History
Senior High

Grade 11

Teacher Guide

Standards-Based

Department of Education

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Contents

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Acronyms

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

Secretary's Message

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

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

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

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

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

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

I commend and approve this Social Science Teacher Guide for Grade 11 to be used in all High Schools throughout Papua New Guinea.

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UKE W. KOMBRA, PhD.
Secretary for Education

Introduction

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

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

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

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

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

Social Science is to be timetabled for 240 minutes per week in grade 11.

Structure of the Teacher Guide

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

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

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

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

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

Purpose of the Teacher Guide

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

Thus, the teacher is expected to:

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

relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;

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

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

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

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

How to use the Teacher Guide

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

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of Grade 11 Social Science Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

Determine Learning Objectives and Lesson Topics

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

Identify and Teach Grade Appropriate Content

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

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

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

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

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

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

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

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

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

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

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

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

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

Plan Standards-Based Lessons

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

Use Standards-Based Assessment

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

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

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

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

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

Prepare Students' Performance Reports

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

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

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

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

Develop Additional Benchmarks

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

Avoid Standardisation

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

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

Syllabus and Teacher Guide Alignment

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards). It expands the content overview and describes how this content identified in the content standards and their components (essential KSVAs) can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. It also describes and provides examples of how to evaluate and report on students' attainment of the learning standards, and use evidence from the assessment of students' performance to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance.

Grade 11 Social Science comprises of the Syllabus and Teacher Guide. These two documents are closely aligned, complimentary and mutually beneficial. They are the essential focal points for teaching and learning the essential Social Science knowledge, skills, values and attitudes.

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

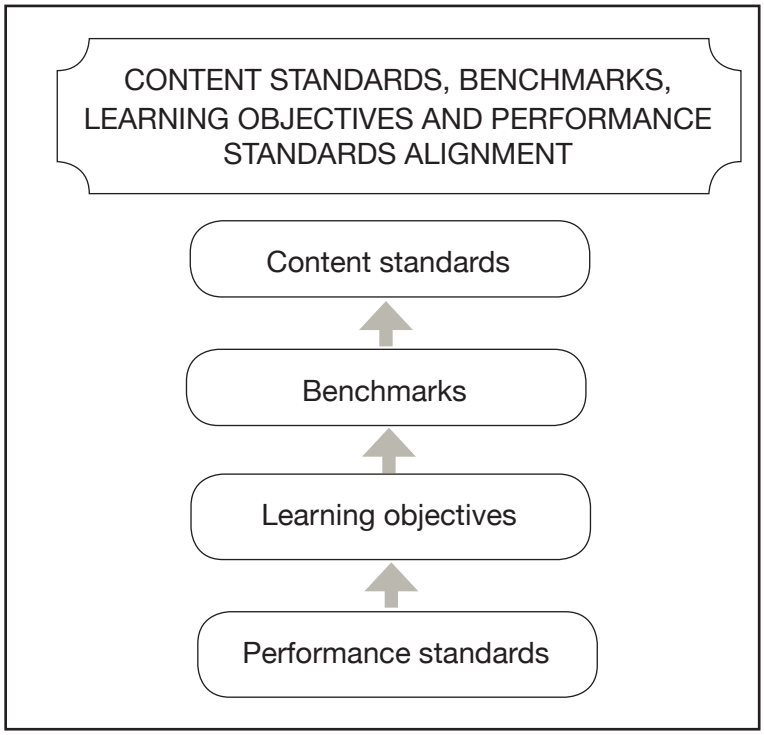
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what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

This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 11 Social Science content.

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

Learning and performance standards alignment

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



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

Learning and Performance Standards

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

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

Content standards

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

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

- are evidence-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching and SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;

- provide provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

Benchmarks

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

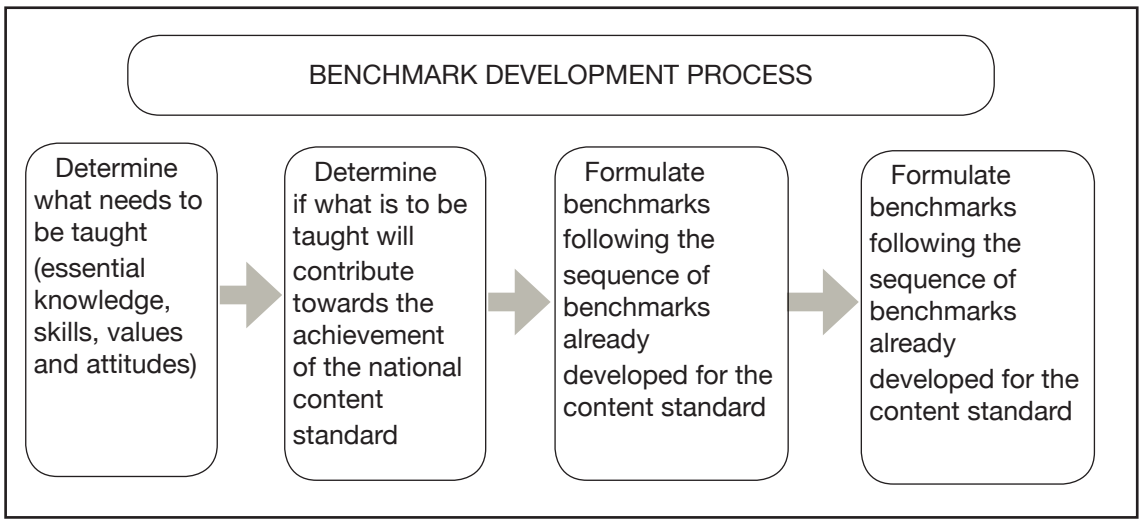
Grade-level benchmarks:

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

Development of additional benchmarks

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

benchmarks. An innovative, reflect, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for students. Teachers should follow the following process when developing additional grade-level benchmarks.



Learning objectives

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

For example, students will be able to identify all the main towns of PNG using a map.

Performance standards

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

Performance standards:

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

- are used to plan for individual instruction to help students not yet meeting expectations **(desired level of mastery and proficiency)** to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards.

Proficiency standards

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

Core Curriculum

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

The core curriculum includes:

- cognitive (thinking) skills (refer to the syllabus for a list of these skills);
- reasoning, decision-making and problem-solving skills
- high level thinking skills (analysis, synthesis and evaluation skills);
- 21st century skills (refer to illustrative list in *Appendix 2*);
- reading, writing and communication skills (literacy skills);
- STEAM principles and skills;
- essential values and attitudes (core personal and social values, and sustaining values), and
- spiritual values and virtues.

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

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

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

Science, Technology, Engineering, Arts and Mathematics

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

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

Objectives

Students will be able to:

- examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- identify, analyse and select the best solution to address a problem.
- build prototypes or models of solutions to problems.
- replicate a problem solution by building models and explaining how the problem was or could be solved.
- test and reflect on the best solution chosen to solve a problem.
- collaborate with others on a problem and provide a report on the process of problem-solving used to solve the problem.
- use skills and processes learnt from lessons to work on and complete STEAM projects.
- demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- explain the significance of values and attitudes in problem-solving.

Content overview

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

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

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

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

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

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

STEAM problem-solving methods and approaches

Problem-solving involves the use of problem-solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it.

Even though there are many different problem-solving methods and approaches, they share some of the steps of problem-solving, for example:

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

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

The following are some of the STEAM problem solving processes.

Engineering and technology problem solving methods and approaches

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

Parts substitution

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

Diagnostics

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

Troubleshooting

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

Reverse engineering

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

Divide and conquer

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

Extreme cases

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

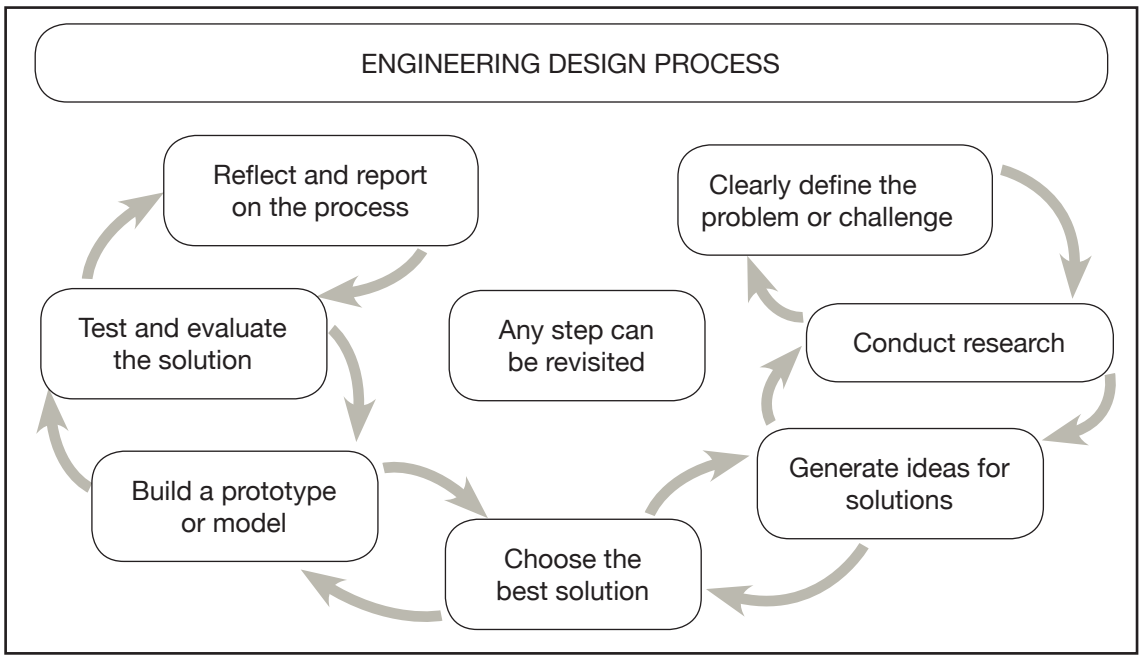
Trial and error

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

Engineering design process

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

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



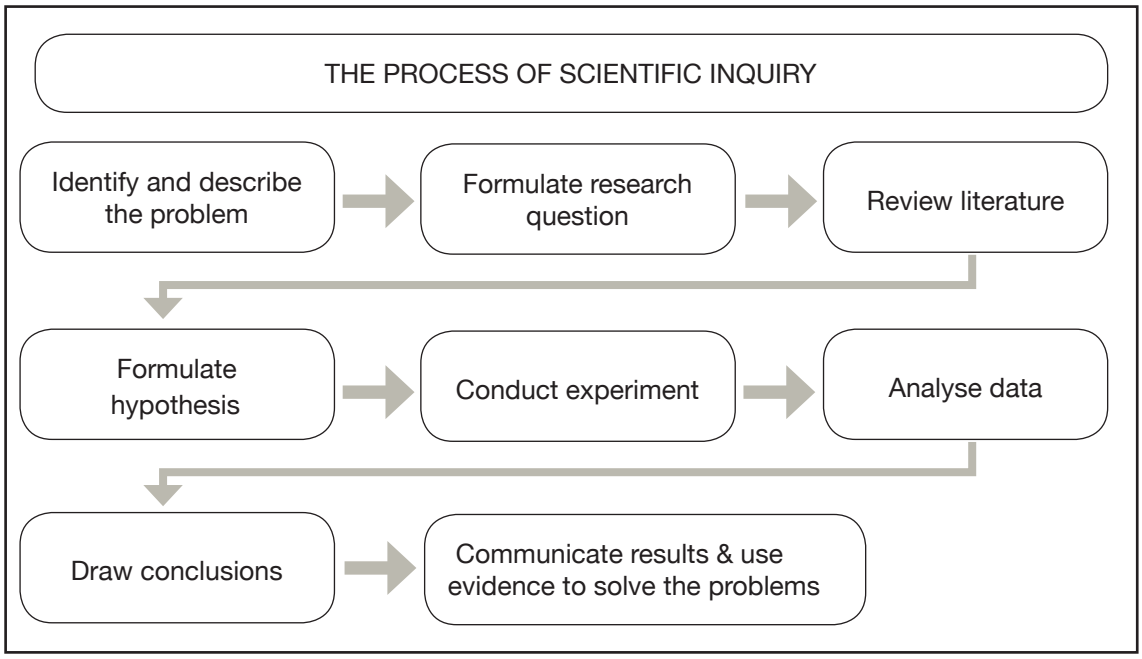
The scientific method and approach to problem-solving

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

There are six basic science process skills:

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

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



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

Step 1: Identify and describe the problem

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

Example - Observation

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

Step 2: Formulate research question

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

Example - Question

i. What makes light comes out of a flash light when I turn it on?

