personal development.
- (d) interpret language and cultural expressions attributed to oppressed and marginalized groups by dominant and powerful groups and challenge these in order to improve their situations.

Aim 5:

Students will contribute towards the development of knowledge-based economy and society, and the transformation of Papua New Guinea from a developing to a middle income country by continuously learning and applying knowledge, skills, values, and attitudes to improve the prevailing social, economic, political, cultural, scientific, and technological conditions.

Goals

Students will be able to:

- (a) value creativity and innovation; the spirit of autonomy and independence; and foster an attitude to knowledge creation and application to improve working and development conditions.
- (b) obtain relevant knowledge, skills, values, and attitudes that will enable them to be multi-skilled, lifelong learners, and knowledge-based workers capable of functioning in a changing world and work environment.

Aim 6:

Students will continue to learn throughout their lives and apply the outcomes of learning to improve their personal and collective learning, growth and development, and the quality of life for oneself and others.

Goals

Students will be able to:

- (a) think sensibly for themselves and to develop as individual members of a community.
- (b) develop and foster an attitude towards continuous learning as a basis for improving one's own knowledge, thinking, practice, value and belief system and hence improve life outcomes.
- (c) cultivate a positive attitude towards research, reflection, and critical analysis as bases for lifelong learning.

Aim 7:

Students will acquire essential knowledge, skills, values, and attitudes necessary for the building of peaceful and safe communities, living together, upholding the principles of a democratic state and society, building social cohesion, promoting equity and social justice, and ensuring economic prosperity for all.

Goals

Students will be able to:

- (a) value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute to the building and fostering of peaceful, safe, and inclusive communities.
- (b) use effective communication skills and think creatively in a rational manner and develop better problem solving and decision making

- skills at appropriate levels and ages.
- (c) examine in-depth problems at hand by collecting and using evidence to make informed decisions about the best strategies to address the problems and achieve results that are satisfactory to all stakeholders.
- (d) become happy, healthy and useful members of their society.
- (e) analyse the principles of democracy, how a democratic government works, citizen's democratic rights and responsibilities, and the weaknesses and the strengths of the democratic ideology.

Aim 8:

Students will foster an understanding and an appreciation of PNG's many cultures and languages, their influence on the construction and representation of Papua New Guinean's identities, and the value, knowledge, and belief systems that underlie these diverse cultures and languages; while embracing the cultural and linguistic differences, and take actions to sustain the good and eliminate the bad aspects of cultures.

Goals

Students will be able to:

- (a) have pride and responsibility towards their cultures and languages, and preserve and promote one's identity through language and culture while at the same time learning, appreciating, and tolerating other cultures and languages, both local and international.
- (b) communicate with other people through written and spoken language, through mathematics and through other ways such as art, music and movement.
- (c) investigate the underlying knowledge, value, and belief systems of different cultures and languages, and take appropriate individual and collective actions to eliminate aspects of cultures that hinder the building and fostering of healthy relationships and peaceful and safe environments, that are oppressive and detrimental to human development, and detrimental to the promotion of inclusive development and a hindrance to promoting and safeguarding fundamental human rights.

Aim 9:

Students will develop their knowledge and an appreciation and respect for the natural environment and physical and human resources, and the need to develop these in ways that are sustainable for the benefit of current and future generations.

Goals

Students will be able to:

- (a) cultivate and maintain an attitude to respect life, care for nature, and contribute to the protection of the environment.
- (b) help develop and sustain Papua New Guinea's environment and its

- physical and human resources, for the benefit of current and future generations.
- (c) become wise guardians of Papua New Guinea's resources.
- (d) act responsibly and within the spirit of environment sustainability in the use of natural resources with the knowledge that local actions on environment have both local and global consequences.

Aim 10:

Students will develop healthy self-concepts; contribute to the establishment and sustainability of healthy communities; the eradication of common diseases; and improvement in the health status of all citizens.

Goals

Students will be able to:

- (a) demonstrate an understanding of the different stages of child development from conception to childhood, adolescence to adulthood.
- (b) show awareness and understanding of the importance of building and promoting healthy life styles and healthy communities as pre requisites for healthy living and life style.
- (c) investigate common diseases in PNG and their causes and symptoms, appreciate the consequences and impact they have on the citizens, look at what is being done to eradicate these diseases, and know how they can contribute to eradicating these diseases.

Aim 11:

Students will understand that parenthood is a lifelong responsibility however, in exercising this right they should be aware of the impact of uncontrolled population growth and its consequences on families, communities, the environment, available resources, and the nation.

Goals

Students will be able to:

- (a) appreciate the importance of having a family unit and show awareness of parental responsibilities, recognize the consequences of the decisions they make regarding the size of their families, recognizing the fact that the quality of life for their children depend on the decisions they make.
- (b) aware of the contributing factors to population growth and demonstrate an understanding of the consequences of uncontrolled population growth.

Aim 12:

Students will acquire knowledge, skills, values, and attitudes required for social and economic development, for gainful employment and self-employment, and for transforming individual and collective livelihoods and alleviating poverty.

Goals

Students will be able to:

- (a) acquire knowledge, skills, values, and attitudes required for active participation in the formal and informal economy as means for making a sustainable living.
- (b) explain and apply the concepts and practices of self-reliance and personal viability to create own employment as an alternative to formal employment.
- (c) foster an attitude towards work by acquiring relevant values, knowledge, and skills that will prepare them to pursue vocational skills occupations.

Aim 13:

Students will develop required values and respect for oneself, others, and the community, and use these as a basis for developing effective national and global citizenships traits.

Goals

Students will be able to:

- (a) learn about and show awareness about past and present outstanding and model citizens whose character, moral standing, ethical standards, and contributions have shaped PNG and the world.
- (b) demonstrate awareness and understanding of their civic and citizenship roles and responsibilities, the importance of performing these responsibilities in a transparent and accountable way for the greater good of PNG and their communities, and the consequences of neglecting these roles and responsibilities.
- (c) develop and foster values, behaviours, attitudes, and communication competencies required to live together and in harmony with peoples of other cultures and linguistic groupings.
- (d) show awareness and concern for the welfare and the rights of others, contribute to the promotion of justice for all and the empowerment of the oppressed and marginalized people, promote gender and social inclusion as the basis for protecting and promoting the rights of all.

Overarching Curriculum Principles

Curriculum Principles focus attention on the important philosophical, social, economic, political, cultural, technological and environmental contexts that must be addressed when developing curriculum and implementing curriculum at all levels of schooling and education. These principles are based on the significant values and beliefs of teaching and learning and how these principles guide survival and human growth for human existence and advancement.

The SBC curriculum principles are also based on significant cultural, social and educational values and beliefs. They are evidence-based and influenced by best practice. The following principles underpin the design, development, and implementation of SBC in PNG.

Relevance

For the national curriculum to be relevant it must be aligned to the ultimate aim and the operational aims and goals of education. It should ultimately contribute towards the preparation of children for careers, higher education, and citizenship. In addition, it should enable all children to achieve high and comparable academic standards and contribute towards the attainment of the envisaged level of education quality.

The majority of students will leave school at the end of grade 8, 10 or 12. They should be equipped with career or work readiness knowledge, skills, values and attitudes before they leave school to enable them to seek appropriate careers either by being employed by someone else or by creating their own employment. Career related knowledge, skills, values and attitudes should be taught and reinforced by all subjects and all teachers from prep to grade 12. STEAM provides an important pathway for students to acquire the essential knowledge, skills, values and attitudes required for careers, particularly in STEAM related jobs. STEAM skills and knowledge should be integrated into the national curriculum and taught across all subjects to provide opportunities for students to progressively learn and become proficient in them before leaving school.

The national curriculum should focus also on preparing students for higher education. Higher education readiness knowledge, skills, values and attitudes should be integrated into the national curriculum for all grades and school levels. These should be targeted at closing the knowledge and skills gaps between the general and higher education. Students are expected to progressively learn and master the essential higher education preparedness knowledge, skills, values and attitudes to enable them to make a smooth transition from grade 12 to higher education. These knowledge, skills, values and attitudes should prepare them to effectively function in the higher education environment.

Furthermore, the national curriculum needs to prepare students for citizenship. All children should be expected to learn and master the

essential citizenship preparedness knowledge, skills, values and attitudes before they leave school. These are important for shaping students' characters and enabling them to live and work as useful, caring, and productive citizens. Students should be prepared to carry out their civic and citizenship responsibilities and contribute to the creation and fostering of safe and peaceful communities, and caring and living harmoniously with the environment and people of other cultures and backgrounds.

The national curriculum will enable teachers to support students' learning by encouraging teaching and learning in real-life contexts, and providing opportunities for students to address the problems posed by the natural and physical environments by developing creative and innovative solutions. This means students will relate and use the knowledge, skills, values and attitudes learnt in different subjects to real life situations.

Multiculturalism

PNG is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and values. As a multicultural society, we must protect, promote and respect our many cultures and languages and learn to respect and appreciate the cultures and languages of our fellow Papua New Guineans. There are many people from our own ethnic groupings and from other countries with their own cultures, living and working together in Papua New Guinea. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world as global citizens. We must also critically examine and address the problematic aspects of our cultures that affect our citizenship values in order to deal with them.

Ethics, Morals and Values

PNG is striving to create a society in line with democratic liberal traditions. The citizens of Papua New Guinea should recognise appropriate social relationships based on sound human and religious ethics, morals and values. These are required for interaction with families, villages, and other economic groups and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialisation also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, school, church, community and the world beyond.

Integral Human Development

Integral human development focuses on the holistic development of every person. National curriculum should provide opportunities for all children to receive an education that will enable them to:

- be dynamically involved in the process of freeing themselves from every form of domination and oppression so that they will have the opportunity to develop as integrated persons in relationship with others. This means that the national curriculum must integrate and maximise socialisation, participation, liberation, and equality;
- be aware of human potential and the willingness to develop and maximize this potential so that each individual can solve his or her own problems, contribute to the common good of society, and maintain, promote, and improve the learning, working, and living conditions of all, and
- acquire and consistently use Biblical and spiritual values, personal, social and sustainability values, and work, relationship, health, and peace values in their lives.

PNG is a rapidly changing society and faces many challenges. To face this effectively, an individual must strive to become an integrated person and to work with others to create a better community.

The process of integral human development calls for a national curriculum, which helps individuals to:

- identify their basic human needs;
- analyse situations in terms of these needs;
- see these needs in the contexts of spiritual and social values of the community; and
- take responsible action in co-operation with others.

The success of a national curriculum requires the integrated involvement of all the agents of education such as the home, church, school and community.

The Right to Healthy Living

The health status of PNG is very low. All citizens have a right to a healthy life. Factors such as clean water, a nutritious diet, improved sanitation, and appropriate and better local health services are essential for a healthy life style. Students need to learn the values, attitudes, skills and knowledge that will help them become productive, healthy and contented citizens. They need to be given a set of skills that will enable them to improve their own and their community's health as well as improve the health status of PNG. The national curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building and National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The national curriculum should enable them to understand how Papua New Guinean societies work and how they can be a useful part of these societies. Students should learn that they have a place in PNG and that PNG has a place in the world as a whole. They will be able to help PNG develop a national identity as one nation if they learn to:

- work together with tolerance;
- respect one another, their traditional ways and resolve problems peacefully;
- respect and act in the spirit of the National Constitution;
- recognise their capabilities and develop their own talents;
- participate in the development of the national community; and
- protect and safeguard the national wealth and resources and consider how they will contribute to national development.

Sustainability

The natural environment of PNG is as diverse as its cultures. It is under threat from rapid population growth, uncontrolled exploitation, and human activities such as logging, mining, over fishing, dynamiting of reefs and dumping of toxic wastes. Our diverse cultures are also under threat from over exploitation and commercialisation of sacred cultural practices. The national curriculum will guide students to further appreciate, respect and value their natural environment, cultures, customs and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life. It is important for children to learn about the importance of sustainable development and its relationship with sustainable livelihoods and the environment.

Sustainable development education is an integral part of learning in the 21st century. It is much more than the teaching of sustainability content; it is about teaching new ways of thinking about and perceiving the realities of our world and the possibilities for change. It is an approach to teaching and learning based on the ideals and principles that support sustainability of human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures.

Sustainable development education prepares students to be actively involved in creating a sustainable future by engaging them in solutions-based design and action that integrate knowledge across different disciplines and that considers diverse social, economic, and cultural perspectives. These skills and approaches also position students to perform more successfully across the school curriculum and prepare them for careers, higher education, and citizenship.

Gender Equity and Social Inclusion

Gender equity means equally valuing both the differences and the similarities between boys and girls and the varying roles they play. It does not mean that girls become the same as boys. It means that having the ability to access rights or opportunities does not depend on being male or female.

Integrating this critical understanding into our school culture, teaching/ learning and assessment strategies and operational planning within the school and the community will help us to understand the differences between boys and girls and to develop different treatments to achieve more equal results regardless of gender.

Social Inclusion means ensuring that people who might be excluded socially because of their sex, age, status, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live or other social identity, have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the results.

The Department of Education Gender Equality in Education Policy, 2003 recommends that no students in the education system of Papua New Guinea will be disadvantaged on the basis of gender. To implement the policy, teachers have the responsibility to use and promote gender equality practices in their classrooms and with the wider community.

In gender inclusive environment students:

- Should be involved in all activities through formal and structured learning settings;
- Curriculum should be inclusive that it caters for all gender and social issues that enhance students' learning;
- Share and equally participate in activities, involving all students;
- Show respect for other students and their contributions in the learning environment;
- A safe, challenging learning environment which is socially and culturally supportive; and
- Program that recognizes the contributions to society of both women and men.

Approaches used lessons should reflect a balance of gender roles and responsibilities. It is important to provide fair and equal access to resources, participation and teaching time to promote gender equity for girls and boys.

Teachers are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both girls and boys, and all students should have equal access to the knowledge and skills that schools provide. Teachers are encouraged to have equal expectations of girls and boys and to treat them equally.

Inclusive Curriculum

The Department of Education is committed to supporting the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible and adaptable to all learners. An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education.

The national content standards describe what all students should know (content) and be able to do (how well students must learn what is set out in the content standards) at the primary school level. Teachers should plan, teach, and assess students' mastery of the required knowledge, skills, values, and attitudes in ways that suit students' interests and abilities, and enable all students to make the required progress towards the attainment of content standards. This means exercising flexibility and drawing from curricular for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degree of differentiation exercised will depend on students' proficiency levels and status of progress towards the attainment of content standards. The following will help students meet grade or school level expectations:

- varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Justification of what to be delivered to the students should take into account diverse cultures, beliefs, strengths, experiences, and interests that exist in any classroom and that influence the way students learn.
- continuous formative evaluation must be used to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered.
- suitable technology should be used in instruction to facilitate learning and enhance success.

To be inclusive, teachers will need to ensure that all girls and boys have equal opportunity to participate in all learning activities. Teaching practices, including classroom organization and management, should ensure that girls and boys are supported to achieve high academic standards.

Student-Centred Learning

Student-centred learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centred approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information themselves. It is essential to teach students how to learn independently while at the same time teaching them the essential knowledge, skills, values, and attitudes. A student-centred classroom will

usually involve students working together in small groups or independently using activity centres set up in the classroom while the teacher works more closely with one or two students or completing various learning activities.

The national curriculum describes what is expected of all students in terms of what they should learn and do at the end of each grade or cluster for all subjects. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve the intended learning outcomes.

Language Development Across the Curriculum

The national curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for purposeful learning. Specific subjects have different language requirements such as the vocabulary and language features of science and the written and oral genres to narrate, explain, persuade, report, and discuss the particular content of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The national curriculum should permit students to learn and become proficient in lifelong learning skills.

When students are learning new, unfamiliar things, teachers should relate the new things to what students already know and can do. This important learning will continue throughout life as students increasingly take responsibility for their own learning.

Knowledge, Skills, Values, and Attitudes for Careers, Higher Education, and Citizenship in the 21st Century

PNG shapes and is being shaped by the 21st century social, economic, political, cultural, religious and environmental discourses and practices. It is important to provide opportunities for students to learn in-depth and master the 21st century knowledge, skills, values and attitudes to prepare them for careers, higher education and citizenship. There is an increasing demand for knowledge-based workers and workers with qualifications in STEAM globally. This cadre of workers is not available in PNG because education is not geared towards preparing this category of workers. PNG children should be equipped with the necessary 21st century and STEAM knowledge, skills, values and attitudes to ensure that they are marketable globally and can contribute meaningfully to the development of PNG.

Standards-Based Curriculum Principles

The principles of the Standards Based Curriculum (SBC) include the following:

- setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards, will motivate students to perform at a much higher level;
- standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do;
- students will learn more when more is expected of them in school and at home.
- the setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education;
- all children are capable of learning and achieving high academic standards, regardless of their backgrounds, and
- students can learn in their own ways and at their own rates.

Protection of Children's Rights

It is paramount that children's rights stipulated in national legal and policy frameworks, and international conventions such as the United Nations Convention on the Rights of the Child (UNCRC) are recognised, promoted, protected, and safeguarded by everyone and every organisation working and dealing with children's welfare and well-being. A child is defined by UNCRC as a human being below the age of 18 years. However, definitions of a child may differ based on the socio-cultural contexts of different countries. Notwithstanding the differences in definitions, biologically, a child is generally anyone between birth and puberty. The four core principles of UNCRC underpinning children's rights are:

- non-discrimination.
- devotion to the best interests of the child.
- the right to life, survival and development.
- respect for the views of the child.

Children's rights are human rights and therefore they should be promoted and safeguarded by the whole of the education system. They should permeate all education plans, policies, programs, and activities, and firmly embedded in the school curriculum, teaching and learning practices, and the overall management of the education system.

Citizenship & Christian Values Education Rationale, Aims and Goals, and Guiding Principles

The lack of prominence of learning Civics, Ethics, Morals and Godly Values in the national school system has resulted in the total breakdown of values in our societies. Evidences of disrespect for the rule of law, disrespect and denial for human rights, disrespect for the environment, non-appreciation of cultural beliefs and values, broken families and divorces, growing malpractices of corruption and total breakdown in civic participation has led to the development of the Citizenship and Christian Values Education.

The Citizenship and Christian Values Education Curriculum is focus on encouraging our children to learn and adopt moral and ethical principles and Christian values. Thus the Citizenship and Christian Values Education (CCVE) Syllabus is designed to impart to students, citizenship knowledge and Godly Values. It is important for the students to be morally upright and understand the relevance of civics, Godly and Biblical Values and morals in their lives.

Every child is a civil citizen of this nation and must be given the opportunity to blend and apply the informal and formally learnt values and attitudes, skills, knowledge and practices in rules for various purposes competently in the home, schools and wider community without fear and favor.

The syllabus provides learning content from Grades 4-6. Students need to be equipped with social emotional competencies to be able to live their lives in harmony with other people they interact with. The CCVE will enable them to behave appropriately and live effective lives in an acceptable manner within their families and communities.

As young citizens, the students need to acquire, develop, practice and live Godly Values and principles at this level to enable them to have a sense of belonging to Papua New Guinea. The students should expand and extend their citizenship knowledge which is essential to their intellectual, social and emotional development.

The syllabus promotes early learning about citizenship, transparency, accountability, mannerism and civil behavior through the suggested content suitable for these grades. The teaching of citizenship, spiritual values and morals in early learning builds confidence in the future of the individual students as future leaders of our nation. Through programs based in this syllabus, students learn to communicate their thoughts and feelings, engage and participate in citizenship activities and display good citizenship values.

Ultimate Aim of Citizenship and Christian Values Education

The ultimate aim of Citizenship & Christian Values Education is to instill Godly and Spiritual Values into students in order to be morally and ethically right in real life and to be God fearing citizens.

Goals of Citizenship & Christian Values Education

The goals of Citizenship and Christian Values Education include enabling students to;

1. develop
 - good mannerism and social skills
 - a sound foundation for further citizenship learning
 - the skills and confidence to speak and debate views expressed
 - attitudes and values such as cooperation, kindness, trust, respect and honesty
2. develop an understanding
 - of respect for and identification with local cultural values and traditions
 - and appreciation of Papua New Guinea's democracy and diverse cultures
 - and appreciation appreciation of the rights, responsibilities and obligations of citizenship life including the capacity to act as informed and responsible citizens
 - of the purpose of authority structures, that rules and boundaries that protect the individual, family, community, and the nation.
3. acquire
 - knowledge, skills and attitudes for effective communication
 - the civic knowledge, understanding and skills to be able to participate purposefully as responsible citizens
 - skills in problem solving, knowing what to do, planning their activities and making decisions
 - the know how to socialize, participate and speak equality in all circumstances and situations as a civil citizen of this nation
4. demonstrate
 - an understanding and appreciation of the values, customs, and traditions of Papua New Guinea
 - a recognition of the importance of the relationship between Papua New Guineans and the natural world
 - an understanding of and appreciation for unique Papua New Guinean communication systems and build on the skills and knowledge the students already learnt display
 - an appreciation of rules, good citizenship values and morals
 - effectively engage in the life and activities at home, of the communities and the school to ensure relevance
 - an understanding of the evolution of human rights and freedoms as they relate to the people of Papua New Guinea
 - examples of the diversity and functioning of the social, economic, and political systems of Papua New Guineans in traditional, contemporary societies and in the global community.

Citizenship and Christian Values Education Guiding Principles

The Citizenship and Christian Values is guided by the Overarching Principles of the Standards-based Curriculum. However, it places importance on Godly and Christian Principles and also embraces Global Citizenship Principles. The CCVE is also guided by the affective teaching and learning and the opportunities it provides for diverse students' needs of learning.

The following principles underpin the design, development, and implementation of the Citizenship and Christian Values Education Curriculum in PNG.

Christian Values

- Biblical Values - Peter writes in *2 Peter 1:2-11* that we should add to our faith virtue, and to virtue knowledge, and to knowledge self-control, and to self-control perseverance, and to perseverance godliness, and to godliness brotherly kindness, and to brotherly kindness – love. If these things are ours, then we will be fruitful in the knowledge of Jesus.
- The Christian Faith and Belief Systems - All citizens have equal rights to become Christians, but acquiring and possessing Christian Faith is an individual choice. Belief systems set the boundaries and parameters to help individuals remain focused and secured. The CCVE should encourage students to live and practice their belief systems as Christian Citizens.
- Christian Values & Code of Practice - Christian Values are embedded in every individual as of birth because every person, despite their level of intelligence, ability, or disability is a gift from God - to act as a vessel in society for the good of human kind. An individual's code of Practice is guided by many factors including; personality characteristics, beliefs, affiliations to Christian and Religious organizations, parents, teachers, and the environment in which the individual is raised, such as; the well-to-do family, violent family, a broken family or peace-driven family.
- Christian Duty - As Christian Citizens, we have a duty to teach the specific content of the Moral Law and so preventing the concept of a "higher law" from becoming a mere abstraction; we have a duty to sharpen consciences to respect law and so strengthening the bases of civic order; we have a duty to encourage respect for persons in positions of authority (*Exodus 22:28; Acts 23:5*); we have a duty to further justice by serving as responsible critics of the social order; and we have a duty to preserve the proper distinction between the things of Caesar and those of God (*Mark 12:17; 1 Peter 2:17*);

- Expectations and Obligations in the family which will address the issue of governance in the family, covering family values, roles and responsibilities, and cultural boundaries. CCVE begins at the family. Simple manners, behaviours and attitudes begin at home and with the family unit. The CCVE will emphasize that role modeling for good, productive and meaningful citizenship begins with respective parents and guardians. We can't throw blame on children for adopting anti-social behavior if one or both parents lack good behavior and interactive skills.
- Marriage as an institution which molds and shapes children to become what society expects them to become. This institution acknowledges parents and guardians as the guiding force behind civics, values, moral and ethics education. A child's preparation for adulthood begins at home, and with the parents and guardians.
- Positive role modeling - In human interaction, the right and wrong behaviors are usually determined by factual information. Through guided CCVE, children will be encouraged at an early stage to look up to positive role models for guidance. The CCVE will guide students to learn from good role models in all walks of life. Good role models understand the value of learning from their mistakes, and use testimony and examples drawn from difficult experiences to guide others toward making better decisions. In the event that turmoil is unavoidable, successful role models share the mental, emotional and spiritual tools they used to make it through their own circumstances.
- Moral obligations in relationships and marriages which emphasizes the chain-link between the child, family, and the Church will carry equal emphasis in the CCVE. Churches and religious groups play an important role in the lives of many people. Most denominations of Christianity and Religion have strict views on or rules on what sexual practices are acceptable and which are not. Marriage in this context is regarded as a special gift, and sex is referred to as a "sacred covenant" between a wife and husband.
- Equity focuses on the principle that all people have the right to fair and just treatment, and that protecting and promoting equity is essential to achieving peace, harmony, and productivity within and among communities. The principle of equity is derived from the notion of equality - that all people are born equal in terms of dignity and rights.
- Freedom focuses on the concept that all people should have freedom of belief, freedom of speech, freedom from fear, and freedom from want, as articulated in the United Nations Universal Declaration of Human Rights (United Nations, 1948). Societies have a responsibility to actively protect the freedom of their members and to support the protection of freedom in all communities, including those that are not their own. All Citizens have a responsibility for their freedom. Freedom has rights and rights come with

responsibilities and the need to have respect for other people's rights.

- Duty of care - The principle of "Duty of Care" for self, the family, community, and the nation will remain a core part of all discussions. Without being too legal or technical, 'Duty of care' simply implies that every citizen has a responsibility to control her/his behavior, take into account how other people feel, and respect the environment in which they live such as your family and home, the rivers, the workplace, and properties around us, but doesn't necessarily belong to us. When children learn to have self-discipline, it will help them advocate for self-discipline in their community. This is why positive role models have strong code of ethics that govern their behavior, and that qualifies them to be looked upon as positive role models. The more children look up to positive roles models, the better they will become as responsible adults. Similarly, the more they try to do what role models do, the better they will be in achieving their own goals, and also have an influence in the lives of other people.
- Optimism – being positive is a valuable trait for role models. People and experiences fare better if positive, rather than negative elements are highlighted. When you are optimistic you can easily motivate yourself and others toward positive expectations, and inspire other people to believe in accomplishments and outcomes they previously thought impossible.

Virtues of Moral and Ethical Values

Virtues are moral and ethical values which can help shape children to become responsible and productive citizens. The CCVE will emphasize important virtues as the stepping stone to the development and designing of good citizenship which includes; Nation building, Self and national identity, Authority and leadership, Economic development, Discouraging corrupt practices, Personal and Intellectual growth, Strengthening family relationship, Acquisition of knowledge and skills, Individual and group decision-making, character development and good citizenship.

In order to acquire the qualities of good citizenship, the curriculum will guide children to learn and adopt qualities such as trustworthy, honesty, responsibility, integrity, care, resilience, harmony and being faithful to self and others.

- Honesty is the quality of the spiritual heart and is portrayed with integrity to oneself and others. Honesty is a core quality of good citizenship, and largely influenced by strong Christian Moral and Ethical Principles. Students should be encouraged to be truthful in what they say or do, both in school and out of school. Being truthful is a quality which will influence good citizenship, moral standing in the community and strengthen the attitude of living good leadership and governance.

- Integrity is the quality of steadfast adherence to moral and ethical principles of professional standards in private and public life. A person with integrity is considered to be a sound and good citizen. Students should be encouraged to aim to be matured adults with good standing order in their life.
- Accountability is the quality of being responsible to others. It means taking ownership of one's own actions and accepting responsibility for the actions of those in one's purview or as the laws require. This subject should provide learning that aims to encourage students to be responsible citizens who are confident and are able to use all due processes in discouraging or discontinuing corrupt practices.
- Respect has a lot to do with being polite and considerate of others. The absence of Christian Morals and Ethical values is likely to create an atmosphere where discrimination and anti-social behavior is likely to occur. A demonstration of acceptable social standing is a demonstration of respect for others, the rule of law, expectations and boundaries, and an expression of one's positive personality characteristics.
- Wisdom - We often think that wisdom is age-related or a religious phenomenon that Clergymen and Church Elders advocate to bring about hopes in the lives of people. That is true, but the fact is, we all have wisdom. We know what is right and wrong and we try to adopt those behaviours that will bring approval. The problem in our society is that we are not always consistent in allowing wisdom drive our actions, responses and decisions.
- Responsibility is an important duty, and the highest level of commitment that results from interaction with other people. Students should be encouraged to display responsibility to themselves before taking responsibility for others.
- Honour is seen as a personal quality rather than a group quality. Honour will be discussed in the context of the family to encourage each child develop good communication and relationship skills which encourages the development of positive attitudes. Respect, obedience, honesty and trustworthiness will be discussed as key ingredients to living an honourable life. Students will be encouraged to understand that honour is not something that only powerful people and prominent leaders such as Members of Parliament achieve in life. When parents act with honour, children will learn to live with respect and honesty. Children must learn to acquire the skills to act with honour in order to be successful in later years.
- Compassion is recognized as an important quality. Compassion is the desire to help those in need or those who are suffering. To be compassionate means to be caring. As Christians, being compassionate is to be sensitive to people's feelings. Compassionate citizens will always think about how their actions will

affect others. Students should be encouraged to engage in opportunities that will help them to become caring citizens by doing caring things. Children will be encouraged to imagine what other people are going through so that they can act with genuine empathy. They will be encouraged to act with compassion to demonstrate willingness and humbleness to help others who are less fortunate than themselves.