Step 3: Review literature

It is more likely that the research problem and question have already been investigated and reported by someone. Therefore, after asking the question, the scientist spends some time reading and reviewing papers and books on past research and discussions to learn more about the problem and the question asked to prepare him/her for his own research. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on the experiment/research approach before the experiment is conducted,

Example - Literature review

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

Step 4: Formulate hypothesis

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

Example – Hypothesis

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

Step 5: Conduct experiment

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

Example - Experimental procedure

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

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

iii. Write down these results

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

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

Step 6: Analyse data

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

Example - Analysis

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

ii. Review the results that have been written down.

Step 7: Draw conclusions

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

If the data support the hypothesis, then the hypothesis is considered correct or valid. However, if the data do not support the hypothesis, the hypothesis is considered incorrect or invalid.

Example - Valid hypothesis

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

Example - Invalid hypothesis

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

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

Step 8: Communicate findings

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

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

Example - Communication of findings

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

Artistic design

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

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

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

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

STEAM-based lesson planning

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

Developing STEAM-based lesson plans

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

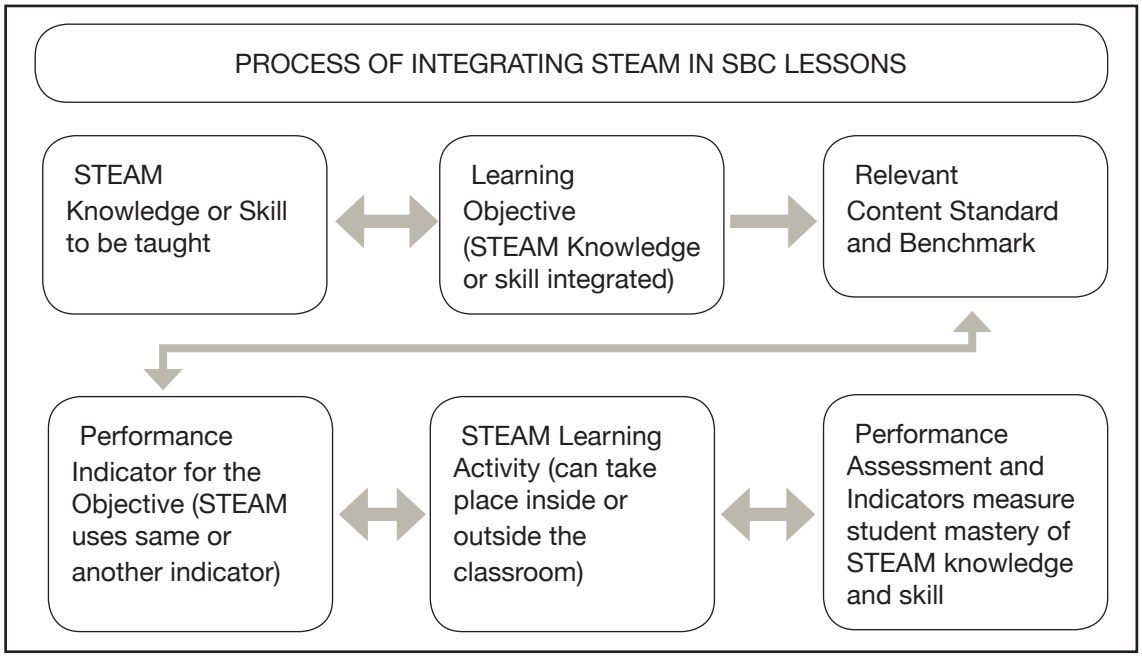
Integration of STEAM problem-solving skills into standards-based lesson plans

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

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21st century skills, is provided in the Social Science Grades 11 & 12 Syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 11 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

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



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

Step 1: Identify the STEAM knowledge or skill to be taught (From the table of KSVAs for each content standard and benchmark). This could already be captured in the learning objective stated in the standards-based lesson plan.

Step 2: Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) if this is different from the one already stated in the lesson plan.

Step 3: Develop student learning activity (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.

Step 4: Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s).

STEAM teaching strategies

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

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

1. Inquiry-Based Learning
2. Problem-Based Learning
3. Project-Based Learning
4. Collaborative Learning

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

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged in STEAM related careers or disciplines to learn first-hand about how STEAM related skills, processes, concepts, and ideas are applied in real life to solve problems created by the natural and physical environments. Collaborative learning experiences can be provided after school or during school holidays to enable students to work with STEAM experts and practitioners to conduct inquiry and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path.

Developing STEAM partnerships with external stakeholders e.g., higher education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem-solving principles and skills.

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

STEAM learning strategies

Teachers should include in their lesson plans STEAM learning activities. These activities should be aligned to principle or a skill planned for students to learn and demonstrate proficiency at the end of the lesson to expose students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

STEAM-based assessment

STEAM-based assessment is closely linked to standards-based assessment where assessment is used to assess students' level of competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors). The link also includes the main components such as the purpose, the assessment principles and assessment strategies and tools.

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

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

Effective STEAM-based assessment strategies

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

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

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

1. Rubrics

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

2. Performance-Based Assessments

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

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

3. Portfolio Assessment

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

4. Self-assessment

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

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

5. Peer Assessment

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

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

6. Student Response System

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

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

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

Curriculum Integration

What is Curriculum Integration?

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

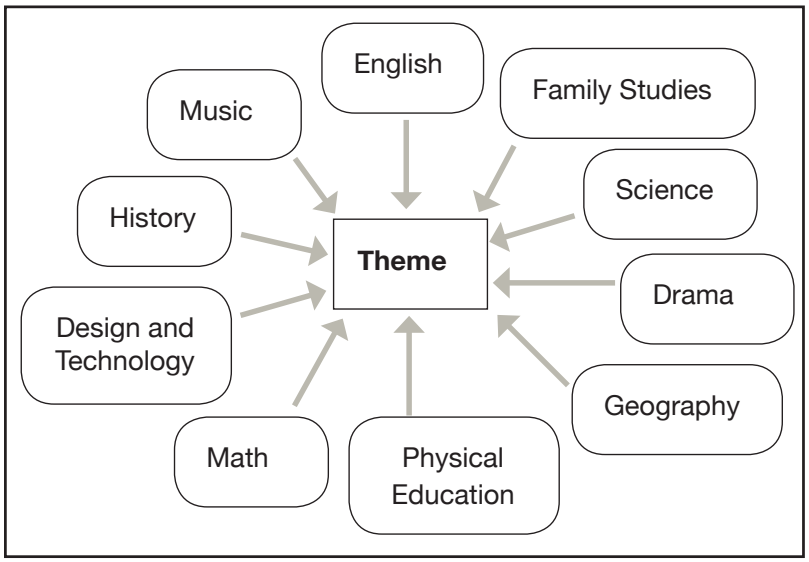
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration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

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

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

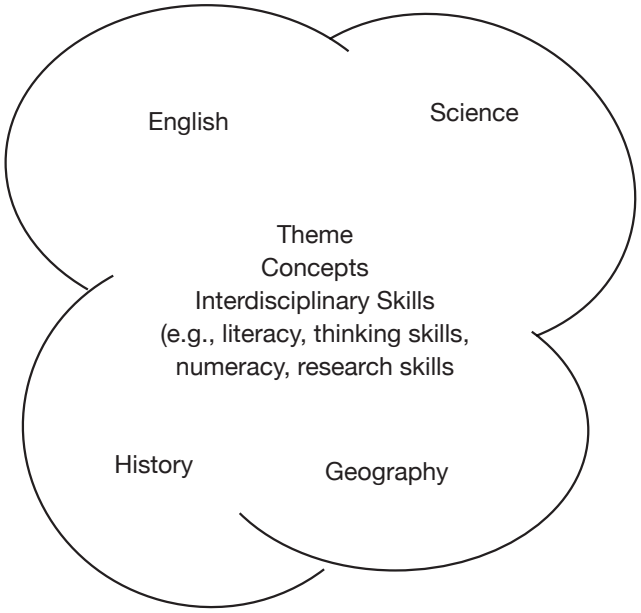
1. Multidisciplinary approach

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



2. Interdisciplinary approach

This approach addresses learning similarly to the multidisciplinary approach of integrated learning whereby learning takes place within the subject area. However, it is termed interdisciplinary in that the core curriculum of learning is interwoven into each subject under study by the students. For instance; in Social Science geography strand, students write essay on internal migration however, apart from addressing the issues of this topic, they are to apply the skill of writing text types in their essay, such as; argumentative, informative, explanatory, descriptive, expository and narrative essay. They must be able to capture the mechanics of English skills such as grammar, punctuation and so forth.



Though these skills are studied under English, they are considered as core skills that cut across all subjects. For example; if Science students were to write about human development in biology, then the application of writing skills has to be captured by the students in their writing. It is not seen as an English skill but a standard essential skill all students must know and do regardless.

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

3. Intra-disciplinary approach

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

4. Trans-disciplinary approach

In this approach, learning goes beyond the subject area of study. Learning is organized around students'questions and concerns. That is, where there is a need for change to improve lives, students develop their own curriculum to effect this need.

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

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

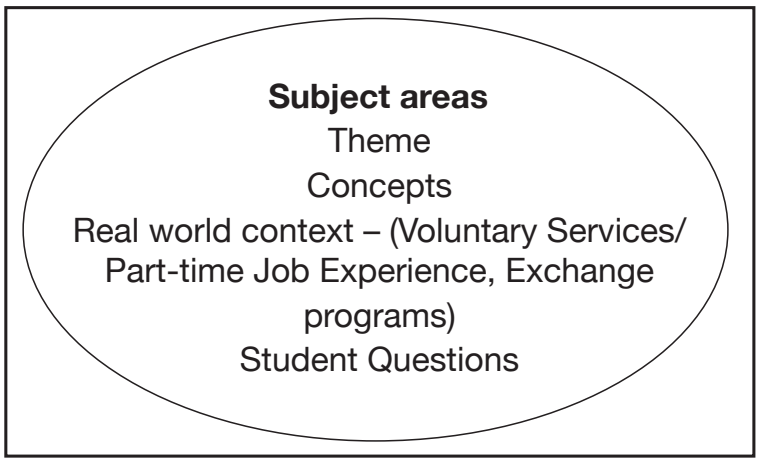
1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the field
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

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

Studies *(Susan M. Drake and Rebecca C. Burns 2008).* have proven that Project based-programs have led to the following:

- Students go far beyond the minimum effort
- Make connections among different subject areas to answer open-ended questions
- Retain what they have learnt
- Apply learning to real-life problems
- Have fewer discipline problems
- Lower absenteeism *(Curtis, 2002)*

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



Essential Knowledge, Skills, Values, and Attitudes

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related situations.