- Reliability is a positive quality of good citizenship. Being reliable is vital when students are in school. The curriculum will guide children to learn that pursuing dreams of success is highly dependent on whether they are commitment, honest, and can willingly take responsibility for their actions and interactions. Reliability also links to one's preparedness to do something good for themselves and also attend to the needs of others.
- Courage, self-confidence and group-confidence work hand in hand. Courage is an act of bravery, but not to the extent where violence is instigated. Courage is a quality of duty-of-care to help save or protect oneself and others from harm, danger and sufferings. Students should be guided to show courage and stand up for themselves both in school and out of school to avoid being harassed, bullied or hurt.
- Self-discipline will be emphasised as key to success in both school and choice of career later in life. Self-discipline starts at home and in the family. This subject will consistently refer discussions back to the family and home environment at all levels. When we get the family in order, the child's holistic and integral growth will be in order, and the future will be guided.

The following are desired values to be developed in the CCVE;

Desired family virtues and positive traits to be developed in the Citizenship and Christian Values Education		
Accepting Accountable Attractive Assertive / Assertiveness Balanced Brave Bold / Boldness Care / Caring Cheerful / Cheerfulness Clean / Cleanliness Compassion / Compassionate Confident / Confidence Considerate / Consideration Cooperate / Cooperative Courage / Courageous Courteous / Courtesy Creative / Creativity Decisive Determined / Determination Down-to-Earth Enthusiastic / Enthusiasm Excellence Faithful / Faithfulness Fair / Fairness Flexible / Flexibility Focused Forgiving / Forgiveness Friendly / Friendliness Frugal Funny Generous / Generosity Gentle / Gentleness Grateful / Gratefulness	Hardworking Helpful / Helpfulness Honest / Honesty Honour / Honourable Humble / Humility Ideal / Idealism Independent Innovative Insightful Intelligent Joy / Joyfulness Just / Justice Keen / Keeness Kind / Kindness Love Listener Loyal / Loyalty Mature Meek / Meekness Mercy / Mercifulness Moderate / Moderation Modest / Modesty Motivated Nurturing Obedient / Obedience Open-Minded Optimistic / Optimism Orderly / Orderliness Organized Passion / Passionate Patient / Patience Peace / Peaceful / Peacefulness	Practical Prayerful / Prayerfulness Positive Purposeful / Purposefulness Sensitive / Sensitivity Selfless / Selflessness Realistic Relaxed Reliable / Reliability Resilient / Resilience Respect / Respectful / Respectfulness Responsible / Responsibility Reverence Self-directed Self-discipline Service Serious Skilled / Skillful Steadfast / Steadfastness Strong Tact / Tactful / Tactical / Tactfulness Thankful / Thankfulness Thoughtful / Thoughtfulness Transparent / Transparency Trust / Trusting / Trustful Trustworthiness Truthfulness Tolerance / Tolerant Unity Vigilant / Vigilance Wise / Wisdom Zeal / Zealous

Global Citizenship

The CCVE takes into account the recent developments and ongoing challenges faced by students locally and globally. This areas include; Concept of democracy, Increasing globalization, The role of morality in CCVE, The global financial crisis of 2007–2008 and global recession that followed, Economic awareness as an aspect of citizenship, Potential impact of human activity on the environment, Environmental sustainability in Citizenship education, Peaceful coexistence and social interactions at and within school communities, Movement of immigrants, refugees and asylum seeking into PNG, Development of information and communications technologies, and the use of new social media for civic engagement.

The global citizenship principles are guided by the following developments and ongoing challenges;

- Concept of democracy - there are concerns about the real state of the democratic process due to the exclusion of larger parts of the population and the erosion of liberties that has resulted in a general downturn in citizenship participation, in particular among younger people. The concept of democracy is sometimes not felt by the citizens as the true meaning of the concept is either changed or ignored as a result of the citizenship practices that disintegrate the real essence of democracy. Education is an important tool for fostering democratic citizenship.
- Increasing globalization - The concept of globalization continues to influence debate about civics and citizenship education because it challenges traditional notions of citizenship, which have led to supra-national concepts of global citizenship and new forms of experiences with citizenship across borders as a result of migration, one world policies and the new developments in technologies.
- The role of morality in civic and citizenship education - Concepts of morality and character are important to Citizenship and Christian Values Education. Christian Morals and Ethics must be captured and integrated with the Civic and Citizenship Education. Moral decay across cultures and societies is becoming too evident that it is affecting citizenship.
- Economic awareness as an aspect of citizenship - Economic awareness is relevant to civic and citizenship education because economics is a major focus of the government. Economic conditions provide constraints on some citizenship activities. Citizens contribute to the economic well-being of society, and citizens share responsibility for economic problems and remedies.
- Impact of human activity on the Environment and Environmental sustainability - have increasingly become key issues in debates about the future political, social and economic development of many societies. Being a responsible citizen is viewed as high regard for long term protection and a necessity for future sustainability of the environment.
- Peaceful coexistence and Social interaction is concerned about how schools can ensure peaceful coexistence within and with other school communities. In particular, abuse and bullying of students by other students are often aimed at various types of social minorities which have become major issues in discussions about schools and learning environments. Learning activities should include more aspects related to social interaction at school and encourage relationships within the school community.
- Movement of immigrants, refugees and asylum seeking into PNG - The recent movement of large numbers of immigrants, refugees and asylum seekers from the Asian and the Middle-East region into PNG

and other countries will most likely increase the need for integrating people from different backgrounds into society. This sort of movements will also result in challenges to schools in relation to their functioning as socially heterogeneous communities. Learning must include goals that promote student engagement within a school community and foster a peaceful coexistence that provides students with mechanisms for conflict resolution and problem solving with regard to movements of immigrants, refugees and asylum seekers.

- Development of information and communications technologies has led to an increase in the use of ICT and new social media for Civic and Citizenship participation. Developments and the importance of new social media and the use of such media has been found to have a profound effect on civic engagement among young people as active citizens. New social media and its relevance for communication can be utilized in CCVE to promote action on climate change or in organizing debates about political protests and issues. The use of ICT can be maximized in spiritual rallies and in fostering Christian Values in everyday citizenship.
- Integration of local (traditional) knowledge with new knowledge Papua New Guinea is a diverse culture with 800 plus languages and cultures. It is enormously rich with a variety of local knowledge. The Citizenship and Christian Values Education subject hopes to enhance local knowledge and practices that promotes good citizenship and try to discourage those that harm or cause deterioration of citizenship.

Affective Teaching and Learning

The CCVE is guided by the affective teaching and learning principles.

- **Teaching in the Affective: Why is teaching in the Affective Domain Important?** All areas of the affective domain have a major impact on behaviour - perhaps the strongest impact of all domains. Our self-esteem, emotions/feelings, beliefs/opinions, desires and values/morals/virtues affect behaviour, often more than our rational thoughts do.

Attitudes, beliefs, opinions and biases affect how we treat other people. Our feelings about ourselves and our sense of our own power and control over our lives affect our relationships, our ability to protect ourselves and so on. Our values and morals often impact our behaviour as well.

- Learning in the Affective Domain: Manifestations of individual beliefs, perceptions, dispositions, behavioural intentions and behaviours can be closely related to the two affective behavioural domains: Domain 1: Attitudes and Domain 2: Engagement.

i. **Affective Domain 1: Attitudes**

The affective behavioural domain Attitudes refers to judgments or evaluations regarding ideas, persons, objects, events, situations, and/or relationships. It is possible for individuals to harbour contradictory attitudes at the same time. Attitudes encompass responses that are focused on specifics and can change over time, as well as those reflecting broader and more fundamental (or deeply rooted) beliefs that tend to be constant over longer periods of time.

The different types of attitudes can be classified according to where they are positioned and reflected in each of the strands and what the students' attitudes are towards Society and systems, Governance and Leadership, Civic systems, Principles and Identities and Christian Values. The students' attitudes are looked at individually towards the four strands to get a better understanding of how and why students develop such attitudes.

ii. **Affective Domain 2: Engagement**

The civic engagement of students in society refers to their expectations of future action and their dispositions to actively engage in society based on their interest and sense of efficacy.

Catering for Diversity in Learning

The CCVE subject will provide opportunities to cater for the diverse learning needs of every student. It should provide students with the opportunity to learn about freedom of movement and protection of privacy; political activities, legal assemblies and associations; the importance of the freedom of conscience, of expression, and of information; problems associated with inhumane treatment and forced labor, and the need for the freedom of employment; meaningful participation in and access to representation in all levels of government, and how to take part in nation building, state and civic institutions, their functions and how benefits and services from this institutions can be equitably distributed; the need and importance of equal participation by women citizens in all areas of life and maximizing their participation in every aspect of national development as citizens of the Sovereign state of Papua New Guinea.

i. **Catering for Diversity – Gender**

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and of being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined.

In Papua New Guinea, there is a need for sensitivity to local cultural

practices and values, with respect to traditional roles for males and females. Females are generally a disadvantaged group in our societies. Violence against females is also widely acknowledged as a serious problem.

A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and income levels than males. Males hold nearly all positions of leadership, authority, and decision making. This was evident in the 2001 National Elections when only two women were elected into the National Parliament. Men hold most senior positions in government departments and the community. It is a similar situation in the Department of Education, provincial education divisions and schools. This subject will provide students with opportunities to consider these problems and ways of addressing gender issues, including girls' and women's experiences, and be representative of a diversity of cultures.

Understand the differences between boys and girls and to develop different treatments to achieve more equal results regardless of gender. It should enable students to:

- understand that a person's sex is genetically determined and gender is not, but rather changes over time, from place to place, and from individual to individual
- play an active role in making meaning from their experiences, and in deciding to adopt or reject ways of behaving and challenge stereotypes.

ii. Catering for Diversity – Sensitivity for Marginalized Populations

Marginalized people includes the underserved, the disregarded, the ostracized (disliked/hated), the harassed, the persecuted, the disadvantaged, the oppressed or the sidelined. Society treats them this way and so they feel the same way too. CCVE must help students develop an understanding and empathy for such groups of people in our society.

Who are the people in our community who may be “marginalized”? Consider this list as a start in identifying possible marginalized groups in the community:

- Immigrants, refugees, and migrants.
- Women and girls.
- Victims of human trafficking.
- Mentally ill.
- Children and youth.
- People of differing sexual orientation (Lesbians, Gays, Bi-sexuals and transgender community).
- People of differing religions.
- Developmentally delayed, physically disabled, or mentally ill people.
- Incarcerated (imprisoned or enslaved) people (and their families).
- People released from Incarceration.
- People of low socioeconomic status.

- Unemployed people.
- People of a particular ethnicity/country of origin.
- People with a differing political orientation.

iii. Catering for Diversity - Sensitivity for Victims of Traditional Beliefs and Practices (Sorcery)

Traditional cultural practices reflect values and beliefs held by members of a community for periods often spanning generations. Papua New Guinea Societies have specific traditional cultural practices and beliefs, some of which are beneficial to all members, while others are harmful to a specific group, such as women. These harmful traditional practices may include sorcery early marriage; the various taboos or practices which prevent women from controlling their own fertility; nutritional taboos and traditional birth practices; son preference and its implications for the status of the girl child; female infanticide; early pregnancy; and dowry price. Despite their harmful nature and their violation of international human rights laws, such practices persist because they are not questioned and take on an aura of morality in the eyes of those practicing them.

Sorcery related tortures and killings in Papua New Guinea (PNG) remains a mystery but the truth is that; belief about sorcery and witchcraft is widespread all over PNG. The concept of sorcery is intrinsic, intertwined and ingrained into the cultural and traditional beliefs of spiritualism in different cultural and ethnic groupings. This compounded relationship makes conflict resolution in relation to sorcery very complex, consequently leading to inhuman tortures and killings. Though different forms of executions for sorcery were traditionally practiced, the current forms of execution are very violent and extremely inhumane. Despite numerous efforts by police personnel and community leaders endeavoring to contain violence related to sorcery, it is escalating. Without understanding the root causes of this violence, any response from Government and other stakeholders will be limited in its effectiveness. CCVE should try to discourage those practices that harm or cause deterioration of peace and humanity.

CCVE can provide an avenue to develop the students understanding of the bad impacts this traditional practices have on peace and harmony. CCVE through the teachings of Christian Values, should assist students to develop their understanding to search for collaborative and concerted efforts for all stakeholders, including their own families, community members, youths, community leaders, law enforcers and the government at all levels in addressing this issues.

iv. Catering for Diversity – Students with a Range of Different Needs

Many students have different educational and functional needs. These needs may include students who are gifted, or disadvantaged - physically, emotionally, and intellectually. Students may display any combination of these needs. CCVE must ensure that all are provided with the opportunity to excel and achieve their full potentials. CCVE should develop students

to be considerate and focus on people as people and not on their disabilities.

CCVE will help students develop a better understanding that a disability refers to a physical or mental impairment that substantially limits one or more of the major life activities, for example, walking, talking, thinking, seeing, speaking or hearing. CCVE will develop in students resilience, sensitivity, respect, consideration, kindness and patience for all forms of disabilities included in the table below;

Visible	Invisible
<ul style="list-style-type: none"> • People with physical and health disabilities and need some type of aids for mobility. • Severe developmental disability. • A physical difference. • Missing limbs. • Motor impairment. • Sensory impairments such deaf-blind. • Communication challenges. 	<ul style="list-style-type: none"> • Speech impediments may not be immediately apparent. • People who are blind can appear to be sighted, if you do not notice the aid they require to move around. • A learning disability may be misinterpreted as lack of intelligence or carelessness.
Learning Disabilities	
<ul style="list-style-type: none"> • A learning disability has to do with the way the brain is wired. People who are LD have normal or above normal intelligence, cannot be cured, but use different ways to learn and function. • Dyslexia – trouble understanding written words. • Dyscalculia – difficulty solving math problems and grasping concepts. • Dysgraphia – difficulty forming letters or writing within a defined space. • Auditory and Visual Processing Disorder – difficulty understanding language despite normal hearing and vision, short term memory problems. • Nonverbal Learning Disabilities – a neurological disorder causing problems with visual-spatial, intuitive, organisational, evaluative and holistic processing functions. • Attention Deficit Hyperactive Disorder (ADHD) – Difficulty concentrating, cannot tolerate noise or commotion. 	

v. Catering for Diversity – Students who are Perceived Differently because of a Disability

All people are different. What is important to remember is that we are all different and need to be recognized for that which we are capable of doing, not for what we may require aid to accomplish.

“The best way to help everyone, is for people to learn, understand and respect all people, embrace and celebrate individual differences, whether they are the same or different.” Unfortunately, and inaccurately, people with disabilities are often viewed and perceived differently. CCVE should

assist students develop a change in mind-set and positively influence other people in their perception of other students. Often, people think of people with disabilities as:

- Victims or objects of pity.
- Burdens, either on society or on their families and careers.
- A threat to the comfort and safety of others.
- Unable, or assumed to be unable, to do things.
- Having multiple disabilities (such as assuming that a person who uses a wheelchair also has an intellectual disability).
- Childlike.
- “Special”.

Such misconceptions are based on insufficient or inaccurate information about people with disabilities and can perpetuate inappropriate interactions. CCVE will assist students change people’s mind sets about the way they perceive people with disabilities.

Learning in CCVE should help students to overcome fears of living with these categories of people, understand their needs, treat them equally, include and involve them in all activities and treat them with the respect they deserve. CCVE should remind students that people with a disability are just people like them too, but happen to have a disability. CCVE should help students understand and that someday, they too might face a disability and they might need the help of a person with a disability to help them live with it. After all, we are all just temporarily able.

vi. Catering for Diversity - Sensitivity for Social Exclusion

Humans have a fundamental need for social groups. They depend on social bonds for their survival, and the severance of such bonds threatens fundamental needs and elicits powerful emotional responses. Failure to satisfy this need for close social connections can result in people feeling excluded or socially excluded. Social exclusion refers to situations broadly involving someone being disengaged or separated from others physically or emotionally. This includes exclusion from social, political, cultural, spiritual, economical and developmental activities. CCVE should equip students with knowledge and skills to be sensitive to such issues.

Exclusion experiences include various phenomena, such as interpersonal rejection, ostracism, and various types of discrimination. These diverse threats to social inclusion can be so detrimental that results in a variety of adverse consequences, including self-defeating behaviors, negative moods, psychological, mental and physical health complications. CCVE should assist students understand their individual experiences of cognitive and behavioral changes and try to facilitate recovery, when threats occur.

People are socially excluded for reasons of immorality, incompetence, or unattractiveness. Breaking group norms and rules, which is the essence of immorality threatens group structure. Incompetence provides a drain

on group resources; and being physically unattractive or having a stigmatizing condition may suggest inferior genes. Because social exclusion poses critical challenges for survival, CCVE should be engaged in the drive to maintain social relationships that students may be able to develop for adaptive purposes.

CCVE should enable students to establish social contacts that are generally beneficial for well-being of others. CCVE should educate students to try to minimize or avoid contributing to interactions entailing ostracism. CCVE should help students deal with the experience of being disregarded, excluded, or rejected by others, which can often leave people feeling worse off. CCVE should help students develop mechanisms for safeguarding social inclusion, facilitating quick detection of threats to exclusionary status and provide the individuals' basic need to establish and maintain social connections to sustain physical and psychological well-being.

vii. CCVE Catering for Diversity - Sensitivity for Different Cultures and Languages

Papua New Guinea is a diverse culture with 800 plus languages and cultures. It is enormously rich with a variety of local knowledge. CCVE should help students to be able to integrate local traditional knowledge with new knowledge. The teachings in CCVE should enable students to enhance local knowledge and practices that promotes peace and harmony. Students should learn to appreciate the different languages and cultures of other students. CCVE should build on the Melanesian Ethics that embraces all the different cultures and the practices and promotes honesty, loyalty, patriotism, togetherness, unity and cooperation.

viii. Catering for Diversity – Students with Special Needs

Many students have special needs. These special needs may include students who are gifted, or disadvantaged - physically, emotionally, and intellectually. Students may display any combination of these needs. The CCVE subject will ensure that all are provided with the opportunity to excel and achieve their full potentials.

Science, Technology, Engineering, Art and Mathematics Rationale, Aims and Goals, and Guiding Principles

STEAM is a variation of STEM which includes an 'A' for art and design and makes it Science, Technology, Engineering, Art and Mathematics. Artistic design is becoming an important part of STEM education since creativity is an essential part of innovation.

STEAM Education refers to teaching and learning in the fields of Science, Technology, Engineering, Arts and Mathematics, typically including education activities across all grade levels, from pre-school to post-doctorate, and in both formal and informal classroom settings. It integrates concepts that are usually taught as separate subjects in different classes and emphasizes the holistic application of the knowledge learnt in the different subjects to real-life situations especially problem solving.

Rationale

The majority of careers in the 21st century is STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM education to be introduced and taught from elementary prep to the higher education level to provide opportunities for students to study in-depth and master the STEAM related knowledge, skills, values, and attitudes, and provide equal opportunity to be engaged in real life experiences to learn and have hands-on experience of applying STEAM concepts, processes, ideas, skill, values, and attitudes to solve real problems and come up with solutions.

Ultimate Aim

The overall purpose of STEAM Education is to develop a STEAM literate society and shape students' thinking, motivate, and influence them to develop an interest in careers in the STEAM field. Exposing students to STEAM can give them the opportunity to explore STEAM-related concepts, develop a passion for it and hopefully, pursue undergraduate and postgraduate programs in institutions of higher education and ultimately pursue a career in a STEAM field.

STEAM literacy refers to an individual's:

- Knowledge, skills, values, and attitudes to identify problems and questions in life situations, explain the natural and design world, and draw evidence-based conclusions about STEAM issues.

- Understanding of characteristic features of STEAM disciplines as forms of human knowledge, inquiry, and design.
- Awareness of how STEAM disciplines shape our material, intellectual, and cultural environments.
- Willingness to engage in STEAM related issues and with the ideas of STEAM as a constructive, concerned, and reflective citizen.

Goals

The following are the goals of STEAM:

- Provide students with learning environments that promote STEAM learning to be STEAM Literate
- Provide students with STEAM related experiences and opportunities to use STEAM concepts, ideas, and skills to solve problems relating to the natural and physical worlds, and use the evidence to make informed decisions about the interventions.
- Build positive attitudes and embed essential STEAM values in children thereby motivating them to choose STEAM related careers or undertake STEAM related academic programs or courses of study.
- Provide students opportunities to work in collaboration and partnership with people engaged in STEAM related careers or disciplines to learn about how STEAM skills, concepts, processes, and ideas are applied in real life.
- Build a pool of STEAM workers who can contribute to national and global development and progress.
- Enable children to achieve high academic standards

How do we achieve the aims and goals of STEAM education?

By exposing students to STEAM and giving them opportunities to explore STEM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEM field.

Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical problem, would probably spark their interest in STEAM career path. This is the theory behind STEM education.

By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, syllabi, teachers' guides, and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.

Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations.

Guiding Principles

Integration and Application of Knowledge and Skills in Real Life Situations

Integration of STEAM knowledge and skills and their application to real-life situations inside and outside of the classroom setting will enable students to explain how STEAM disciplines shape our material, intellectual, cultural, economic, social, and environmental contexts.

Emphasis is on the learning and the application of STEAM knowledge and skills to investigate, explain, and solve problems rather than on content

STEAM education emphasizes the learning and the application of knowledge, and skills to investigate, explain, and solving physical and natural problems rather than on in-depth teaching and learning of STEAM content.

STEAM related knowledge and skills are used to investigate, explain, and solve problems relating to the natural and physical environments

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

Enablers to STEAM learning in CCVE

The following is a list of knowledge, skills, work habits, and character traits commonly essential for STEAM learning in CCVE:

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

Core Curriculum

A core set of common learning's (knowledge, skills, values, and attitudes) have been integrated into the curriculum to provide all students an opportunity to acquire and master these before they are career, higher education, and citizenship ready. The core curriculum includes:

- Cognitive skills (critical and creative thinking);
- Reasoning, problem-solving and decision-making skills;
- High level thinking skills (analysis, evaluation and synthesis);
- 21st century skills;
- STEAM principles and skills;
- Spiritual values and virtues;
- Reading, writing and communication skills, and
- Essential values and attitudes.

The above knowledge, skills, values and attitudes should be taught and assessed by all teachers from prep to grade 12. These are reinforced at each school grade and school level to enable students to become proficient in their application in different career, higher education and citizenship contexts. Students' learning is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

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. Provided here are examples of different types of knowledge, processes, skills, values, and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepened in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from one grade to the next.

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

Types of Knowledge

There are different types of knowledge. These include:

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

There are different types of processes. These processes will be used to develop students' knowledge and understanding, thinking, and communication, and enable them apply and connect what they learn to different contexts. These include:	
<ul style="list-style-type: none"> • Problem-solving • Logical reasoning • Decision-making • Design process thinking • Engineering design process • Creative design process • Reflection 	<ul style="list-style-type: none"> • Cyclic processes • Mapping (e.g. concept mapping) • Modelling • Simulating • Replication

Types of Skills

There are different types of skills. These include:

1. Cognitive (Thinking) Skills

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

(i) Critical Thinking Skills

Critical thinking is a central concept in educational reforms that call for schools to place a greater emphasis on skills that are used in all subject areas and that students can apply in all educational, career, and civic settings throughout their lives.

Critical thinking entails many kinds of intellectual skills, including the following representative examples:

- Developing well-reasoned, persuasive arguments and evaluating and responding to counterarguments
- Examining concepts or situations from multiple perspectives, including different cultural perspectives
- Questioning evidence and assumptions to reach novel conclusions
- Devising imaginative ways to solve problems, especially unfamiliar or complex problems
- Formulating and articulating thoughtful, penetrating questions
- Identifying themes or patterns and making abstract connections across subjects

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:	
Analysis Skills – Analysis skills involve examining in detail and breaking down information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences, and finding evidence to support generalisations, claims, and conclusions.	Evaluation Skills – Evaluation skills involve justifying and presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on set criteria.
Key Words	Key Words
Analyse, compare, contrast, classify, distinguish, infer, explain, separate, select, categorise, connect, differentiate, discriminate, divide, order, point out, prioritise, sub-divide, survey, advertise, appraise, breakdown, calculate, conclude, correlate, criticize, devise, deduce, arrange, discover, establish, examine, organize, outline, investigate, examine, simplify, see, research, recognize, highlight, in-depth, discuss, list, find, group, divide, focus, question, experiment, test, illustrate, identify, deconstruct, and simplify.	Evaluate, criticize, order, appraise, judge, support, compare, decide, discriminate, recommend, summarise, assess, choose, convince, defend, estimate, find errors, grade, measure, predict, rank, score, select, test, argue, conclude, consider, monitor, check, debate, determine, justify, explain, give reasons, interpret, opinion, validate, and value.

(ii) Creative Thinking Skills

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

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

Key Words

Categorise, combine, compose, create, devise, design, explain, generate, modify, organize, plan, rearranges, construct, deconstruct, reconstruct, relate, reorganize, revise, rewrite, summarise, tell, write, formulate, invent, hypothesise, develop, compile, prepare, produce, arrange, rearrange, assemble, role-play, anticipate, make, predict, act-out, model, build, convert, discuss, elaborate, solve, propose, visualize, imagine, extend, tabulate, transform, integrate, innovate, maximize, and minimize.

2. Reasoning Skills

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

3. Decision-Making Skills

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

4. Problem Solving Skills

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

5. High Level Thinking Skills

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

(i) Analysis Skills

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

(ii) Synthesis Skills

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

(iii) Evaluation Skills

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

6. Non-Cognitive Skills (Affective Skills)

Cognitive skills are those skills concerned with acquisition of knowledge such as memory, attention, planning, language and thinking skills.

Citizenship and Christian Values Education Curriculum places importance on the Affective Skills and therefore, emphasis is on Non-Cognitive Skills.

Non-Cognitive Skills are Affective Skills and they relate to the mental processes of acquiring or obtaining knowledge by the use of reasoning, intuition, perception, thought or through experience and the senses. The following are categories of Non-cognitive skills that can be used interchangeably;

i. Soft Skills

Soft skills refer to the more intangible and non-technical abilities that are sought from candidates, whereas hard skills are the tangible and technical skills easily demonstrated by a candidate's qualifications and specific professional experiences.

Soft skills are sometimes referred to as professional skills and are less specialized, less rooted in specific vocations, and more aligned with the general disposition and personality of a candidate. They relate to one's attitudes and intuitions and are more personality-driven. Soft skills are less referable to your qualifications

Key Words	
Communication, Persistence, Empathy, Interpersonal Skills, Leadership Identity Skills, Flexibility, Negotiation, Responsibility, Teamwork Problem Solving, Conflict Resolution, Emotional maturity, Personal Development Skills, Time Management, Decisiveness, Self-Motivation, Ability to Work under Pressure	
Transitional, Skills	<i>e.g. collaboration, time management etc.</i>
Transformative workplace skills	<i>e.g. following instructions, work self-assessment etc</i>

ii. Transferrable skills

Transferrable Skills basically are any talents developed and able to be used in future employment. They refer to a specific set of skills that don't belong to a particular niche, industry or job; they are general skills that can be transferred between tasks, activities, jobs, departments and industries (hence the name). Transferrable skills include aptitude and knowledge acquired through personal experience such as schooling, jobs, classes, hobbies, sports etc. and develop as you progress through education, employment and training.

These skills are valued because they can be used in so many ways. They can be used in any situation, workplace, any employed role, your education or vocational training. Transferable skills tend to bring the following benefits for candidates and employers: Flexibility, Diversity, Portability and Employability. Transferable skills will demonstrate that you can adapt to new demands.

Key Words

Business Strategy, Problem Solving, Time Management, Work Ethic
Teamwork Ability, Leadership and Team Management, Communication Skills
Data Analysis, Listening and Providing Feedback, Commercial Awareness

iii. Transversal Skills

Transversal skills are skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings for example, organizational skills (UNESCO IBE 2013). These skills are increasingly in high demand for learners to successfully adapt to changes and to lead meaningful and productive lives.

Key Words

Critical and innovative thinking, Media and information literacy
Entrepreneurial skills, ICT

Inter-personal skills	<i>e.g. presentation and communication skills, organizational skills, teamwork, etc</i>
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Intra-personal skills	<i>e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.,</i>
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Global citizenship	<i>e.g. tolerance, openness, respect for diversity, intercultural understanding, etc</i>
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iv. 21st Century Skills - 8 Cs

The key purpose of educational institutions is preparing children for their future jobs and careers. However, the problem educational institutions are facing is that the future of today's children is so unpredictable. Jobs or careers we can't even imagine are created every day. Employers require creative and problem-solving skills and an ability to adapt to changes. Those new skills and abilities kids can't polish by solving standardized tests. That's why teachers need to foster these new skills in the classroom- skills of 8 Cs Education.

Key Words

Communication, Creativity, Collaboration, Critical thinking
Connectivity, Culture, Citizenship, Character Education

v. Lifelong skills

Lifelong skills refers to the skills usually associated with managing and living a better quality of life, they help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skills. Certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc.

Perhaps the most important life skill is the ability to learn. By learning new skills, we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not always taught directly but often learned

indirectly through experience and practice. Practical knowledge, skills and behaviours which in conjunction with cultural rooted knowledge, attitudes and values empower an individual to live happy, healthy and productive life in his or her community and beyond.