Social Science has 5 broad areas (strands) which contain essential knowledge captured in the national content standards and benchmarks. Knowledge is 'what students must know and understand' in Social Science. The fundamental concepts in Social Science are outlined below.

Geography
- The examination, description, and explanation of the earth - its variability from place to place, how places and features change over time, and the processes responsible for these variations and changes.
- Human geography (population, migration,)

History
- Historical roots and how past events have shaped Papua New Guinea and the world.
- Reconstructing and interpreting historical events

Political Science
- Political ideologies and systems (power, authority, governance and functions of different political systems)

Economics
- The concept of scarcity (limited resources & unlimited needs & wants)
- Satisfying needs and wants
- Decision making

Environment
- Physical systems and processes of the environment
- Relationship between people and the environment
- Impact of the exploitation of the natural environment
- Good stewards of the environment

Social Science requires 'inquiry–based learning'. The inquiry–based learning 'is an approach that emphasises the role of the student in the learning process, rather than the teacher telling the students what they need to know. It encourages the students to explore a topic, ask questions and share ideas. Therefore, the skills outlined here are essential for 'inquiry–based learning'.

Research Skills
- Access information
- Organise information
- Evaluate sources
- Use information
- Align solution with task
- Cite all sources accurately

Collaborating Skills Working effectively with peers, listen and share ideas and compromise to create good products - Show independent initiative - Assume shared responsibility - Assist others in their roles - Contribute ideas - Keep an open mind - Apply strategies - Take a variety of roles - Tolerate different view points
Critical Thinking Create products that demonstrate abilities to justify augments, asking questions, analyse complex systems, evaluate evidence, draw conclusions, reflect on learning and explain how to solve problems
Creative and Innovative Skills - Think creatively - Generate ideas - Work creatively with others - Implement innovations
Communicating Skills - Ability to listen, read, write, present, comprehend, share and express ideas and thoughts between different audiences and use multiple forms of media

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

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

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

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

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

Teaching and Learning Strategies

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

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

These teaching and learning strategies will help teachers to;

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

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

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

These strategies;

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

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

Units and Topics

This section of the teacher guide contains the Social Science – History content to be taught in grade 11. It consists of;

- units
- topic

History in grade 11 has seven (7) units and they are;

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

The table below outlines the units and topics of History in grade 11 to be taught in an academic year. This will guide teachers to plan and teach the History strand in grade 11.

Units	Topics
Making Sense of History	Topic 1: Regional political events Topic 2: Powerful nations influence on world politics (Before WW1) Topic 3: Influence of great leaders (Just before WW1 and WW2 aftermath)
Systems of Power, Authority and Governance	Topic 1: Foreign influence on government in Asia and Commonwealth countries Topic 2: Governance of Commonwealth countries and Asia Region Topic 3: Influence of individuals and groups on governance in Asia and Commonwealth countries Topic 4: Foreign influence in governance in Asia and Commonwealth countries
Culture and Society	Topic 1: Culture of Asia and other groups Topic 2: Deconstructing cultures Topic 3: Dominant cultures and groups in Asia Topic 4: Oppressive and non-oppressive cultures
Development and Sustainability of Societies	Topic 1: Governments and changes in Asia and the world Topic 2: Impact of different government's actions on Asia and the world Topic 3: Government reactions and contributions to changes or sustainability in PNG Topic 4: Sustainability or change policies and plans of Asia governments Topic 5: Individuals and groups as agents of change Topic 6: Religion as agent of change Topic 7: Military forces as agents of change Topic 8: Foreign intervention
Economic Needs and Wants	Topic 1: Economic influence on global migration Topic 2: Labour mobility Topic 3: Economic influence on regional and global conflict Topic 4: Economic factors conflicts and use of military force Topic 5: World Trade Organizations (WTO)

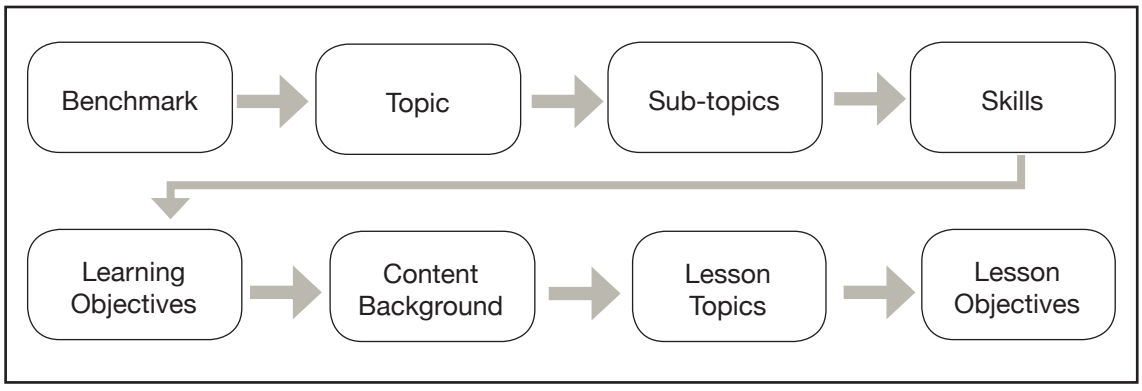
Geographical Influences on Historical Events, People, Places and Environment	Topic 1: Geographic systems of Asia and the Pacific Topic 2: Role of geographical systems on development and relationships in Asia Topic 3: Impact of industries in Asia Topic 4: Global development polices and agendas
Historical Inquiry	Topic 1: Validity and reliability of a past event or issue in terms of its validity and reliability Topic 2: A past event of the Pacific Topic 3: Eli niño in the Pacific Topic 4: People's perception of past events

How were the topics developed?

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

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

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



Unit of work

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

Unit 1: Making Sense of History

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

Benchmark 11.2.1.1: Use research skills to collect and analyze information about a regional political event that occurred in the past that had a major impact on the political structure and dynamic in the region (for example the dismantling of the United Soviet Union Republic, the rise and fall of Hitler, Cuban rule under Fidel Castro, the invasion of Iraq by the USA and its allies, and the Balkan War).

Topic 1: Regional political events

Sub-topics:

- Regional political events and major impacts of these events on political structure and dynamics in the region
- Dismantling of USSR, rise and fall of Hitler, Cuban rule under Fidel Castro
- Invasion of Iraq by USA and the Balkan Wars

Skills: Analysis (Research).

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

- Identify regional political events of significance in the past.
- Analyse regional political events they have collated.
- Describe major impacts on the political structure and dynamic of those events in the region chosen.

Content Background

The Aftermath of World War I saw drastic political, cultural, economic, and social changes across Eurasia (Europe and Asia), Africa, and even in areas outside those that were directly involved. Four empires collapsed due to the war, old countries were abolished, new ones were formed, boundaries were redrawn, international organizations were established, and many new and old ideologies took a firm hold in people's minds. The treaties and their contents that were presented to the losers of the war had a great impact on these loosing countries. After the Paris Peace Conference of 1919, the signing of the Treaty of Versailles on 28 June 1919, between Germany and France, Italy, Britain and other minor allied powers, officially ended the war. Other treaties ended the relationships of the United States and the other Central Powers. Included in the Treaty of Versailles were the demands that Germany officially accept responsibility for starting the war and pay economic reparations. The treaty limited the German military machine: German troops were reduced and the country was prevented from possessing major military armaments.

World War I also had the effect of bringing political transformation to most of the principal parties involved in the conflict, transforming them into democracies. For example, one major political event was the dissolution of the Soviet Union. The process of internal disintegration within the Union of Soviet Socialist Republics (USSR) began in second half of 1980s and ended on 26 December 1991. This led to the independence of the former Soviet republics and creation of the Commonwealth of Independent States (CIS). Soviet President Mikhail Gorbachev, the eighth and final leader of the USSR, resigned, and handed over its powers to Russian President Boris Yeltsin.

Use any historical sources about these events to make you understand what happened.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Aftermath of world War I.* Retrieved from; *https://en.wikipedia.org/wiki/Aftermath_of_World_War_I,*

Benchmark 11.2.1.2: Interpret historical narratives – fiction and non-fiction and use information to explain powerful nations' influence on world politics and social and economic order at various points in time.

Topic 2: Powerful nations influence on world politics. (Before WW1)

Sub-topics:

- Historical narratives (fiction and non-fiction) of powerful nations' influence on world politics and social and economic

Skills: Understanding (interpret).

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

- Identify Powerful nations like Great Britain, Russia, France, Germany and other empires involved in colonisation and imperialism.
- Discuss their influence on World Politics and events leading up to the Great War.

Content Background

Powerful nations who influenced world politics before the Great War were the European empires. They dominated the period of colonialism and imperialism, like Great Britain, France, Germany, Russia, Italy, Turkey, Austria and Hungary. Historical narratives – fiction and non-fiction like the French Revolution, the Bosnian Conflict, Moroccan Crisis, Arms race etc. can be used to explain these powerful nations' influences on the world.

Naval Supremacy: Great Britain

Stories from different sources can be used to discuss how Great Britain, the island nation relatively small in size was one of the most powerful countries in Europe at the outbreak of World War I in 1914. In the decades before the start of the war, Britain had established itself as a world power through the following: advancements in industrialization, buildup of its navy, and took control over many colonies. Before the outbreak of WW1, Great Britain had the most colonies throughout the world. Britain had a strong industrial base and was able to produce steel and coal for industrialization. In 1914, Britain's coal production was over 320 million tons per year and its steel production was over 12 million tons per year. This would allow Britain the ability to easily manufacture the weapons of war that it would need and to get them to the frontlines.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Aftermath of world War I.* Retrieved from; *https://en.wikipedia.org/wiki/Aftermath_of_World_War_I,*

Benchmark 11.2.1.3: Analyze the influence of great leaders on social, political, economic, religious, and cultural organization, thinking, behavior, and global development using personal biographies, symbols, photographs, and development structures.

Topic 3: Influence of great leaders (Just before WW1 – WW2 and aftermath)

Sub-topics:

- Influence of great leaders on social, political, economic, religious, and cultural organization, thinking, behaviour, and global development

Skills: Analysis (analyse).

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

- Identify world leaders that have had influence on social, political, economic, religious and cultural organisations, thinking behaviour and global developments.
- Discuss their influence using personal biographies, symbols, photographs and development structures and landmarks.
- Analyse the influence of these great leaders in all aspects of life stated.

Content Background

In this topic, students will study some of the world's influential people who influenced political, social, economic, religious and cultural organisations, thinking, behaviour and global development throughout the world.

Listed below are some of the very influential leaders that students can do an in-depth study on to identify their influence on social, political, economic, religious and cultural organisations, thinking, behaviour and global developments.

Examples of some important individuals (leaders) that influenced the world	
Europe:	Adolf Hitler, Neville Chamberlin, Josef Stalin, Benito Mussolini, Winston Churchill, Queen Elizabeth II, Margret Thatcher
USA:	Woodrow Wilson, George Bush, Bill Clinton, Franklin Roosevelt, Harry Truman, Barrack Obama, Martin Lurther King, Ronald Reagan, John F. Kennedy etc.

For example; **Adolf Hitler** (1889–1945) Dictator of Nazi Germany from 1933-45. During the 1930s, Hitler sought to gain 'lebensraum' for Germany – claiming Austria, Czechoslovakia and finally invading Poland. Hitler's initial success encouraged him to invade Russia, which ultimately would over-stretch his war-machine. Hitler's regime also pursued the extermination of Jews and other 'non-Aryan' minorities in concentration camps across Europe. He committed suicide in May 1945 – shortly before Germany's final surrender.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Aftermath of world War I. Retrieved from; https://en.wikipedia.org/wiki/Aftermath_of_World_War_I,*
6. Wikipedia, 2019, *World Leaders. Retrieved from; https://en.wikipedia.org/wiki/ World Leaders.*

Unit 2: Systems of Power, Authority and Governance

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

Benchmark 11.2.2.1: Investigate and explain how governments in the countries of the Asian Region and the Commonwealth have changed over time.

Topic 1: Foreign influence on governance in Asia and Commonwealth countries overtime

Sub-topics:

- Wind of Change in Asia: 1939-1960
- Change in the government in the Asian Region and the Commonwealth have changed over time

Skills: Understanding (explain), analysis (investigate).

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

- Identify and explain the changes that have occurred in Asia Region in the 1939-1960.
- Identify and explain the changes that have taken place in Commonwealth countries during 1939-1960 timeframe.
- Discuss such changes like the decolonisation process in Asia and Commonwealth countries.

Content Background

Between 1945 and 1960, many new states in Asia and members of the Commonwealth of Nations achieved independence from their European colonial rulers. There was no one process of decolonization. In some areas, it was peaceful, and orderly. In many others, independence was achieved only after a revolution like in Indonesia and India. A few newly independent countries acquired stable governments almost immediately; others were ruled by dictators or military juntas for decades, or endured long civil wars like France rule of Indo-China. Some European governments welcomed new relationship with their former colonies; others contested decolonization. The process of decolonization coincided with the new Cold War and with the early development of the new United Nations. While the United States generally supported the concept of national self-determination, it also had strong ties to its European allies, who had imperial claims on their former colonies.

Events in Asia and the Commonwealth of Nations also changed the pattern of international relations. The newly independent nations that emerged in the 1930s to 1960s became an important factor in changing the balance of power within the United Nations. In 1946, there were 35 member states in the United Nations; as the newly independent nations of the “third world” joined the organization, by 1970 membership had swelled to 127. Other major events such as ‘The Chinese Revolution’, ‘Cultural Revolution’ and ‘The Indochina Wars'. Conflicts in the Pacific are also some events that changed Asia and the Commonwealth Nations.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Wind of Change.* Retrieved from; *https://en.wikipedia.org/wiki/ Wind of Change –Asia.*

Benchmark 11.2.2.2: Compare the election process of various countries in the Commonwealth and the Asian Region and their roles in the creation, maintenance, or change in the systems of power, authority, or governance.

Topic 2: The election process in commonwealth countries and the Asia Region

Sub-topics:

- Election process of various countries in the Commonwealth and the Asian Region
- The election processes and their roles in the creation, maintenance, or change in the systems of power, authority, or governance in the commonwealth countries and Asian Region

Skills: Analysis (compare).

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

- Identify the different types of election processes in place in the Asian Region and commonwealth countries.
- Compare the election processes of various countries in the Commonwealth and the Asian Region.
- Discuss roles of election in the creation, maintenance, or change in the systems of power, authority, or governance.

Content Background

The closing decades of the 20th century were years of unprecedented political reform in Asia and Commonwealth of Nations. For example, major transitions from authoritarian rule to democracy began with the popular uprising against the Marcos regime in the Philippines in 1986 and the negotiated transitions from military-backed, single-party governments in Korea and Taiwan in 1987, moving onto the resumption of civilian government in Thailand in 1992, the UN intervention in Cambodia in 1993, the fall of Indonesia's Suharto regime in 1998, and the international rehabilitation of East Timor in 2001. Despite setbacks such as the Thai coup of September 2006 and violent instability in East Timor, the broader pattern is clear: Along with Japan, the region's sole long-standing democracy, more governments are today chosen through competitive and freely contested elections than ever before.

In the Solomon Is, Vanuatu, Fiji and PNG elections are held to choose their government leaders in a more democratic manner today compared a decade ago for countries like Fiji, Vanuatu and Solomon Is. All of this represents a dramatic change in the nature of Asia and Commonwealth Nations regimes: From a region dominated by authoritarian rule, toward now democratically choosing and changing a country's political leadership.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Election process in Asia.* Retrieved from; *https://en.wikipedia.org/wiki/Election process in Asia.*

Benchmark 11.2.2.3: Evaluate how individuals and groups influenced government decisions, policies, and development strategies in different countries in the Commonwealth and the Asian Region.

Topic 3: Influences of individuals and groups on governance in Asia and commonwealth countries

Sub-topic:

- Influence of individuals on governance in Asia and commonwealth countries
- Influence of groups on governance in Asia and commonwealth countries

Skills: Evaluating (evaluate).

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

- Identify and analyse groups and individuals influence on government decisions, policies, and development strategies in different countries in the Commonwealth and the Asian Region.

Content Background

Individuals and groups have influenced government decisions, policies, and development strategies in different countries in the Commonwealth and the Asian Region.

There are Asian pioneers, who have paved the way to their country's future; they possess a special charisma, capable of inspiring their followers; and they were diplomats, earning the respect and cooperation of others. These attributes made them influential leaders in their historical context. Aung San Suu Kyi is the first woman to serve her country of Myanmar in a decisive position of government. Much of her political career was spent under house arrest, but this did little to stop her political convictions. Mohandas K. Gandhi: Born Mohandas Karamchand Gandhi, the term "Political Giant" may be inaccurate in describing Mahatma Gandhi as he was more of a social activist, leading nonviolent civil disobedience against the British Empire in the early twentieth century.

Influential leaders in the Asian Region and Commonwealth of Nations

Moa Zedong, Mahatma Gandi, Emperor Hirohito, Chiang Kai-shek, Indira Ghandi, Ho Chi Minh, Aung San Suu Kyi, Lee Kuan Yew, Michael T. Somare, Paias Wingti, Walter Lini, Sitiveni Rabuka, Peter O'Neil.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *History of Asia and Commonwealth.* Retrieved from; *https://en.wikipedia.org/wiki/History of Asia and Commonwealth.*

Benchmark 11.2.2.4: Investigate how foreign governments, interest groups and multi-corporations, contribute towards the creation, maintenance, or change in the power systems, authority, and governance of the countries in the Commonwealth and the Asian Region.

Topic 4: Foreign influence: Creation, maintenance, change in systems, authority and on governance in Asia and Commonwealth countries

Sub-topics:

- Foreign governments contribution towards the creation, maintenance or change in power system, authority and governance of countries in the Commonwealth and the Asian Region
- Interest groups contribution towards the creation, maintenance or change in power system, authority and governance of countries in the Commonwealth and the Asian Region
- Multi-corporations contribution towards the creation, maintenance or change in power system, authority and governance of countries in the Commonwealth and the Asian Region

Skills: Analysis (investigate).

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

- Investigate foreign governments that contribute towards the creation, maintenance of power and authority for the governance of countries in the Commonwealth and the Asian Region.
- Investigate interest groups that contribute towards the creation, maintenance of power and authority for the governance of the countries in the Commonwealth and the Asian Region.
- Investigate multi-corporations that contribute towards the creation, maintenance of power and authority for governance of the countries in the Commonwealth and the Asian Region.

Content Background

This topic investigates the foreign countries, interest groups and multinational Co-operations on how they contributed towards the creation, maintained or changed systems of power, authority and governance in the Commonwealth of Nations and Asia. In this twenty-first century, Multinational Corporations (MNC) has become the central institution of developing nations in Asia, Africa and the Pacific. Most of these developing countries are also members of the Commonwealth of Nations. Multinational corporations are enterprises which have operations in more than one country. They manage production and establishments or deliver services in at least two countries. Therefore, they can have influence on other countries economic and even the entire environment. A significant number of MNCs started their operations in developing countries by the 1990s. MNCs benefit from the lower labor costs and grants given by the government of developing countries in order to attract these MNCs.

Australia had over the years influenced countries of the Asia and Commonwealth of Nation in all aspects of development. Most countries are developing and they get aid from Australia to develop like PNG. Recently, China is expanding into the Pacific region for instance developing

infrastructures in PNG and Solomon Isand as well as providing aids to these countries.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Imperialism in Asia.* Retrieved from; *https://en.wikipedia.org/wiki/Western Imperialism in Asia.*

Unit 3: Culture and Society

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

Benchmark 11.2.3.1: Examine the ways in which cultures of different societies in the Asian or other regions are (re)constructed, represented, regulated, and transmitted over time.

Topic 1: Culture of Asia and other groups

Sub-topic:

- The ways in which cultures of different societies in the Asian or other regions are (re)constructed, represented, regulated, and transmitted over time.

Skills: Analysis (examine).

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

- Identify the ways in which cultures of different societies in the Asian or other regions are (re)constructed, represented, regulated, and transmitted over time.
- Examine and evaluate the ways in which cultures of different societies in the Asian or other regions are (re)constructed, represented, regulated, and transmitted over time.

Content Background

Cultural events and sites have been reconstructed so people can reflect and try to understand what the past may have been like. Reconstruction of the past events and cultures is important because it plays an important role in the maintenance or sustenance of our history and for a sense of identity. Preserving sites as reserved walls with names of the event participants, monuments, museums, war cemeteries, building of the trenches or induced into the wall of fame are ways in which history can be reconstructed and transmitted. In addition, the production of books like '*The Good Earth*', videos and movies like '*The Vietnam War*' to represent and commemorate those historical and cultural events. It also serves as a means of transmitting our past events and culture to our younger generation. Here are some examples of different approaches to reconstruction of Asian Cultures; certain festivals held annually in parts of Asia helps with the sustenance and transmission of culture like Rice Festivals in Japan. Paintings and carvings displayed in Museums in different countries etc.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Asian History.* Retrieved from; *https://en.wikipedia.org/wiki/Asian History*

Benchmark 11.2.3.2: Deconstruct culture of a society in the Asian or one other region to understand how it is created, diffused, protected, and managed as well as how it contributes to shaping the identity, the practices, and worldview of its citizens.

Topic 2: Deconstructing cultures

Sub-topics:
- Culture of Asian countries
- Diffusion of cultures
- Cultural preservations Skills: Create (deconstruct)

Skills: Create (deconstruct).

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

- Identify how cultures in Asia were deconstructed over time.
- Understand the factors/reasons that shaped deconstruction of cultures over time.
- Analyse how deconstructed cultures have shaped the identity of the people.

Content Background

The culture of Asia encompasses the collective and diverse customs and traditions of art, architecture, music, literature, lifestyle, philosophy, politics and religion that have been practiced and maintained by the numerous ethnic groups of the continent of Asia since prehistory. Asia is home to several of the world's oldest civilizations that produced the majority of the great religious systems, the oldest known recorded myths and codices on ethics and morality.

For instance, in Japan, their culture is well preserved. It is diffused through their cultural practices, the way of their daily lives and through their education system. Their native language is spoken and taught in all schools or institutions. In schools and parks, there are monuments or statues of people dressed in Japanese traditional clothes called kimono. Furthermore, self-discipline, tight family bonds, the intense sense of group responsibility are all traditional values that brought about a higher sense of duty to the nation which made possible the collective effort to modernize and grow. Also, through a sense of their own superiority, the Japanese were able to detect Western superiority, and learnt everything they could from the Europeans and Americans to upgrade their country.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Asian Political System of Governance.* Retrieved from; *https://en.wikipedia.org/wiki/Asian Political System of Governance*

Benchmark 11.2.3.3: Investigate the way the culture of a dominant power group is diffused across time in Asia or other regions and its effect on people's thinking, feelings, behavior, perspectives, worldviews, practices, etc.