Key Words	
Communication and Interpersonal Skills	<i>e.g. interpersonal communication skills, negotiation skills, advocacy skills, empathy, cooperation and team work, refusal skills etc.</i>
Decision Making & Critical Thinking Skills	<i>e.g. decision making, problem solving, critical thinking etc.</i>
Coping and self-management Skills	<i>e.g. self-awareness, skills for managing feelings, skills for managing stress etc.</i>
Livelihood Skills	<i>e.g. traditional knowledge and skills, skills for recognising diversity as rooted in identity etc.</i>
Contextual or Issue Based Skills	<i>e.g. health managing skills, gender awareness skills, civic education, leadership and governance skills, environment management skills, entrepreneurial skills, finance management skills, sports skills, physical education skills etc.</i>
Basic Life Skills	<i>e.g. personal skills, presentation skills, leadership skills, writing skills, numeracy skills etc.</i>

Types of Values

1. Personal Values

Core values	Sustaining values
<ul style="list-style-type: none"> • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality 	<ul style="list-style-type: none"> • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

2. Social Values

Core values	Sustaining values
<ul style="list-style-type: none"> • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality 	<ul style="list-style-type: none"> • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

Types of Attitudes

Attitudes - Ways of thinking and behaving points of view	
<ul style="list-style-type: none"> • Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative 	<ul style="list-style-type: none"> • Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn with respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

Content Standards, Benchmarks, and Evidence Outcomes

Content standards, benchmarks, and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to be attained.

Content Standards

Content Standards are broadly stated expectations of what students should know, understand, and be able to do in particular subjects, grade level, or school level.

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development.

Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate competency using various representations in real life situation.

Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at each grade and cluster levels or school levels. They indicate that a student is meeting an expectation or achieving a benchmark at the mastery level. They enable teachers to know if a student can do what he/she was expected to know, understand, and do in real life or relevant situations. Evidence outcomes are given for each strand in each grade to describe what all students should do at the end of the different strands of Technology and Industrial Arts.

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and benchmarks to not only make it easier to interpret and understand the relationship between these two standards but also to help with lesson planning and assessment and reporting of students' performance in relation to a content standard. The coding system is used across all grades across all grades from prep-grade 12.

Content Standard Coding	
Strand	Strand is indicated by the first digit (for example, 1)
Content Standard	Content Standard is indicated by the second digit (for example, 1.1)
The content standard thus, will read as: Content Standard 1.1	
Benchmark Coding	
Grade	Grade is indicated by the first digit (for example, 6)
Strand	Strand is indicated by the second digit (for example, 6.1)
Content Standard	Content Standard is indicated by the third digit (for example, 1.1.1)
Benchmark	Benchmark is indicated by the fourth digit (for example, 6.1.1.1)
The grade level benchmark thus, will read as 6.1.1.1	

National Benchmarks

The following benchmarks will be used as measures for the different assessments as outlined in the assessment, monitoring and evaluation and certification handbook. The strand, unit and grade benchmarks are given a coding and are explained in each of the sections. These coding will be used in the external assessments.

By the end of Grade 12, students studying Citizenship and Christian Values Education can and will be able to:

- demonstrate civic knowledge, understanding and skills to be able to participate purposefully as responsible citizens at local, national, regional and global levels.

Levels of Benchmarks

a) Strand Benchmark

The strand benchmark is a measure to be used at the end of Grade 12. It is intended to be a national benchmark and can be used to determine a national performance level or standard.

b) Unit Benchmark

The unit benchmark is a measure to be used at the end of each level or cluster; at the end of Preparatory, Grades 3, 6 and 10.

A Preparatory and Grade 3 Benchmark can be determined by the school or the community.

A Grade 6 benchmark can be determined by the district.

A Grade 10 benchmark can be determined by the province.

c) Grade Benchmark

The grade benchmark is a measure to be used at the end of each grade.

Strand Benchmarks

Strand 1: Civic Identities, Principles and Systems

The Strand Benchmark is coded as **CCVE-S1.B1**; meaning Citizenship and Christian Values Education-**Strand 1. Benchmark 1**.

By the end of Grade 12, students can and will be able to;

Code	Benchmark
CCVE-S1.B1	Develop a sense of identity as individuals and as part of a culture, a nation and the global community and understanding their connectedness to each of the groups.
CCVE-S1.B2	Develop a sense of identity based on certain morals and principles.
CCVE-S1.B3	Develop an understanding of the morals and practices that are desired for all citizens to be good and responsible citizens in their societies.
CCVE-S1.B4	Demonstrate appropriate morals and values in different situations and contexts.
CCVE-S1.B5	Develop an understanding of their responsibilities to these systems and process as citizens.
CCVE-S1.B6	Develop an understanding of systems and processes that are important to citizens.

Strand 2: Christian Values and Principles

The Strand Benchmark is coded as **CCVE-S2.B1**; meaning Citizenship and Christian Values Education-**Strand 2. Benchmark 1**.

By the end of Grade 12, students can and will be able to:

Code	Benchmark
CCVE-S2.B1	Demonstrate an understanding of the Christian morals and principles from the teachings in the bible.
CCVE-S2.B2	Develop understanding of Christian values, ethical behaviours and morally good conducts that are true and right for Christian life (<i>Proverbs 6:16-19 / Philippians 4:8</i>).
CCVE-S2.B3	Demonstrate Christian and ethical behaviours as foundations for a noble life as a civil citizenship (<i>Proverbs 6:16-19 / Philippians 4:8</i>).
CCVE-S2.B4	Demonstrate an understanding of the importance of living and practicing Christian Values and Principles in their life for peace and harmony.
CCVE-S2.B5	Recognise and evaluate the laws, statutes and precepts of Christian institutions and implement them in appropriate situations and contexts. (<i>Exodus 20: 1-17</i>).
CCVE-S2-B6	Demonstrate and apply ethical behaviours in given situations.

Strand 3: Citizenship and Society

The Strand Benchmark is coded as **CCVE-S3.B1**; meaning Citizenship and Christian Values Education-**Strand 3. Benchmark 1**.

By the end of Grade 12, students can and will be able to:

Code	Benchmark
CCVE-S3.B1	Demonstrate ways that Papua New Guinea citizens can effectively participate in their society and governance to promote good citizenship.
CCVE-S3.B2	Recognize and demonstrate an understanding of respect for commonalities and differences that contribute to harmony within a democratic society.
CCVE-S3.B3	Demonstrate an understanding of why citizens choose to engage in civic life and decision making.
CCVE-S3.B4	Identify opportunities for student participation in different context and their potentials in positively influencing civic participation.
CCVE-S3.B5	Engage in the decision-making processes that facilitate their participation in the society.
CCVE-S3-B6	Having an awareness of self-held beliefs and values, and how these are informed, challenged and altered by interactions with others and be good citizens in their society.

Code	Benchmark
CCVE-S4.B1	Demonstrate an understanding of the knowledge of good governance and leadership of people and resources in the environment in different groups and places.
CCVE-S4.B2	Demonstrate an understanding of good governance and leadership to promote increased transparency and accountability of the processes and resources.
CCVE-S4.B3	Apply good governance and leadership knowledge and skills in their homes, communities, societies, workplaces and in the use of resources in their environments.
CCVE-S4.B4	Demonstrate good leadership qualities in their relationships with other people.
CCVE-S4.B5	Demonstrate and understanding of good governance and leadership in their real world as future leaders and decision makers.
CCVE-S4-B6	Demonstrate an understanding of good governance and leadership in promoting the protection of Papua New Guinea's unique resources such as Forests and biodiversity; Tuna and marine resources; Fresh water reserves; the Rich cultural and eco-tourism offered by the authentic rural communities of the country; and Rich mineral deposits.

Content Overview

The Citizenship and Christian Values Education contains four (4) strands. The subject takes into account the extent to which students will develop the capacity to process the content of the four strands and reach conclusions that are broader than any single piece of knowledge.

Students will understand better the complex sets of factors that are influencing civic actions in their societies if they are equipped with the necessary knowledge, attitudes and skills they need as active citizens. The content is organised according to the identified and nominated strands for the Citizenship and Christian Values Education content from Preparatory to Grade 12.

STRAND 1: CIVIC IDENTITIES, PRINCIPLES AND SYSTEMS

The strand Civic Identities Principles and Systems consists of the contents that describes the different identities and explores the meaning of civic systems and civic principles. It explains the purposes of these institutions and identifies the responsibilities of citizens to these institutions while at the same time, stresses the importance of these institutions in any state or country.

Unit 1. Civic identities

Civic Identity includes concepts that focus on the individual civic roles and perceptions of these roles. It is based on assumptions that individual both influence and are influenced by the relationships they have with family, peers and communities.

The civic identities consist of:

- National Identity
- Symbols of identity
- Civic Self-Image
- Civic Connectedness

1. National Identity

The concepts of National and Individual Identity are important characteristics that identify people as Papua New Guineans. These set of characteristics are essential to the individual and the nation as individuals recognize themselves as belonging uniquely to him or her, the community, nation, the region and the world. These characteristics constitute values and ethics of citizenship.

2. Symbols of identity

Symbols of national identity focus on those symbols that are used to express Papua New Guinea national identity. These symbols are unique to Papua New Guinea and important as they promote national identity, unique cultural and natural diversity.

3. Civic Self-Image

Civic self-image refers to individual's experience of their place in each of their civic communities. It forces on the individual's civic and citizenship values and roles, the individual's understanding of and attitudes towards these values and roles and how the individual's manage these values and roles whether they are in harmony or in conflict within the individual.

4. Civic connectedness

Civic connectedness refers to the individual's sense of connection to their different civic communities and to the different civic roles the individual plays within each community. It includes the individual's beliefs about levels of diversity, tolerance of civic ideas and actions within and across their communities. These also include the individual's recognition and understanding of the effects of the range of civic and citizenship values and belief systems of their different communities as members of those communities.

Unit 2. Civic Principles

Civic principles focus on the shared ethical foundation of civic society and on nurturing citizens with good morals and values. The basic principles & values is centred on the values for moral living while the participation of individual and group is supported, promoted and protected by concepts of civic principles. Students need to be equipped with social emotional competencies to be able to live out of their values in effective manner.

Unit 3. Civic Systems - State and Civil Institutions

Civic Systems focuses on the State and Civil Institutions. It focuses on institutions that are central to the processes and enacting of civic governance and legislation in the common interest of the people they represent and serve. It also focuses institutions that can mediate citizen's contact with their state institutions and allow citizens to actively pursue many of their roles and responsibilities in their societies.

STRAND 2: CHRISTIAN VALUES AND PRINCIPLES

Christian Values and Principles focuses on building, moulding and shaping the child/student with the knowledge, skills and attitudes of the Christian values and principles from the Bible as the manual of values and empowering them to practice the values and use them as guide for their life journeys here on earth. The strand content of learning is developed from two broad concepts, Christian values and practices and Christian institutions and principles.

Within the two broad content concepts, each has minor concepts that form the topic of learning content that are expanded from preparatory to grade twelve in the respective levels of learning. The Christian values and practices draw on the content topics; Christian living and the bible, basic Christian alues and practices and Christian identity and character. The unit Christian Institutions and Principles embrace the learning content topics; Christian Institutions, Christian Conducts, Ethics and Morals and Christian Laws, Statutes and Precepts.

Peace, Service, Grace, Joy, Justice, Hope, Faith and Love are natural values or value of values that a child is born with at birth and are embedded in the heart of a child. As the child grows in body, soul and spirit; she/he practices these values in context first to himself/herself and family and then in other contexts as the child grows from childhood to adulthood. These values of values produce the values respect, honesty, compassion, responsibility and courage to do what is good, true and right to satisfy the life desires, practices and norms in context.

Love, Joy, Peace, Long suffering, Patience, Kindness, Goodness, Faithfulness, Humility Gentleness and Self-control are God-Given values called the Fruit of the Holy Spirit given when a person is born into God's family as a believer or a Christian. The values empower the natural values and Christian values practices to grow and mature in his/her faith in God with his/her relationship with God and men to live a Godly and righteous life.

Unit 1. Christian Values and Practices

Christian Values and Practices intend to inform the students and equip them with understanding of and interpretations of natural values/virtues in living the lifestyle portrayed in the Holy Scriptures and the gospels, to share with one another, articulate the Christian virtues and values to enable them to confidently make decisions on specific issues that affect them as individuals, being members of family, youth groups and people groups in the Christian community. Understand and living the Christian values begins from the inner being of a person and practice physically are secondary in life. (*Exodus 17*)

Unit 2. Christian Institutions and Principles

The content in this unit addresses the content concepts of various Christian institutions, the basic principles and laws, their effect on the conducts of Christian individuals or persons that are part and parcel of the Christian community establishments. The basic Christian ethics and moral living inscribed in the Holy Scriptures of the Living Word are inspired. It takes an individual student to, grow within, his or her inner being to live a trouble free life under the most basic instructions of living the Ten Commandments. (*Exodus 20:1-17, 2Timothy 3:16-17, Deuteronomy 28:1-3*)

STRAND 3: CITIZENSHIP AND SOCIETY

This strand focuses on Citizenship Participation and Civic Relationships between individuals and groups of citizens and their societies. The successful realization of each person depends on the level of citizen participation and ownership of their citizenry. The strand is focused in educating persons with the knowledge and understanding of society as well as beliefs about citizens and the groups they belong to, their Roles, Rights and Responsibilities within their civic society, and the Opportunities and Abilities to engage in their civic society.

An educated citizen can make the necessary contributions that are needed for development and have wider opportunities and more life

options to choose from. The strand is focused on increasing citizen participation in the development of all the financial, land and other resources that are available and accessible to them. The learning contexts are centred on the family and community units as the agents for instilling good ethics and values to improve the character of our students to be good citizens. The learning activities in the strand encourage students to be able to develop positive mind-sets and become purpose-driven, motivated and contribute positively to their families, communities, societies, the nation and the global community.

Unit 1. Citizens and Citizenship

This unit focuses on the civic relationship between individuals and groups of citizens and their society. It emphasises on roles, rights and responsibilities of individuals and the relationships between individuals and groups in society. This unit further emphasises on their abilities to recognise that Papua New Guinea is a pluralist society with citizens of diverse ethnic origins and cultural back grounds. It also enhances characteristics of good citizens and elaborates on types of citizenships available and how to gain citizenship in a foreign country.

Being a citizen of a country means you have the rights to what the government spends taxes on. Being a citizen means that you have to obey laws of a country. Being a citizen is like being a member of a country. Being a citizen of PNG means that humans or people have rights to certain things such as life, safety, food, water and many others. But people, also have responsibilities to each other. Human rights are only protected because we are responsible to, and respect each other as humans

Unit 2. Active Citizenship and Civic Participation

This unit emphasises on responsibilities and abilities of individuals and groups in the society. Students demonstrate active citizenship qualities through positive relationships through community participation in decision making, problem solving and participation in rehabilitation projects and service delivery in the society. Thus instil in students positive attitudes and values that change their mindset and enable them to be effective and responsible citizens in their families, communities and society.