Topic 3: Dominant cultures groups in Asia

Sub-topic:

- Diffusion of dominant power groups culture in Asia across time

Skills: Analysis (Investigate)

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

- Identify dominant cultures in Asian Region.
- Explain the reasons for their dominance in the Asian Regions.
- Analyse and explain the impacts of such dominance in the region.

Content Background

China has gained its status as one of the superpowers (countries) because of her increased participation and contributions towards globalization. China's development in terms of science and technology has immensely improved its economy thus it is inevitable that China will be ranked as world's number one soon enough.

The People's Republic of China (PCR), commonly known as China, is the most populous country in the world with over one billion people. China is located in East Asia and is governed by one party system known as the communist governmnet. Its capital is Beijing and has a population of 7,296,962 people. That is about one million more people than the total population of Papua New Guinea. Ancient China was one of the earliest centres of human civilization. It was also one of the few countries to invent writing apart from the Egyptians and Greeks. The Great Wall of China is maintained as a reminder of their history and culture. They started growing rice around 5 000 BC and still is one of the leading producers. They were one of the first ancient societies to use metals in 2200 BC and were the birth place of useful things like paper, gunpowder, the compass, credit banking and paper money still in use today. China for over 4 000 years was ruled by dynasties. Most of these dynasties have contributed to the Chinese advancement in Arts, Medicine and Technology.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Deconstruction of Asian Cultures.* Retrieved from; *https://en.wikipedia.org/wiki/Deconstruction of Asian Culture,*

Benchmark 11.2.3.4: Compare an oppressive culture with a non-oppressive one, and discuss ways in which the oppressive culture could be changed to emancipate and empower people to improve their life situations and the overall quality of life.

Topic 4: Oppressive and non-oppressive cultures - Asia

Sub-topics:
- Oppressive culture
- Non-oppressive culture

Skills: Analysis (compare).

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

- Identify oppressive and non-oppressive cultures.
- Compare oppressive and non-oppressive cultures.
- Assess the impacts of these cultures.

Content Background

Home to over 60% of the world's population and centuries of human history, there's a whole lot to learn about Asia. There are many oppressed, culturally distinct minorities (and sometimes majorities) seeking self-determination and rights to their territories. Looking at Asia, we see a blanket denial by the power structure of the existence of first people, and/or of the idea that any group deserves special treatment because of the specificities of their culture. For example; the West Papua as compared to Papua New Guinea who are Melanesians who look alike and have the same type of cultures and traditions. They both live on the Island of New Guinea and probably have the same ancestors. However, the West Papuans or Iran Jaya people have been part of Indonesia since the Dutch colonization in 1884. They want independence from Indonesia but it has been a struggle and the West Papuans are still a part of a country and culture they do not want to be part of. Papua New Guinea on the other hand is free from its colonizers and its neighbour Australia. We are a free people and a sovereign nation gaining independence in 1975. We are free to create, practice and change our culture to improve our overall quality of life.

Suggested Resources

1. Baing S, Waiko J et al, *Save Buk-Grade 11/12,* Oxford
2. Bragg H, 5th Edition, *Key Features of Modern History,* Oxford
3. Condon C, *The Making of the Modern World,* MacMillan
4. Overy R, *The History of the 20th Century,* Times Books
5. Wikipedia, 2019, *Deconstruction of Asian Cultures.* Retrieved from; *https://en.wikipedia.org/wiki/Deconstruction of Asian Culture,*

Unit 4: Development and Sustainability of Societies

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

Benchmark 11.2.4.1: Examine how different governments have contributed to change or sustainability in the Asian region and globally.

Topic 1: Government and change in Asia and the world

Sub-topics:

- Governments and change in Asia and the world
- Purpose of change or sustainability in Asia and the world
- Maintaining the status quo in Asia and the world

Skills: Analysis (examine).

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

- Identify the changes influenced by different governments in Asia and the World.
- Explain the reasons for different governments influencing change or maintaining the status quo in Asia and the World.
- Describe how different governments have maintained the status quo in Asia and the World.

Content Background

The different governments of Asia have contributed to significant changes in the region. Major changes in international politics and cooperation for peace have also led to changes undertaken by Asian governments to stay abreast with the rest of the world. Dialogue between Asian states with western nations' has contributed immensely to the positive economic growth the region enjoys today. One notable change that has contributed to the growth of Asia is the gradual "progress of democratization" which includes the strengthening of democracy, human rights, economic development through market-oriented economies. The latter has been the main driving force behind the rise of many Asian economies. Countries such as China, Japan, Indonesia, Malaysia, South Korea, Singapore and others took significant steps to grow their economies using western capitalism and this has paid handsomely hence the region has the ten fastest growing economies in the world today. The growth of democracy starting with Mongolia at the end of 1989 led to a change in leadership in 1990, and a free election under the multi-party system in July of the same year.

Similarly, in Nepal a country ruled by the monarchy started to allow political parties and a caretaker cabinet organised by party leaders. Preparations are underway to establish a constitution and the staging of a general election. Also in Myanmar general elections under the multiparty system was undertaken resulting in the election of Aung Sun Suu Kyi as the President and the handing over of government from the military to the civilian leader.

Suggested Resources

1. Hutt D, 2019, *Why the EU is Struggling to Compete for Influence in South East Asia World Politics review. Retrieved from; www.worldpoliticsreview.com*
2. Middle East Institute, 2013, *Turkey's Changing Foreign Policy Stance: Getting Closer to Asia,* Washington DC, USA.
3. Ministry of the Foreign Affairs of Japan, 2019, *Major Changes in International Politics and Cooperation for Peace,* Japan. *Retrieved from; www.mofa.go.jp>policy.*
4. Walker Christopher. "*The Authoritarian Threat: The Hijacking of 'Soft Power'.*" Journal of Democracy 27, no. 1 (2016): 49-63. *Retrieved from; https://muse.jhu.edu/article/607616.*

Benchmark 11.3.4.2: Anaylse how the actions of different governments have impacted the Asian region and the world.

Topic 2: Impact of different governments' actions on Asia and the world

Sub-topics:
- Governments' actions in Asia and the world
- Impact of different governments' actions in Asia and the world

Skills: Analysis (analyse).

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

- Identify the actions of different governments in Asia and the world.
- Analyse the impact of different governments' actions in Asia and the world.

Content Background

Different governments in Asia and many parts of the world have influenced and contributed to change in many different ways and for varying reasons. Various governments in Asia have contributed to or influenced change or maintained the status quo of the region and the world by way of policies and legislations. Some of the changes effected by different Asian governments include economic, political, military and social reforms. For example, many Asian governments' embracing of the Western Capitalist economic system has turned many Asian countries from agricultural commodity exporting states to industrial and technologically advanced states within the last 20 years. In fact; the ten fastest growing economies of the world are in Asia with China been the most notable. Other countries like Hong Kong, Singapore and South Korea are some of the largest business and financial hubs of the world with certain renowned large Corporations having their head quarters based there. A classical example of economic reforms undertaken in the region is in China. The Communist Party has adopted a policy known as the Belt and Road which has catapulted China to surpass Japan and become the second largest economy behind the US. Today China's economic influence is spreading across the globe at a faster rate and this has led to tensions among traditional western powers like the US, Great Britain and France.

Similarly, political reforms in Asia have contributed to greater changes in the region as well. Some of the region's communist and socialist governments' adoption of democracy into their systems of governance have had significant impact on the exponential growth which is now associated with the region. Take for instance the former communist state of Vietnam has experienced great success economically in recent times as a result of undertaking certain reforms. The rate and level of economic progress in Asia has been envied by certain countries of the world due to the short period of time it has taken for Asian nations to progress rapidly.

Suggested Resources

1. Bhaskaran M, 2018, *Getting Singapore in Shape: Economic Challenges and How To Meet Them* – Lowy Institute, New South Wales, Australia. *Retrieved from; https://www.lowyinstitute.org/publications/.*
2. Crispin W Shawn, 2016,*Thailand's Post-Coup Foreign Policy,* Diplomat Media Inc. *Retrieved from; https://thediplomat.com/2016/06/thailands-post-coup-foreign-policy-*
3. Frost E, 2018, *The Domestic Political Impact of Rapid Economic Change in the Indo-Pacific Region,* Asia Pacific Bulletin no. 426, Washington DC, East West Centre, USA. *Retrieved from; www.eastwestcentre.org*
4. Wikipedia, 2019, *Reactions to the 1989 Tiananmen Square Protests,* Wikipedia Foundations Inc. *Retrieved from; www.wikipedia.org.*

Benchmark 11.2.4.3: Compare how governments of different countries in the world react to and contribute to social, economic, political, cultural or religious change and sustainability in the region.

Topic 3: Government reactions and contributions to change or sustainability in Asia

Sub-topics:

- Government reactions and contributions to change or sustainability in Asia
- Reasons for government reactions to change or sustainability in Asia
- Government interventions in the Asian region

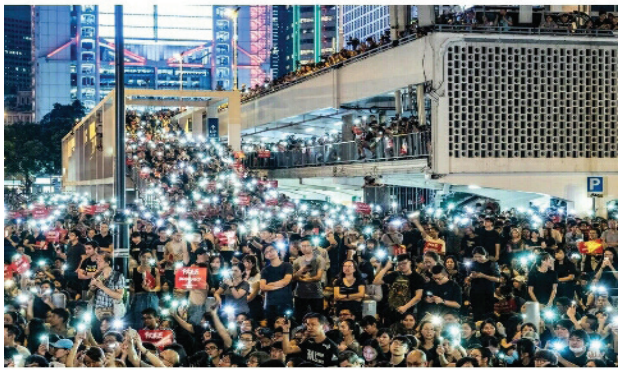
Skills: Analysis (comparing).

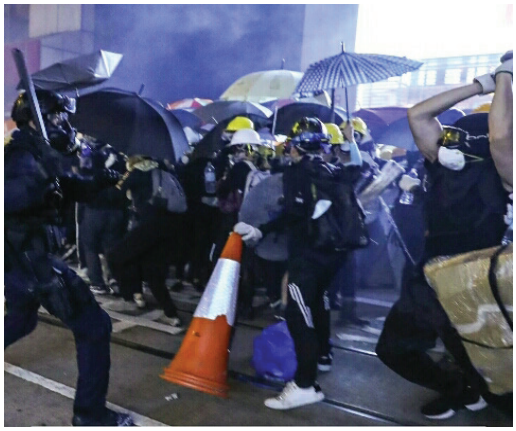
Learning Objectives: By the end of this topic, students will be able to:

- Identify government reactions and contributions to social, economic, political, cultural or religious change in the Asian region.
- Explain the reasons for government reactions and contributions to change or sustenance of the status quo in the Asian region.
- Compare the different examples of government intervention programs or measures in reacting to change or the maintenance of the status quo in Asia.

Content Background

Governments all over the world respond to changes in many different ways. This can be in the form of enacting laws or developing policies or often the use of force to maintain control and the status quo in society. Asian countries are now different in the way they have responded to domestic or international crisis. Many governments in Asia continue to play a greater role in the economy due to increasing credit markets and rapidly declining economic activity coupled with concerns about social and political stability. For example, the governments of Malaysia and Singapore, two of the fastest growing Asian economies shape economic outcomes by developing and implementing industrial policy, managing exchange rates, deploying foreign reserves and using state-owned assets. China's blending of Marx (Communism) and markets (western capitalism) – Deng Xiaoping's "capitalism" with Chinese "characteristics" is an example of government reaction to change. At the political level certain changes are opposed by the government through the use of force. A classical case in point was the 1989 Tiananmen Square Massacre of protesting Chinese university students by the Peoples Liberation Army. Europe, the US, Australia and many countries denounced the actions of the Chinese government. However, the Chinese government reiterated that the crackdown was necessary to maintain stability. Likewise in recent times, similar expression of dissatisfaction by citizens of Hong Kong and Indonesia against their respective state government's decisions to pass specific legislations has been met with often violent protests and demonstrations. The government response has been no different; the use of police to curb these demonstrations has seen many people been injured in the confrontations.
(Source: The New York Times-2019)





A protest in Hong Kong in late June: Chinese state media have painted the demonstrations as the work of a small, violent gang lacking popular support. (Source: The New York Times)

Suggested Resources

1. Bhaskaran M, 2018, *Getting Singapore in Shape: Economic Challenges and How To Meet Them* – Lowy Institute, New South Wales, Australia. Retrieved from; *https://www.lowyinstitute.org/publications/.*
2. Bloomberg, 2019, *Here's How Asian Governments Are Reacting to the Aramco Attack,* California, USA. Retrieved from; *https://www.bloomberg.com/news/articles/2019-09-16/here-s-how-.*
3. James H, 2015, *How should we respond to global economic crises?* World Economic Forum, Retrieved from; *https://www.weforum.org/agenda/2015/09*
4. Wikipedia, 2019, *Reactions to the 1989 Tiananmen Square Protests,* Wikipedia Foundations Inc. Retrieved from; www.wikipedia.org.

Benchmark 11.2.4.4: Evaluate the sustainability or change of policies and plans of different governments in the Asian region and the world.

Topic 4: Sustainability or change of policies and plans of Asian Governments

Sub-topics:

- Government policies and plans for sustainability or change in Asia and the world
- Impacts of government policies and plans in Asia and the world
- Case study: China's Belt and Road Policy

Skills: Evaluation (evaluate)

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

- Identify at least ten different changes or sustainability policies of Asia and the world.
- Evaluate the impacts of these policies on the region and the world
- Investigate and analyse the Belt and Road Policy of China.

Content Background

At the present 60% of the world's population is found in Asia with 40% of the total concentrated in China and India with the region expected to continue to host the majority of the world's population through 2050. Over the last two decades exponential economic growth has helped to elevate hundreds of millions of people out of poverty with 56% of Asia's population now considered as middle class. Coupled with the meteoric economic rise and technological advancement daunting challenges have emerged. If these challenges are left unaddressed, they will affect Asia's gains and undermine its future prospects. Asia is at a critical position in determining its future, and where the dramatic economic, political and social challenges will lead the region. To ensure the future priorities of Asia continue to create positive and transformative impact for the people and the region, governments in Asia have to develop policies and plans to address the challenges that face them as well maintain the status quo of the region. One such plan is the TAF2020 Strategic Plan which aims to identify and address the critical issues facing Asia over the coming five years.

The rapid urbanisation of many Asian cities has given rise to other issues which are greatly impacting municipal governing authorities. Today 50% of the Asian population lives in cities and the burdens on urban governance are immense and include:

- Over stretched infrastructure
- Service constraints
- Increased communal conflicts
- Rising pollution and environmental problems
- Exposure to natural hazards

(Source: https://www.mckinsey.com/industries/public-sector/our-)

Suggested Resources

1. Skilling D, 2019, *New Challenges for Asia's Governments,* McKinsey and Company. Retrieved from; *https://www.mckinsey.com/industries/public-sector/our-insights/new-challenges-for-asias-governments.*
2. Arnold D D, 2016, *Six Pressing Issues and How We're Adapting Our Ap proaches to Address Them,* The Asia Foundation, San Francisco, USA.
3. Maltby J, 2019, *Government needs to deal with populism,* Apolitical, London, United Kingdom. Retrieved from; *https://apolitical.co/en/solution_article/.*
4. James H, 2015, *How should we respond to global economic crises?* World Economic Forum, Retrieved from; *https://www.weforum.org/agenda/2015/09.*

Benchmark 11.2.4.5: Identify individuals and groups who have made important contributions towards promoting change or stability in the Asian region and the global context and evaluate the nature of their contributions.

Topic 5: Individuals and groups as agents of change

Sub-topics:

- Individual as agents of change in Asia
- Groups as agents of change
- Nature of change by individuals and groups in Asia

Skills: Understanding (remembering)

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

- Identify five (5) prominent individuals and groups who have contributed significantly to change in Asia and the world.
- Evaluate the nature of the changes these individuals and groups made to the region and the world.

Content Background

Some historical leaders and prominent individuals, and groups who had contributed to promoting change or stability in the Asian region and the world include:

A) Individual agents of change	B) Groups as agents of change	C) Changes initiated by the Chinese Communist Party (CCP)
i. Genghis Khan ii. Kublai Khan iii. Emperor Meiji iv. Mao Zedong v. Mahatma Ghandi vi. Aung Sun Suu Kyi vii. Deng Xiaoping viii. Xi Jingping ix. Lee Kuan Yew x. Sun Yet-sen xi. Chiang Kai-shek	i. Chinese Communist Party ii. Kuomintang iii. Tokugawa Shogunate iv. The Junta v. Qin	The CCP has ruled China since the time of Mao Zedong without any opposition. Under various leaders it has transformed China into a modern and technologically advanced country in the world. China's exponential growth has propelled it to be the second largest economy to the US and it is now seen as a new superpower that is using its economic power to extend its influence across different regions of the world.

Suggested Resources

1. Greenspan J, 2013, *Five Chinese Leaders You Should Know.* Retrieved from; *https://www.history.com/news/5-chinese-leaders-you-should-know.*
2. About History, 2017, *Greatest Historical Leaders from Asia That You Must Know About,* Carolina, USA. Retrieved from; *www.about-history.com.*
3. Kong S, 2017, Top 10: *Modern history's Asian political giants.* Retrieved from; *https://www.dot.asia/top-10-modern-history-asian-political-giants/*
4. Kenworthy G et al., 2000, *Investigating Global History,* South Melbourne, Australia. Retrieved from; *https://www.bookdepository.com/Investigating-Global-History-Gary-Nicholls/9780170102353*

Benchmark 11.2.4.6: Examine the role and responsibilities of religion in bringing about change in maintaining the status quo in the Asian region and globally.

Topic 6: Religion as agents of change

Sub-topics:

- Religion as agents of change in Asia and the world
- Religion and stability in Asia
- Causes and effects of religious intolerance and extremism in Asia and the world
- Case Study: Major religions in Asia and the world – influence in arts, culture and politics

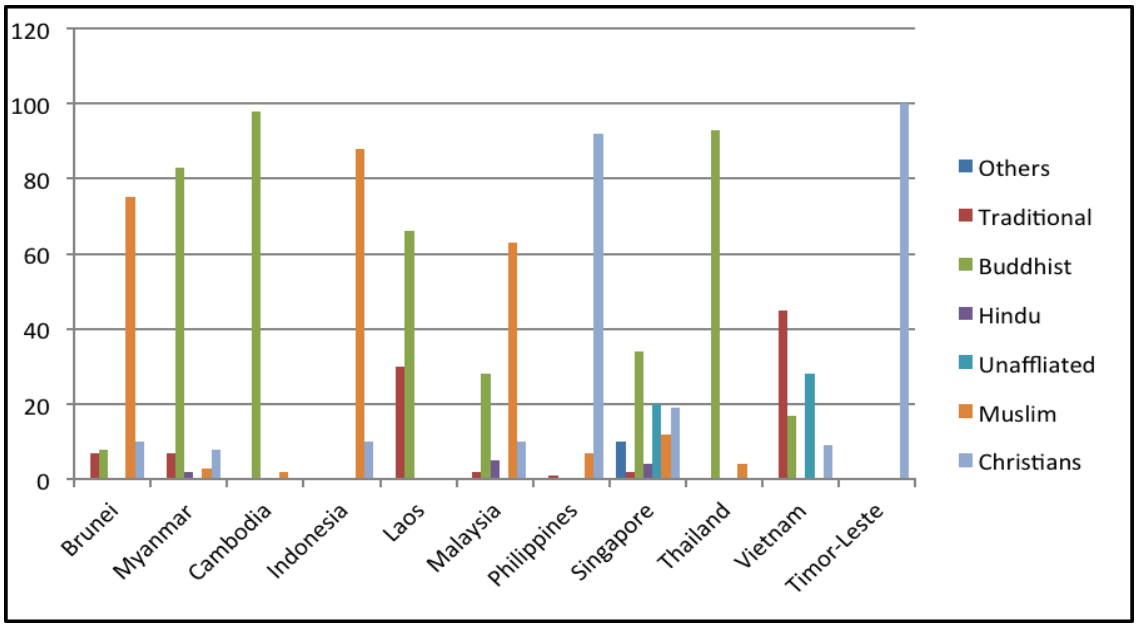
Skills: Examining (examine).

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

- Identify the main religious groups in Asia.
- Examine the role and responsibilities of religion in effecting change or maintaining the status quo in Asia and the world.
- Analyse the causes and effects of religious extremism and intolerance in Asia and the world.
- Undertake a case study of a major religious group in Asia and the world.

Content Background

Religious Diversity In South East Asia



Asia is the largest and most populous continent and the birthplace of many religions including Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, Shinto, Sikhism, Taoism and Zoroastrianism. All major religious traditions are practiced in the region and new forms are constantly emerging. Asia is noted for its diversity of culture.

The diversity of religions in Asia is by far the largest in the world. Southeast Asia is home to two of the most religious diverse countries; Singapore and Vietnam as well as two of the least diverse; Cambodia and Timor Leste. Thailand, Indonesia and the Philippines are all on the less diverse side too. Islam is the largest religion in Asia with approximately 1.1 billion followers.

The region's religious diversity is not new as different religions have long intermingled and traded. Colonialism and the arrival of Buddhism, and Islam left a deep imprint on the region's religious landscape. Until the first half of the 20th century when religious movements bound together to oppose colonial powers, relative tolerance was maintained to enable trade. However, the politicisation of religion in Southeast Asia as well as the growth of religious nationalism, and conservatism has given rise to communal violence, and religious extremism or intolerance. Religious conflicts in Indonesia's Aceh Province between minority Christians against Muslims as well as the majority Buddhists against the minority Rohingya Muslims in Myanmar are two notable examples of religious conflicts that have risen today due to religious indifferences.

(Source: *Wikipedia – Religions in Asia)*

Suggested Resources

1. Murphy A, 2019, *Religions of South Asia I Asia Society,* Centre for Global Education, New York, USA. *Retrieved from; https://asiasociety.org/education/religions-south-asia.*
2. Brenan E,2014, *Religions in Southeast Asia: Diversity and the threat of extremes,* The Lowy Institute, New South Wales, Australia. *Retrieved from; https://www.lowyinstitute.org/the-interpreter/religion-southeast-asia-diversity-and-threat-extremes.*
3. Wikipedia, 2019, *Religion in Asia.* Retrieved from; *www.wikepedia.com*
4. Russell S, Islam: *A Worldwide religion and its impact in Southeast Asia,* Illinois, USA. *Retrieved from; https://www.niu.edu/clas/cseas/_pdf/lesson-plans/topical-overviews/islam-sea-russell.pdf*

Benchmark 11.2.4.7: Analyse cases where military force was used or are being used to bring about change or to maintain the status quo in the Asian region and globally.