STRAND 4: GOVERNANCE AND LEADERSHIP

This strand underpins the core units on good Governance and leadership in service delivery. It promotes the principles of good governance, rule of law, good leadership and effective communication for students learning. It sets out the sub-topics or teachable concepts in promoting integrity, accountability, transparency, participation, responsiveness, effective and efficient performance in this strand. It outlines the scope of good governance and leadership by providing relevant phases, context and benchmarks from Preparatory to grade 12.

This strand will promote and develop affective and cognitive domains of students to learn and practice good governance and positive leadership

qualities in their lifelong living. The benchmarks for the strand set the standards of achievement of good governance and leadership concepts learnt from Preparatory to Grade 12.

Unit 1. Good Governance:

The unit focuses on responsibilities, practices, policies, and procedures exercised by an institution to provide strategic direction to ensure objectives are achieved and resources are used responsibly and with accountability. Good governance practices support schools by helping them manage their resources so they can deliver quality education.

Unit 2. Leadership

The unit focuses on leadership skills and qualities that will help students build the confidence and empower students to be good leaders. The unit will include leadership tools, behaviours, and capabilities that a person needs in order to be successful at motivating and directing others. It will help students learn how to be the leader in themselves. The unit will assist the students discover their ability to help people grow in their own abilities to be the most successful leaders that drive others to achieve their own successes. Learning about leadership in this unit helps students to be leaders who make good choices, leaders who plan, leaders who get along with others, and leaders who use their talents and strengths to solve problems.

Content Outline

	GRADE 4	GRADE 5	GRADE 6
STRAND 1	Civic Identities, Principles and Systems	Civic Identities, Principles and Systems	Civic Identities, Principles and Systems
UNITS	1. Civic Identities 2. Civic Principles 3. Civic Systems- State and Civil Institutions	1. Civic Identities 2. Civic Principles 3. Civic Systems- State and Civil Institutions	1. Civic Identities 2. Civic Principles 3. Civic Systems- State and Civil Institutions
STRAND 2	Christian Values and Principles	Christian Values and Principles	Christian Values and Principles
UNITS	1. Christian Values and Practices 2. Christian Institutions and 3. Principles	1. Christian Values and Practices 2. Christian Institutions and Principles	1. Christian Values and Practices 2. Christian Institutions and Principles
STRAND 3	Citizenship and Society	Citizenship and Society	Citizenship and Society
UNITS	1. Citizens and Citizenship 2. Active Citizenship and Participation	1. Citizens and Citizenship 2. Active Citizenship and Participation	1. Citizens and Citizenship 2. Active Citizenship and Participation
STRAND 4	Governance and Leadership	Governance and Leadership	Governance and Leadership
UNITS	1. Good Governance 2. Leadership	1. Good Governance 2. Leadership	1. Good Governance 2. Leadership

Strand 1: Civics Identities, Principles and Systems

Each Content Standard is coded with four digits such as **4.1.1**. this refers to the Content Standard from **Grade 4 - Strand 1 - Unit 1**

Unit 1: Civic Identities		
GRADE 4	GRADE 5	GRADE 6
4.1.1. Students will be able to recognise oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other communities and societies.	5.1.1. Students will be able to recognise oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other communities and societies.	6.1.1. Students will be able to recognise oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other communities and societies.
Unit 2: Civic Principles		
4.1.2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.	5.1.2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.	6.1.2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.
Unit 3: Civic Systems - State and Civil Institutions		
4.1.3. Students will be able to analyse various civic systems, their functions and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.	5.1.3. Students will be able to analyse various civic systems, their functions and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.	6.1.3. Students will be able to analyse various civic systems, their functions and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.

Strand 2: Christian Values and Principles

Each Content Standard is coded with four digits such as **4.2.1**. this refers to Content Standard from **Grade 4 - Strand 2 - Unit 1**

Unit 1: Christian Values and Practice		
GRADE 4	GRADE 5	GRADE 6
4.2.1. Students will be able to explore, examine and appreciate biblical values and communicate the practices in and for life.	5.2.1. Students will be able to explore, examine and appreciate biblical values and communicate the practices in and for life.	6.2.1. Students will be able to explore, examine and appreciate biblical values and communicate the practices in and for life.
Unit 2: Christian Institutions and Principles		
4.2.2. Students will be able to evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.	5.2.2. Students will be able to evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.	6.2.2. Students will be able to evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.

Strand 3: Citizenship and Society

Each Content Standard is coded with four digits such as **4.3.1**. this refers to the Content Standard from **Grade 4 - Strand 3 - Unit 1**

Unit 1: Citizens and Citizenship		
GRADE 4	GRADE 5	GRADE 6
4.3.1. Students will be able to analyse civics rights and privileges, potentials and roles and responsibilities that promote good citizenship.	5.3.1. Students will be able to analyse civics rights and privileges, potentials and roles and responsibilities that promote good citizenship.	6.3.1. Students will be able to analyse civics rights and privileges, potentials and roles and responsibilities that promote good citizenship.
Unit 2: Active Citizenship and Civic Participation		
4.3.2. Students will be able to analyse and demonstrate civic skills (communication skills to undertake roles, to manage conflict, to solve problems and to make decisions) and values in everyday forms of participation in society.	5.3.2. Students will be able to analyse and demonstrate civic skills (communication skills to undertake roles, to manage conflict, to solve problems and to make decisions) and values in everyday forms of participation in society.	6.3.2. Students will be able to analyse and demonstrate civic skills (communication skills to undertake roles, to manage conflict, to solve problems and to make decisions) and values in everyday forms of participation in society.

Strand 4: Governance and Leadership

Each Content Standard is coded with four digits such as **4.4.1**. this refers to Content Standard from **Grade 4 - Strand 4 - Unit 1**

Unit 1: Good Governance		
GRADE 4	GRADE 5	GRADE 6
4.4.1. Students will be able to explore and evaluate good governance and its application in different contexts.	5.4.1. Students will be able to explore and evaluate good governance and its application in different contexts.	6.4.1. Students will be able to explore and evaluate good governance and its application in different contexts.
Unit 2: Leadership		
4.4.2. Students will be able to analyse and evaluate the concepts of leadership and effective communication in leadership.	5.4.2. Students will be able to analyse and evaluate the concepts of leadership and effective communication in leadership.	6.4.2. Students will be able to analyse and evaluate the concepts of leadership and effective communication in leadership.

Content Expansion

Grade 4

Strand 1: Civics Identities, Principles and Systems

Evidence Outcomes:

By the end of Grade 4 all students can be able to;

- Actively carry out their obligations responsibly as a member within their groups.
- Demonstrate good behavior practices to earn respect.
- Contribute positively in their association through interaction and relationship.
- Differentiate the negative and positive consequences of their behaviors and others relate to different contexts.
- Demonstrate responsible attitudes based on moral and ethical principles.
- Demonstrate the ability to evaluate life situations and challenges surrounding individual and group behaviors.
- Confidently describe civic systems and how this systems influence citizens.
- Display the understanding of the difference between civic institution and state institution.

Unit 1: Civic Identities

Content Standard	4.1.1. Students will be able to recognise oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other communities and societies.
Benchmarks	4.1.1.1. Distinguish roles of group members to which they belong within the province.
	4.1.1.2. Evaluate their role as individual by exploring how they can contribute positively through interactions in relationships and groups within the province.

Unit 2: Civic Principles

Content Standard	4.1.2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.
Benchmarks	4.1.2.1. Explain positive and negative values practiced within the province.
	4.1.2.2. Relate situations to morals and values identified within the province.

Unit 3: Civic Systems-State and Civil Institutions

Content Standard	4.1.3. Students will be able to analyse various civic systems, their function and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.
Benchmarks	4.1.3.1. Explain various civil institutions and their functions, benefits and the influences on livelihood.
	4.1.3.2. Explain various state institutions and their functions, benefits and the influences on livelihood.

Strand 2: Christian Values And Principles

Evidence Outcomes:

By the end of Grade 4 all students can be able to;

- Analyse situations that promote biblical values and build moral character.
- Model lifestyles of men and women in the Bible.
- Portray characteristics and deeds in how they serve God in the church and mission fields.
- Demonstrate biblical values through prayer, worship and fellowship with others.
- Communicate the cause and effects of the original sin including other forms of sins in one's life.
- Read and identify the early apostles of Yeshua-Jesus in the bible.
- Describe and share the work and love of the apostles.
- Express God's love to others.
- Openly express the understanding and live by Ten Commandments.
- Follow rules and participate in Sabbath school activities.
- Participate in the ethical and moral standards institutional activities.
- Model basic conducts, ethics and morals.
- Interpret and share experiences of statutes and percepts with peers and others.
- Interpret parables and proverbs and value their percepts and values.
- Identify and describe the roles and responsibilities of church organisations.

Unit 1: Christian Values and Practices

Content Standard	4.2.1. Students will be able to explore, examine and appreciate biblical values and communicate the practices in and for life.
Benchmarks	4.2.1.1. Identify and describe basic biblical values that develop moral character.
	4.2.1.2. Identify and appraise characters that lived godly lives in the bible.
	4.2.1.3. Observe and recognise the basic values and practices that were displayed by the Godly Characters in the Bible.
	4.2.1.4. Study about sin and its origin in the Bible and relate this to the godly and ungodly ways of life in the community.
	4.2.1.5. Study and compare the lives of Yeshua's-Jesus' first apostles to discover the characteristics as apostles who loved God and share His love.
	4.2.1.6. Assess the behaviours and ways believers and non-believers show God's greatest love, joy, peace, hope, faith, grace, justice and service towards others apart from family.

Unit 2: Christian Institutions and Principles

Content Standard	4.2.2. Students will be able to evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.
Benchmarks	4.2.2.1. Express and identify ways and behaviors shown in observing how the commandments are lived.
	4.2.2.2. Examine Sabbath school and the rules it teaches.
	4.2.2.3. Appraise and value the institutions that promote ethical and moral living standards in the homes and community.
	4.2.2.4. Recognise and appreciate the conduct, ethics and morals practiced by existing institutions.
	4.2.2.5. Identify and appraise the biblical laws, statutes and precepts.
	4.2.2.6. Identify and describe the roles and responsibilities of church institutions.

Strand 3: Citizenship and Society

Evidence Outcomes:

By the end of Grade 4 all students can be able to;

- Identify and adhere to rules and regulations that promote appropriate behavior.
- Evaluate impacts of rules and regulations on citizens.
- Identify citizen rights, roles and responsibilities.
- Express citizenship rights.
- Observe citizen social obligations within their society.
- Demonstrate ability to distinguish between right and wrong.
- Participate in constructive decision making to solve issues in their communities.
- Exercise responsible viewing of media programs.
- Demonstrate understanding of media literacy.
- Embrace and show appreciation of PNGs diverse culture.
- Identify and recognize different PNG cultural features.
- Use their potentials and abilities to enhance good citizenship.
- Display good citizenship.

Unit 1: Citizens and Citizenship

Content Standard	4.3.1. Students will be able to analyse civics rights and privileges, potentials and roles and responsibilities, that promote good citizenship.
Benchmarks	4.3.1.1. Explore types of rules and regulations that promote appropriate behavior and its impact on citizens.
	4.3.1.2. Explore and analyse the rights, roles and responsibilities of citizens.

Unit 2: Active Citizenship and Civic Participation

Content Standard	4.3.2. Analyse and demonstrate civic skills; communication skills to undertake roles, to manage conflict, to solve problems and to make decisions, and values in everyday forms of participation in society.
Benchmarks	4.3.2.1. Analyse and participate constructively in decision-making to address issues in their communities.
	4.3.2.2. Analyse and practice responsible viewing of media programs.
	4.3.2.3. Examine and appreciate PNG's rich diverse culture.

Strand 4: Governance and Leadership

Evidence Outcomes:

By the end of Grade 4 all students can be able to;

- Explain good governance.
- Explain the principles of good governance.
- Identify common principles of good governance practiced in the churches.
- Define and explain the importance of having rules.
- Discuss, compare and contrast rules of different churches.
- Define leadership and explain its importance.
- Identify church leaders and state their roles and responsibilities in governing the church.
- Describe the characters and qualities of church leaders.
- Identify the skills of effective communication practiced by church leaders.
- Apply basic skills of effective communication in daily conversation.

Unit 1: Good Governance

Content Standard	4.4.1. Students will be able to explore and evaluate good governance and its application in different contexts.
Benchmarks	4.4.1.1. Identify the principles of good governance and analyze how they are applied daily.
	4.4.1.2. Analyse the importance of having rules.

Unit 2: Leadership

Content Standard	4.4.2. Students will be able to analyse and evaluate the concepts of leadership and effective communication in leadership.
Benchmarks	4.4.2.1. Investigate the concept of leadership in church.
	4.4.2.2. Investigate and describe the skills of effective communication.

Grade 5

Strand 1: Civics Identities, Principles and Systems

Evidence Outcomes:

By the end of Grade 5 all students can be able to;

- Confidently express their symbolic identity and show respect for other symbolic identities.
- Display pride for the national symbol.
- Distinguish negative and positive consequences of their behaviors.
- Demonstrate responsible attitudes based on moral and ethical principles.
- Evaluate civic systems and how they influence citizens.
- Differentiate civic institution from state institution.
- Explain correctly the functions and advantages of civic and state institutions.

Unit 1: Civic Identities

Content Standard	5.1.1. Students will be able to recognise oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other communities and societies.
Benchmarks	5.1.1.1. Express the uniqueness of different symbols of rituals, cultural and religious practices and the influences of these beliefs.
	5.1.1.2. Distinguish symbolic identity that make one group different from the other within the nation and develop understanding and respect for each identity.

Unit 2: Civic Principles

Content Standard	5.1.2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.
Benchmarks	5.1.2.1. Demonstrate common positive and negative values practiced within the nation.
	5.1.2.2. Make informed decisions on situations relating to common morals and values identified within the nation.

Unit 3: Civic Systems-State and Civil Institutions

Content Standard	5.1.3. Students will be able to analyse various civic systems, their function and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.
Benchmarks	5.1.3.1. Recognised national civil institutions and explain their functions, benefits and the influences on the livelihood.
	5.1.3.2. Recognised national state institutions and explain their functions, benefits and the influences on the livelihood.

Strand 2: Christian Values and Principles

Evidence Outcomes:

By the end of Grade 5 all students can be able to;

- Believe and share biblical values and their importance with others and practice them.
- Explain the natural values, fruit of the Holy Spirit and the virtues.
- Describe the origins of the Bible and it came into existence.
- Analyse how values, ethics, morals are practiced in daily life.
- Identify particular rules followed by God fearing men and women in the Bible and world.
- Name and describe the men and women of God and how Yahweh used them in the Bible.
- Evaluate how church ministries contribute to the nurturing of youths.
- Describe local church ministries and how they serve God.
- Describe the conducts and ethics of godly families, communities and institutions.
- Explain and demonstrate good morals to live in Christ.
- Demonstrate the rules of law in the first five books including Psalms, stories and narratives in the Bible in real life situations.
- Identify and describe organizations that deal with God and church.