Topic 7: Military forces as agents of change

Sub-topics:

- Vietnam War
- Tamil Conflict in Sri Lanka
- The Second World War
- The Syrian Conflict
- The War on Isis

Skills: Analysis (analyse).

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

- Identify various armed conflicts in Asia and the World.
- Examine the causes and effects of these conflicts.
- Analyse the impact of the use of military force in the conflicts in Asia and the world.

Content Background

This topic can be done as part of assessment. Teachers are to divide students into groups to investigate the topics then they create portfolios and also do presentations in class. The teacher can later on collate information from the students research work then.

Suggested Resources

1. Thalang Na C, 2017, *Brokering Peace in Southeast Asia's Conflict Areas: Debating the merits of an ASEAN Peacekeeping Force,* Heinrich-Böll-Stiftung, Germany. *Retrieved from; https://th.boell.org/en/2017/08/07/brokering-peace-southeast-asias-*
2. Stur H, 2017, *Why the United States Went To War in Vietnam,* Foreign Policy Research Institute, Philadelphia, USA. *Retrieved from; https://www.fpri.org/article/2017/04/united-states-went-war-vietnam/.*
3. Bauer P, 2019, *Vietnam War I History – Gulf of Tonkin,* Encyclopedia Britannica, Inc.
4. Bove V & Sekeris G P, 2015, *Fueling Conflict: The Role of Oil in Foreign Interventions,* International Peace Institute. *Retrieved from; https://theglobalobservatory.org/2015/03/civil-wars-oil-above-water-*
5. Mason J & Leonard A, 2001, *A Modern World History to GCSE,* Oxford University Press, London England.

Benchmark 11.2.4.8: Justify the intervention of outside forces or governments in promoting change or maintaining stability in the Asian region and globally.

Topic 8: Foreign intervention

Sub-topics:

- What is foreign intervention?
- Interventionism vs isolationism
- Reasons for foreign interventions
- Methods of foreign interventions
- The economic, social and political costs of foreign interventions
- Case Study: The Afghanistan and Iraq Wars

Skills: Evaluating (justify).

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

- Define foreign intervention.
- Explain interventionism and isolationism.
- Justify the reasons behind the intervention of outside forces or governments in promoting change or sustaining the stability of the Asian region and the world.
- Compare the methods of interventions used by foreign governments or organisations.
- Analyse the economic, political and social costs of foreign interventions.
- Evaluate the economic, political and social costs of the Afghanistan and Iraq Wars on the US.

Content Background

Interventionism is a policy or activity undertaken by a nation-state or other geo-political jurisdiction of a lesser or greater nature, to manipulate or influence an economy, society or state usually for the benefit of the intervener or the wider world community. The most common application of the term is for economic purposes (a government's intervention in its own economy due to rising inflation or recession). In foreign policy, foreign interventionism is the intervention of a state in the affairs of another state. The opposite of interventionism is isolationism whereby a nation-state isolates itself from involving itself in the affairs of another state. Foreign intervention takes place in various forms or ways including:

- Economic sanctions, embargo, boycott and trade sanctions
- Political sanctions; blockades
- International sanctions
- Political support
- Information warfare: propaganda, advertising
- Humanitarian aid
- Military interventions

Foreign interventions also occur for a number of reasons and are based on the objectives of the foreign policy of a state which may be philosophical, religious, or scientific. Some examples of foreign policy objectives include national security, systematic bias, gross human rights abuses, genocide, political threats, terrorism and international relations.

Foreign interventions often generate unintended consequences and create further problems both for the intervener and the host state. For instance, in the MENA (Middle East and North Africa) Conflict in which several autocratic governments were toppled, many citizens in these regions realized that political transition would be prolonged and difficult. In several countries hope quickly turned into despair as political violence escalated. The uncoordinated foreign interventions by regional powers prior to this conflict to increase their influence contributed immensely to the escalation of the conflict. Some interveners had humanitarian goals while others provided military support to different sides in the conflict. The objectives of the interveners also changed quickly as the situation evolved and they began to favour different rebel factions providing financial support and arms. This contributed to escalating the conflict greatly.

Suggested Resources

1. Ianchovichina E and Abu Bader S, 2018, *Unintended consequences? Foreign intervention, polarization, and conflict in MENA,* Brookings Institution. *Retrieved from; https://www.brookings.edu/blog/future-development/2018/10/17/unintended-consequences-foreign-intervention-polarization-and-*
2. Pickering J and Kisangani E, 2006, *Political, Economic and Social Consequences of Foreign Military Interventions,* Sage Publication, Inc. *Retrieved from; https://www.jstor.org/stable/4148037*
3. Piazza J A and Choi, 2018, *International Military Interventions and Transnational Terrorist Backlash.* International Studies Quarterly, 62(3), 686-695, Elsevier B.V. *Retrieved from; https://doi.org/10.1093/isq/sqy*
4. Wikipedia, 2019, *Interventionism (Politics). Retrieved from; www.wikipedia.com*
5. Sibii R, 2019, *Interventionism - International Relations* (Britannica), Chicago, Illinois, USA. *Retrieved from; https://www.britannica.com/topic/interventionism.*
6. Pacquin J and Saideman S M, 2010, *Foreign Intervention in Ethnic Conflicts,* Oxford Research Encyclopedia of International Studies, Oxford University Press, Oxford, England.

Unit 5: Economic Needs and Wants

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

Benchmark 11.2.5.1: Map global migration on a world map and explain the movement of people from various regions due to economic reasons.

Topic 1: Economic influence on global migration

Sub-topics:
- Human migration
- Types of migrations
- Economic causes of migration
- The impact of migration

Skills: Create (draw and interpret maps)

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

- Define human migration.
- Identify the different types of migrations.
- Discuss the economic causes of migration.
- Compare the impact of migration on the origin and destination countries.

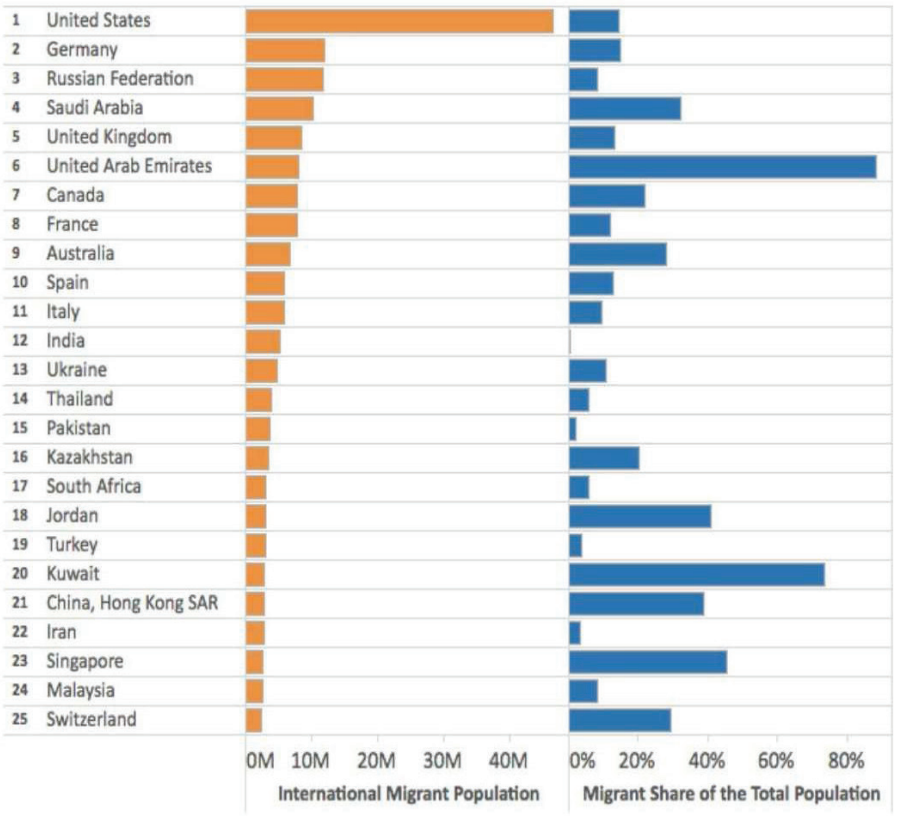
Content Background

Where are people migrating today and why? What are the implications for the world's developing and industrialized economies? And what are the key issues facing policy makers in migrant origin, destination and transit countries?

International migration is a complex phenomenon which touches on the social, economic and security aspects affecting our daily lives in an increasingly interconnected world. Migration is a term that encompasses a wide variety of movements and situations that involve people of all walks of life and backgrounds. More than ever before, migration touches all states and people in an era of deepening globalization. Migration is intertwined with geopolitics, trade and cultural exchange, and provides opportunities for states, businesses and communities to benefit enormously. Migration has helped to improve peoples' lives in both origin and destination countries and has offered opportunities for millions of people worldwide to forge safe and meaningful lives abroad. Not all migration occurs in positive circumstances however. We have in recent years seen an increase in migration and displacement occurring due to conflict, persecution, environmental degradation and change, and a profound lack of human security and opportunity.
(Source: World Migration Report 2018 – IOM)

Figure 8: Top 25 Destination Countries for International Migration, 2015

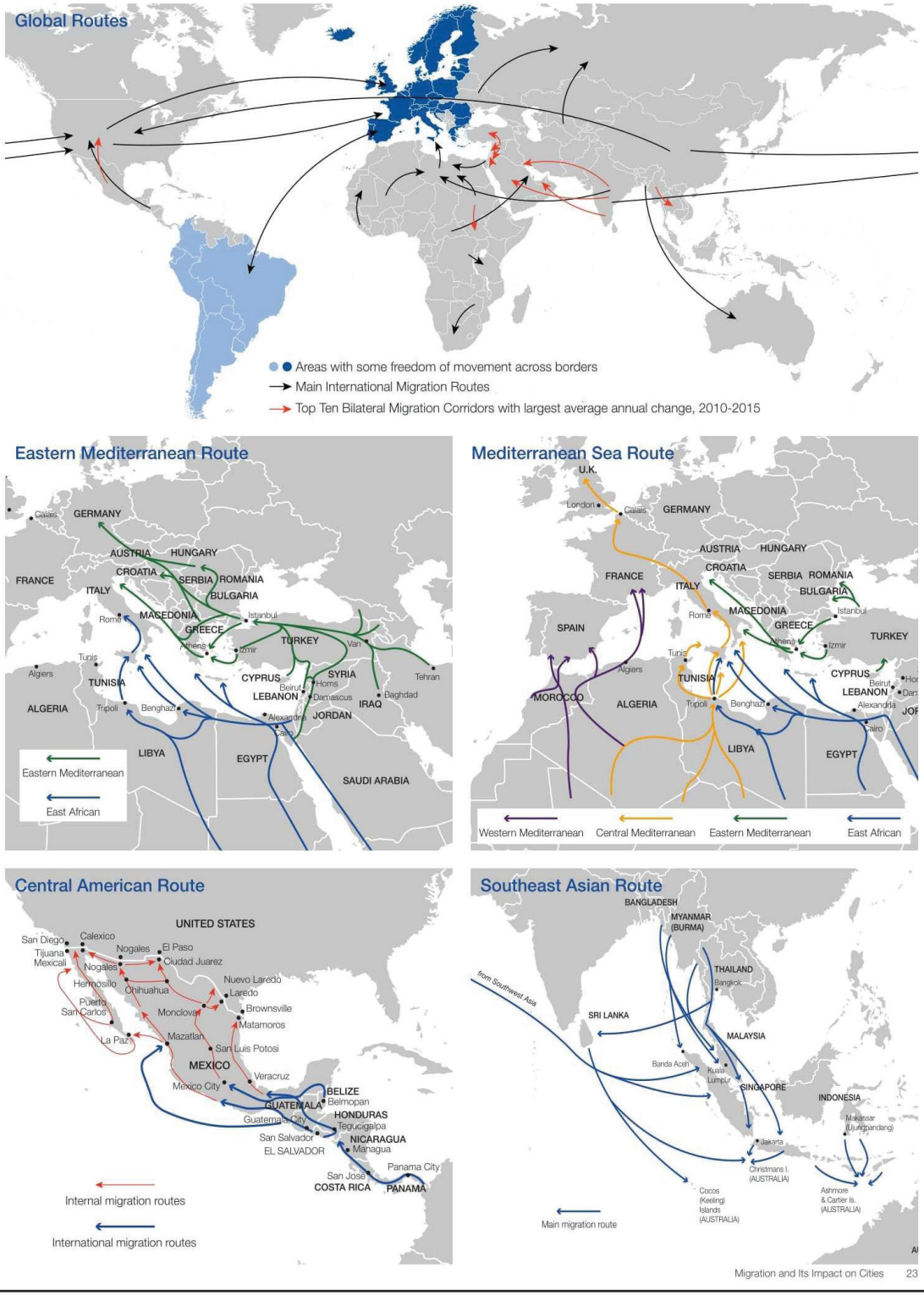
Note: M = million
Source: Migration Policy Institute, n.d.