Unit 1: Christian Values and Practices

Content Standard	5.2.1. Students will be able to explore, examine and appreciate biblical values and communicate the practices in and for life.
Benchmarks	5.2.1.1. Describe the importance of biblical values that build and shape characters.
	5.2.1.2. Describe Godley living according to the Bible.
	5.2.1.3. Identify and demonstrate Godley values and practices in the Bible.
	5.2.1.4. Study bible history and discover the true origin of the bible and division of the bible into the old and new testaments.
	5.2.1.5. Observe and describe different ways people show appreciation of joy, peace, hope, faith, grace, mercy, and service to the needy.

Unit 2: Christian Institutions and Principles

Content Standard	5.2.2. Students will be able to evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.
Benchmarks	5.2.2.1. Examine and appreciate the roles and responsibilities church workers in comparison to men and women of God in the Bible.
	5.2.2.2. Appraise local church ministries and principles they impart in nurturing youths.
	5.2.2.3. Explore and describe conducts and ethics of Godly families, communities and Institutions.
	5.2.2.4. Identify the creation in Christ for good morals to live in Christ and apply it in schools (with others).
	5.2.2.5. Explore Laws, statutes, precepts in the Bible.
	5.2.2.6. Identify and describe the types of organisations that deal with God and the churches.

Strand 3: Citizenship and Society

Evidence Outcomes:

By the end of Grade 5 all students can be able to;

- Display potentials and abilities that enhance good citizenship
- Practice rules and regulations for a safer community.
- Display behaviors that will influence positive actions in citizens.
- Identify ways to discourage negative behaviors that may influence negative actions in citizens.
- Distinguish between negative and positive behaviors to identify its benefits and consequences using various demonstrations.
- Explain the importance of civic skills and values.
- Apply civic skills and values when participating in the community.
- Promote good citizenship through responsible use of media technology.
- Use media technology with care.

Unit 1: Citizens and Citizenship

Content Standard	5.3.1. Students will be able to analyse civics rights and privileges, potentials and roles and responsibilities, that promote good citizenship.
Benchmarks	5.3.1.1. Explore types of rules and regulations that promote appropriate behavior and its impact on citizens.
	5.3.1.2. Explore appropriate rules and regulations for a safer community.
	5.3.1.3. Examine behaviors that influence positive and negative actions in citizens and how these behaviors impact other citizens around them.

Unit 2: Active Citizenship and Civic Participation

Content Standard	5.3.2. Students will be able to analyse and demonstrate civic skills (communication skills to undertake roles, to manage conflict, to solve problems and to make decisions) and values in everyday forms of participation in society.
Benchmarks	5.3.2.1. Explore and apply civic skills and values to actively participate in community activities and issues.
	5.3.2.2. Explore the use of media technology to promote good citizenship through community participation.

Strand 4: Governance and Leadership

Evidence Outcomes:

By the end of Grade 5 all students can be able to;

- Discuss the principles of good governance for one self.
- Identify and explain principles of good governance for oneself.
- Discuss how good governance can be displayed by oneself in the local community.
- Demonstrate good and bad governance practiced by individuals in the community.
- Identify basic rules of the local community.
- Create rules that may guide oneself and others in the community.
- Demonstrate how the set rules can be applied in their local community.
- Identify and explain the impacts of following and neglecting set rules in the community.
- Discuss what leadership is and explain its importance.
- Describe the roles and responsibilities of leaders in the community.
- Compare and contrast qualities of leaders in the community.
- Identify different modes of effective communication in leadership.
- Examine the importance of the use of different modes of effective communication.
- Demonstrate different modes of effective communications in delivering information.

Unit 1: Good Governance

Content Standard	5.4.1. Students will be able to explore and evaluate good governance and its application in different contexts.
Benchmarks	5.4.1.1. Investigate and appraise principles of good governance of oneself.
	5.4.1.2. Analyse and evaluate the impacts of having set rules.

Unit 2: Leadership

Content Standard	5.4.2. Students will be able to analyse and evaluate the concepts of leadership and effective communication in leadership.
Benchmarks	5.4.2.1. Examine the concept of leadership in the local community.
	5.4.2.2. Examine effective communication skills in leadership using different modes of communication.

Grade 6

Strand 1: Civics Identities, Principles and Systems

Evidence Outcomes:

By the end of Grade 6 all students can be able to;

- Demonstrate an understanding of symbolic identities that influence positive behaviors that are important to different groups within the pacific region.
- Show kindness and respect for their fellow pacific friends.
- Distinguish negative and positive consequences of their values.
- Demonstrate responsible attitudes based on moral and values.
- Evaluate civic systems and how they influence citizens.
- Differentiate civic institution from state institution.
- Explain correctly the functions and advantages of civic and state institutions.
- Demonstrate an understanding of the policies and organizations of civic systems.

Unit 1: Civic Identities

Content Standard	6.1.1. Students will be able to recognise oneself as a citizen with a national and individual Identity belonging to a community, nation, region and world, they will appreciate symbols that represent them as a Papua New Guinean citizen, and will be able to communicate and relate with other communities and societies.
Benchmarks	6.1.1.1. Differentiate PNG culture, symbols and values through comparison with other pacific nations.
	6.1.1.2. Justify what makes my country's symbolic identity different from other pacific countries.

Unit 2: Civic Principles

Content Standard	6.1.2. Students will be able to practice good morals and values to be equipped with social emotional competencies that enable them to be responsible citizens and will be able to communicate and relate with other communities and societies.
Benchmarks	6.1.2.1. Distinguish positive and negative values practiced within the pacific region.
	6.1.2.2. Make informed decisions on situations relating to morals and values.

Unit 3: Civic Systems - State and Civil Institutions

Content Standard	6.1.3. Students will be able to analyse various civic systems, their function and benefits, the influences on the livelihood of the civic they live in, and the responsibilities to the civic systems as citizens and will be able to communicate and relate with other communities and societies.
Benchmarks	6.1.3.1. Recognised civil institutions within the pacific region and explain the functions, benefits and the influences on the livelihood.
	6.1.3.2. Recognise state institutions within the pacific region and explain the functions, benefits and the influences on the livelihood.

Strand 2: Christian Values and Principles

Evidence Outcomes:

By the end of Grade 6 all students can be able to;

- Explain the importance of moral character, sense of self-worth, dignity and identity as believers.
- Demonstrate their trust and belief in the Bible.
- Demonstrate ways of serving others as a believer in the things of Elohim-God.
- Share their experiences about the fruit of the Spirit in church activities and events.
- Demonstrate positive behavior and attitude to show their understanding of the 8 universal values.
- Demonstrate good discipline behavior for the home, school and community.
- Appreciate the work of evangelists and others that witness to others about the Word of God.
- Express to others how individuals feel about living the ways of Elohim-God.
- Describe characters of ethical and moral practices in the local community.
- Compare the laws of the Bible to the laws of the world.
- Demonstrate good discipline behaviours, in church, community and other public places.

Unit 1: Christian Values and Practices

Content Standard	6.2.1. Students will be able to explore, examine and appreciate biblical values and communicate the practices in and for life.
Benchmarks	6.2.1.1. Examine biblical values that create moral characters, a sense of self-worth and integrity as a believer.
	6.2.1.2. Demonstrate living as a believer according to the Bible.
	6.2.1.3. Explore and describe ways to practice Godly Values as a believer.
	6.2.1.4. Examine the nine (9) fruits of the spirit and illustrate how they will be practiced in life.
	6.2.1.5. Appraise value of values that produce virtues such as obedience, honesty and respect.

Unit 2: Christian Institutions and Principles

Content Standard	6.2.2. Students will be able to evaluate existing/established institutions, the principles, laws, statutes and precepts as the foundation to promote strong, ethical and moral living as God fearing citizens.
Benchmarks	6.2.2.1. Assess and identify laws and principles promoting Godly conducts such as good discipline and integrity in church institutions.
	6.2.2.2. Interpret and value family devotions and bible readings as its role in teaching, honoring Yahweh as a way of life.
	6.2.2.3. Identify and appraise God's family in the home and the church.
	6.2.2.4. Explore ways God's family conducts, ethics and Moral in the home, church and the community.
	6.2.2.5. Explore and values Laws, statutes, precepts that teach about God's family.
	6.2.2.6. Identify and describe principles of local church organisations.

Strand 3: Citizenship and Society

Evidence Outcomes:

By the end of Grade 6 all students can be able to;

- Identify and explain how rules and laws of PNG protect its citizen rights.
- Explain social obligations according to PNG constitution.
- Explain the importance of being a responsible digital user/citizen.
- Exercise their democratic rights.
- Perform a social obligation according to PNG constitution.
- Engage and participate in groups or organisations that promote good character building.
- Display character traits of a good citizen in the community.

Unit 1: Citizens and Citizenship

Content Standard	6.3.1. Students will be able to analyse civics rights and privileges, potentials and roles and responsibilities that promote good citizenship.
Benchmarks	6.3.1.1. Explore and analyse the rules and laws that protect citizens' rights.
	6.3.1.2. Examine roles and responsibilities of a citizen.
	6.3.1.3. Examine the importance of being a responsible digital citizen.

Unit 2: Active Citizenship and Civic Participation

Content Standard	6.3.2. Students will be able to analyse and demonstrate civic skills (communication skills to undertake roles, to manage conflict, to solve problems and to make decisions) and values in everyday forms of participation in society.
Benchmarks	6.3.2.1 Apply their democratic rights and civics (social) obligations.
	6.3.2.2 Identify how different groups contribute to promoting good character traits and be part of these groups (eg: Scouts, Girl Guides, Sport groups).
	6.3.2.3 Examine and practice responsible usage of the internet to address issues. (good digital citizen)

Strand 4: Governance and Leadership

Evidence Outcomes:

By the end of Grade 6 all students can be able to;

- Discuss how councilors manage the people and resources in the wards.
- Identify different approaches of good governance practiced by individuals and councilors.
- Assess the principle of good governance practiced by individuals and ward councilors.
- Propose ways to improve and sustain good governance in the council wards.
- Explain the importance of custom and law.
- Examine the significance of custom and law in the lives of people.
- Explain the origin of law from the custom.
- Identify laws that govern the people in the council wards.
- Describe the roles and responsibilities performed by different leaders in the council wards.
- Differentiate between good and bad leaders in the council wards.
- Assess impacts of effective communication in leadership.
- Identify factors that hinder effective communication in leadership.
- Propose ways to improve effective communication in leadership.

Unit 1: Good Governance

Content Standard	6.4.1. Students will be able to explore and evaluate good governance and its application in different contexts.
Benchmarks	6.4.1.1. Students will be able to discuss and evaluate the practices of good governance in the council wards.
	6.4.1.2. Students will be able to examine customs and laws.

Unit 2: Leadership

Content Standard	6.4.2. Students will be able to analyze and evaluate the concepts of leadership and effective communication in leadership.
Benchmarks	6.4.2.1 Examine the concept of leadership in the council wards.
	6.4.2.2 Assess the impacts of effective communication skills in leaders.

Assessment, Reporting, Monitoring and Certification

Assessment and reporting practices described here are detailed further in the Assessment, Reporting, Monitoring and Certification Handbook for Citizenship and Christian Values Education Subject. The Assessment guide focuses on the Cognitive and Affective-behavioral teaching and learning of the content.

The main purpose of assessment is to improve student learning to be well informed and be better citizens. Assessment needs to be for learning as well as of learning. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to students on their progress. Assessment in Citizenship and Christian Values Education assesses the abilities of students to show an understanding of citizenship participation, Christian values and moral principles, and apply the processes involved in moral reasoning, responsible decision making and problem-solving. Assessment should be broad-based and multi-dimensional, and designed according to the needs, interests and abilities of the students. As Citizenship and Christian Values Education focuses on character development, emphasis should be placed on Formative Assessment.

Types of Assessments

Citizenship and Christian Values Education will use the following assessment types promoted by Standards Based Curriculum:

- Benchmark Assessment
- Formative Assessment
- Summative Assessment

These types of assessments are further elaborated in the Assessment, Reporting, Monitoring and Certification Handbook.

Benchmark Assessment

Benchmark assessment is used as a measure of achievement of grade level content standards. Benchmark assessment can be done for a strand, unit, grade, or for each phase of schooling at Grade 3, 6, 9 and 12.

Formative Assessment

In formative assessment, the focus is on helping students to learn developmentally. This happens when the teacher gives consistent and specific feedback to students in the learning process or engages them in self-reflection. Some feedback tools include rubrics and checklists.

Formative assessment should be carried out in a continuous, day-to-day basis through various strategies that provide opportunities to involve and guide students in the discussions of complex and challenging issues. It will enhance the link between assessment and learning.

Formative Assessment: Assessment for Learning

Assessment *for* learning also known as classroom assessment is an ongoing process and interaction between teaching and learning. “Assessments for Learning” are intended for diagnosing or discovering students exposure to previous related knowledge or their level of cognition for the certain concept being introduced. “Assesments for learning” give an indication of the students current cognitive level and depth of knowledge. It is used to help learners improve their performance, skills or understand the tasks better. It also helps both students and teachers to see:

- the learning standards and where each learner’s performance is, in relation to the content standards
- where they need improvement and how to improve

Formative Assessment: Assessment as Learning

Assessment *as* learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. “Assessments as Learning” is intended for the student to be learning while doing the activities or the tasks. While an assessment task is been attempted by the student, learning is taking place. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

Summative Assessment: Assessment of Learning

Assessment *of* learning is the use of a task or an activity to measure, record and report on a student’s level of achievement in regards to specific learning expectations. “Assessments of Learning” are intended to measure how much the student has achieved or understands and can articulate from a concept. These are often known as summative assessment methods and must also be used in the assessment of the Citizenship and Christian Values Education. Benchmarks are forms of “Assessments of Learning” which can be described as a measure of “Total Sum of Learning.”

Recording and Reporting Assessments

During the course of each unit, students must complete the assessment tasks specified for each content standard. Teachers will be required to keep records of their observations of student’s achievements, records of their practical work and tests, students’ checklist or record sheets, samples of individual, group or class work.

Students’ performance of each benchmark must be reported to the student to assist students improve in the areas they are not performing well. The assessment tasks in each unit ensure that there is a common focus for internal assessment in the subject across schools while allowing for flexibility in the design of tasks. It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of

assessment during the unit. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately after the relevant section of the unit has been covered.

Monitoring Student Learning and Assessment

Monitoring and evaluating student's learning informs the teachers of the progress each student is making. To help students develop citizenship knowledge and skills, all schools are required to give a feedback to students in relation to their citizenship participation and engagement in civic activities as a form of assessment. Schools must be in close consultation with families, communities and churches to share the task of monitoring students' participation in civic activities.

Internal Assessment

Internal assessment provides a measure of a student's achievement based on a wider range of content standards and assessment task for each unit. The internal assessment marks provide a summation of each student's achievements in Grades 3, 6, 9 and 12. The assessment tasks used to determine the internal assessment mark must comply with the types of assessment tasks specified in each content standard. All schools will be required to provide a summation of each student's achievements in Grades 3, 6, 9 and 12.

External Assessment and Examination

An external assessment may require a student to participate in practical civic activities. The responsibility of this external assessment must be shared between an external assessor example; parents, church elder, community leader etc. and the school.

The external examination provides a measure of student achievement of the Strand, Unit and Grade benchmarks that can be reliably measured in an examination setting. Questions for the external examination will be developed using the content from both the cognitive and affective domains of learning. The external examination will be specified in the handbook.

Assessment for the Certification

A student's overall achievement in Citizenship and Christian Values Education will be both internally and externally assessed. The assessment awarded to each student for the Citizenship Certificate will be a combination of the internal assessment mark derived from National Benchmarks as indicated in the Strand, Unit and Grade Benchmarks. The assessing of these benchmarks is further elaborated in the Assessment, Reporting, Monitoring and Certification Handbook.

Some ways of Assessing Students Learning

- Student Self-Assessments
- Self-assessment
- Group discussions
- Concept mapping
- Peer Assessment

Talking with Students

- Interview
- Questioning individuals and groups
- Asking open ended questions
- Telling stories with fables, morals
- Listening to students explanations and opinions

Observation of Students

- Informing observations
- Checklists and note taking
- Running record sheets
- Watching working in progress
- Systemic observation
- Presentation to the class
- assembly

Glossary

Word	Definition
Assessment	Activities teachers use to help students learn and to monitor their progress.
Assessment As/in Learning	It is a design to inform students what they will do well and what they need to improve on daily/weekly bases as an integral part of everyday teaching and Learning such as exercise, activities or experiments students do or practice in each lesson.
Assessment for Learning	A common form of assessment. It is an ongoing 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 set period of time and is generally carried out at the end of a course or project. Sometimes it is referred to as Summative assessment and is evaluative.
Assessment strategies	Different styles and ways of assessing students work.
Assessment tasks	On-going test of knowledge, skills and attitudes/values gained throughout the particular unit or topic.
Benchmark	Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development.
Content Standards	Broadly stated expectation of what students need to know, understand, and be able to do as intended by the syllabus. They define the breadth and depth of knowledge, skills and processes and attitudes and values that are to be taught in the strand, unit or topic.
Evidence Outcomes	Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels. Senior primary school students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for junior high school.
National Education Assessment	Is a learning system and is a systematic and ongoing process of collecting and interpreting information about students achievements.
Performance Standard	A descriptive statement of the knowledge and skills that students may display as they work towards the achievement of the content standard. Performance standards make content.
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.
Standards-Based Education (SBE)	Is an academic program in which clearly defined academic content, performance standards are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. It is a philosophical concept that is centered on the process of planning, Developing, delivering, monitoring and improving education programs.

Word	Definition
Standards-Based Curriculum (SBC)	It is a cumulative body of knowledge and set of competencies that form the basis for quality education.

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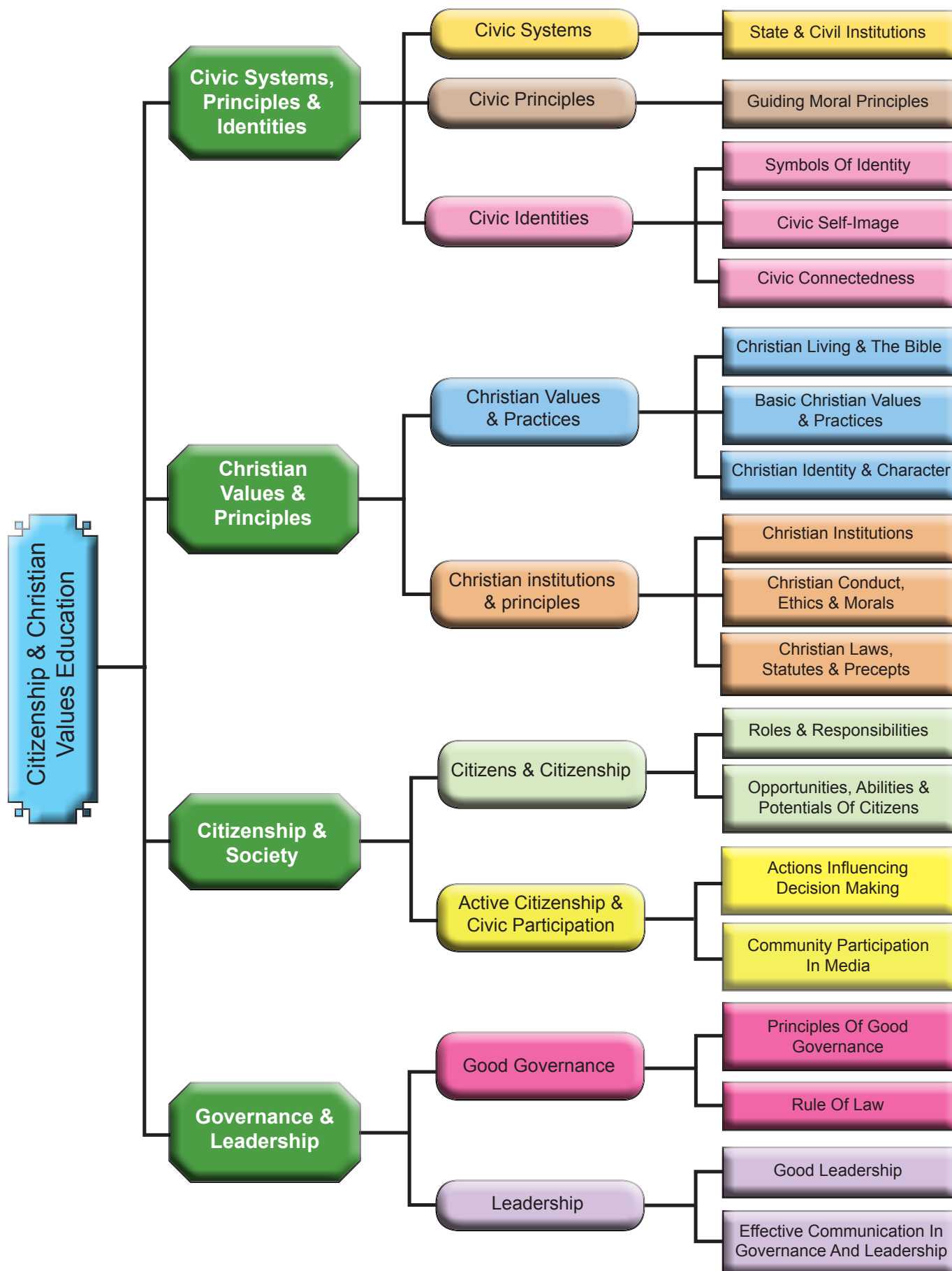
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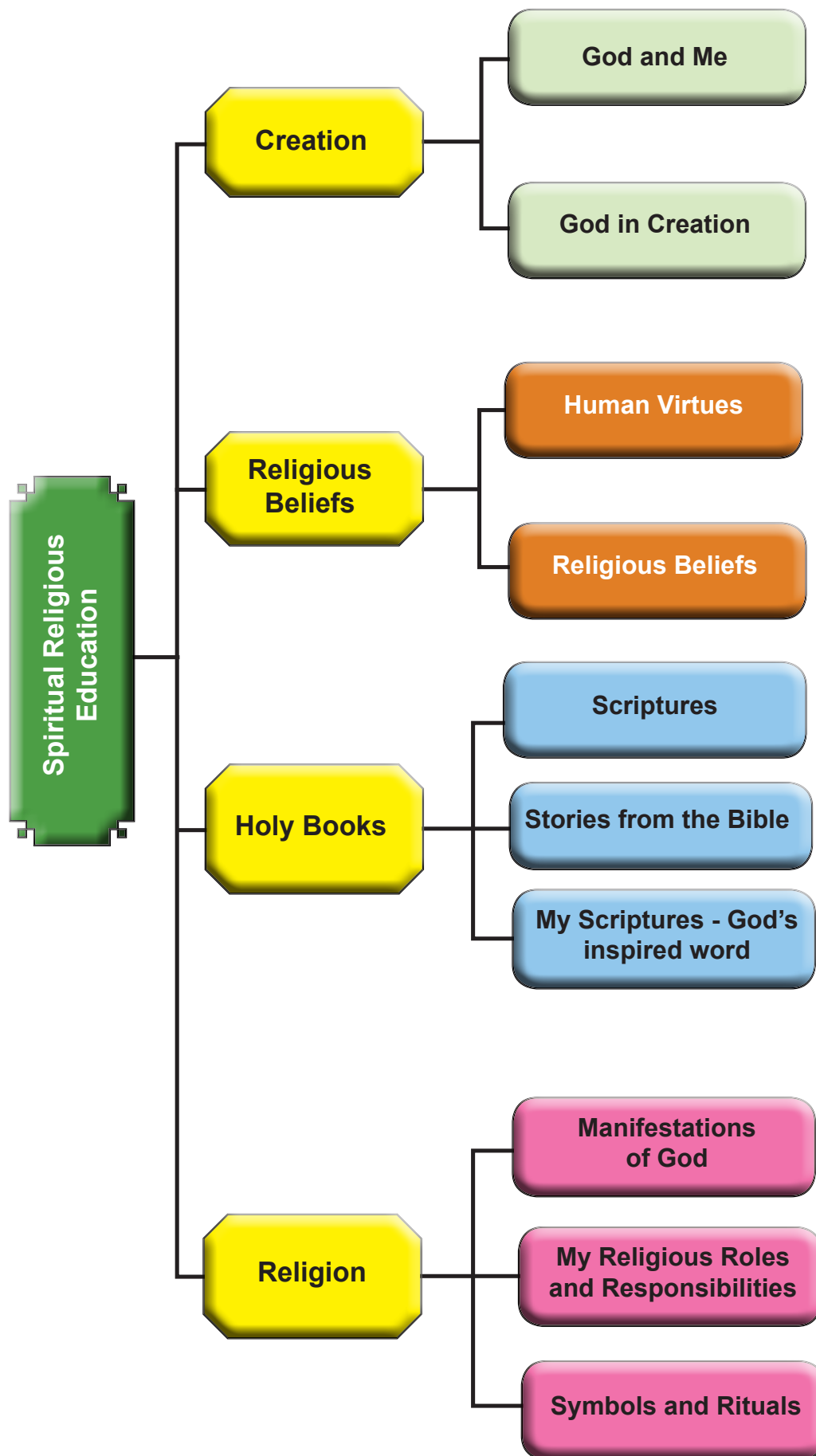
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Appendices

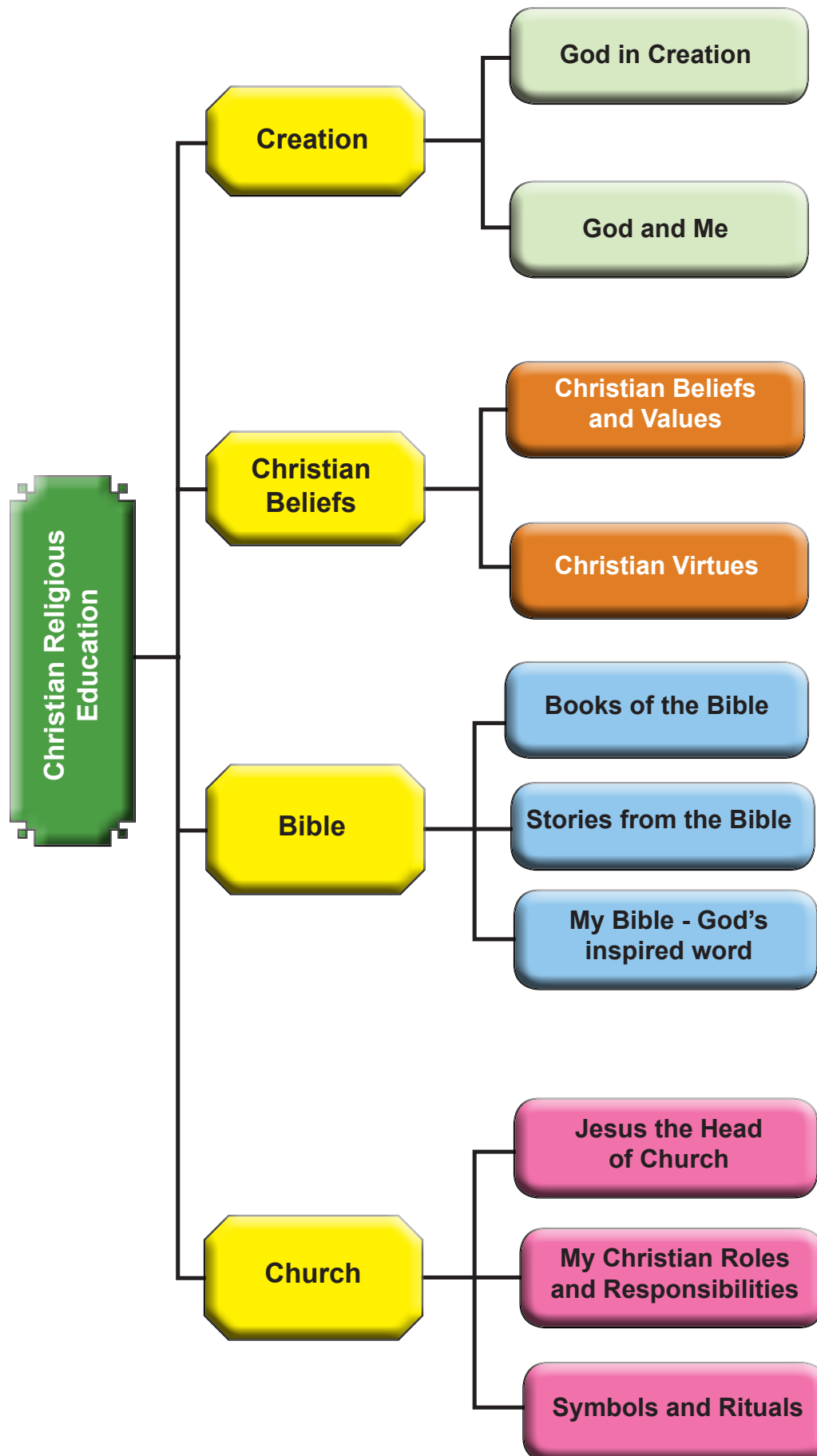
Appendix 1: Citizenship and Christian Values Education Conceptual Content Chart



Appendix 2: Spiritual Religious Education Conceptual Content Chart



Appendix 3: Christian Religious Education Conceptual Chart



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