(Source: *World Migration Report 2018 – IOM)*

Figure 12: Some of the World's Many Migration Routes

Sources: Adams, 2015; Conant, Chwastyk & Williams, 2015



(Source: World Migration Report 2018 – IOM)

Suggested Resources

1. Hodgson C, 2017, *The world's most popular migration routes in maps:* Business Insider, Insider Inc.
2. *International Organisation for Migration,* 2018, World Migration Report, Geneva Switzerland.
3. Madaan S, 2019, *What is Migration and Types of Migration,* Earth Eclipse. *Retrieved from; https://www.eartheclipse.com/geography/what-is-migration.html*
4. Piesse M, 2014, *Factors influencing Migration and Population Movements – Part 1,* Future Directions International, Western Australia, Australia. *Retrieved from; http://www.futuredirections.org.au/publication/factors-influencing-migration-and-population-movements/.*

Benchmark 11.2.5.2: Analyse the reasons for people seeking jobs and working in other countries.

Topic 2: Labour mobility

Sub-topics:
- What is labour mobility?
- Why do people seek jobs overseas?
- Advantages and disadvantages of working overseas

Skills: Analysis (analyse).

Learning Objectives: By the end of this topic, students will be able to:
- Define labour mobility.
- Analyse the reasons for people seeking employment overseas.
- Explain the advantages and disadvantages of working overseas.

Content Background

Choosing to migrate to a foreign country is an excellent way to propel one's career forward. According to a PWC (Price Waterhouse Coopers) survey, the number of professional international work assignments is set to double by as soon as 2020. The global employment market is changing and the professional jobs market is becoming truly global.

So why do people choose to work overseas. There are many reasons why people decide to go abroad to work. Here are some reasons why people choose to work abroad:
- Search for better career opportunities and prospects
- Attraction of better living conditions
- To escape political, social, economic, cultural and religious conflicts
- Obtain better living standards
- Search for higher paid jobs
- Desire for travel and experience of different cultures
- Search for adventure
- To improve one's experience

What are the advantages of working abroad?

Advantages
- New life experience
- Boost one's future employability
- Higher paid jobs
- Meet new friends and forge strong, lasting relationships
- Learn new cultures
- Obtain higher and better living standards
- Opportunity to travel
- A global network expands one's professional career
- Gain international work experience
- Better and more job opportunities
- Access to better services or opportunities in education, health, etc
- Boosts one's CV (Curriculum Vitae) or resume

- Helps develop a global cultural awareness
- Learn new skills and improve existing skills

Disadvantages

- Leave one's comfort zone, friends and family
- Costly and expensive to move abroad
- Insecurity
- Cultural and language barriers
- Boredom and loneliness
- Job security is not guaranteed
- Takes time to adjust to a new environment, culture
- Lengthy process to obtain documents to migrate abroad
- Higher taxes
- Living conditions may not be good in all countries

Suggested Resources

1. Europe Language Jobs, 2019, *10 Reasons why finding a job abroad is awesome (and how you can find one fast).* Retrieved from; *https://www.europelanguagejobs.com*
2. Hannan I, 2019, *Want to work abroad? Here are six reasons why it's a good idea,* Hays, London, United Kingdom. Retrieved from; *https://social.hays.com*
3. Rashmi Kumari, 2019, *Advantages and Disadvantages of Working Abroad,* Edge Article. Retrieved from; https://edgearticles.com
4. Mottershead R, 2019, *Pros and Cons of Working Abroad.* Retrieved from; *https://www.internations.org/magazine/the-pros-and-cons-of-a-career-abroad.*

Benchmark 11.2.5.3: Analyse the contribution of economic factors to regional and global conflict (for example the South China Sea conflict, the West Papua debate, imposition of trade sanctions on Russia by NATO).

Topic 3: Economic influence on regional and global conflicts

Sub-topics:

- Economic causes of regional and global conflict
- The South China Sea Conflict
- US – China Trade War

Skills: Analysis (Analyse).

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

- Identify the economic factors which have contributed to regional and global conflict.
- Analyse economic factors' contributions to regional and global conflict.
- Discuss the South China Sea and the US – China Trade War, and the economic factors which contributed to these conflicts.

Content Background

Never at any time in history has the world been encompassed by many conflict than the present era. All around the world, countries and regions are engaged in conflict including verbal tensions or physical war. From the US and UK's engagement in the Afghanistan War, through to insurgencies in Syria, Turkey's onslaught against the Kurds to the trade war between China and the US plus China, Vietnam, Malaysia, Cambodia, Thailand, Taiwan, Brunei and the Philippines dispute over control of portions of the South China Sea as few notable examples.

From early colonialism to modern capitalism, the western economic growth has often been at the detriment of other nations. For instance, western powers in the era of colonisation aggressively acquired assets, created trade routes, or leveraged economic scale to source products, assets, and services artificially cheaply. These processes while creating great wealth and development in Europe and the USA have exacerbated poverty and economic inequality in many nations, creating a great deal of tension and potential for conflict. *(Source: https://thoughteconomics.com)*

Economic causes of regional and global conflict

Trade, access to resources and development are the general economic causes of regional global conflicts. Though resource scarcity contributes largely to interstate conflicts, both trade and development has ambiguous effects on the origins of these wars. On the other hand, whereas trade's impact on the risk of an interstate war is not apparent, resources abundance and underdevelopment provide incentives for such conflicts. *(Source: www.sirjournal.org)*

South China Sea

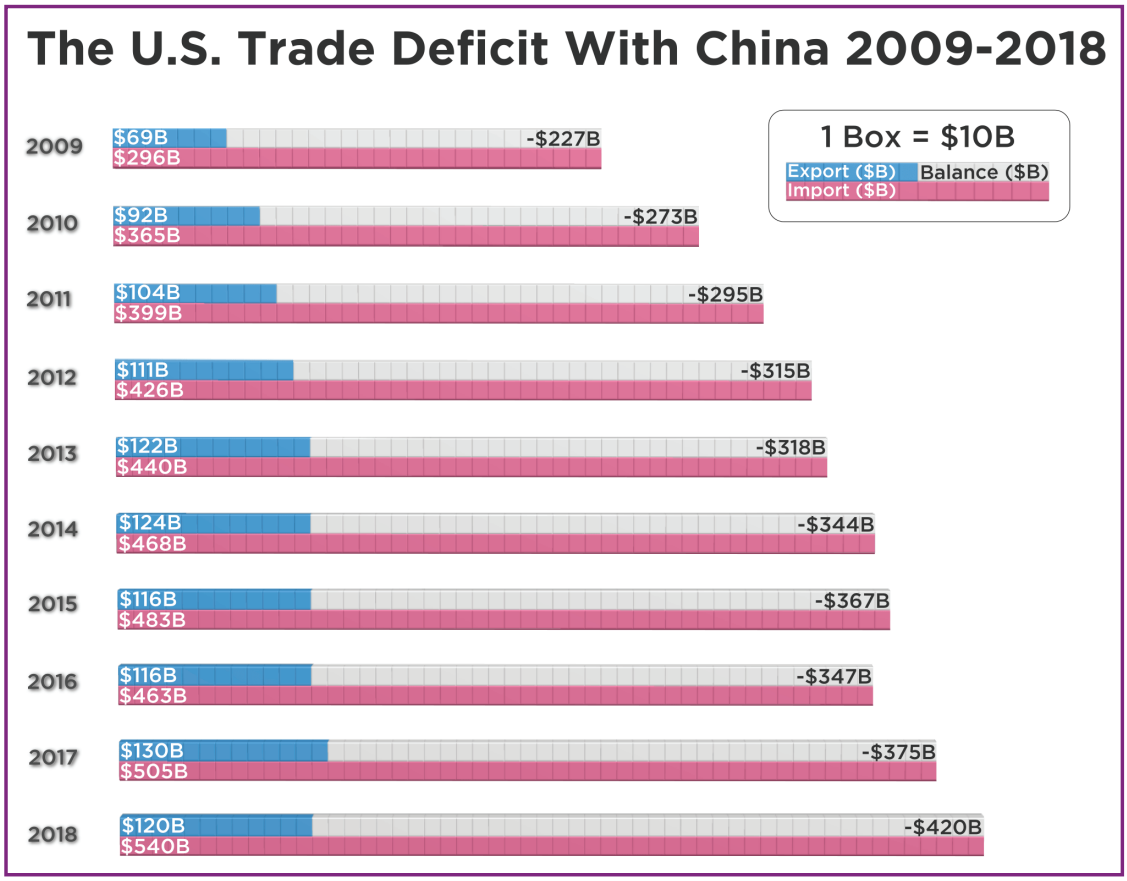
Basic Facts

- **$3. 37 Trillion – total trade passing through the South China Sea in 2016**
- **40 Percent – Percent of global liquefied natural gas trade transited through the South China Sea in 2017**
- **3, 200 – Acres of new land China created in the Spratly Islands since 2013**

The South China Sea is a critical commercial gateway for a significant portion of the world's merchant shipping, and hence is an important economic and strategic sub region of the Indo-Pacific. It is also the site of several complex territorial disputes that have been the cause of conflict and tension within the region and throughout the Indo-Pacific. The South China Sea plays a significant role in the geopolitics of the Indo-Pacific. The South China Sea is bordered by Brunei, Cambodia, China, Indonesia, Malaysia, the Philippines, Taiwan, Thailand and Vietnam. The dispute among these Asian states is not largely territorial but more to do with having access to the rich fishing grounds and significantly undiscovered reserves of oil and gas which is the aggravating factor in this dispute. *(Source: https://www.cfr.or)*

US – China Trade War

The Trade War between the US and China stems from the former's huge trade deficit with China. Since 2012, the US trade deficit with China has increased. It was US$315 billion in 2012, rose to $US367.3 billion in 2015, then fell to $US346.9 billion in 2015. In just two years, it's increased to $US419.2 billion. The chart below shows exports, imports and the trade balance by year:



(Source: https://howmuch.net/articles)

China can produce many consumer goods at lower costs than other countries can. Americans off course want these goods for the lowest prices. How does China keep prices so low? Most economists agree that China's competitive pricing is a result of two factors:

1. A lower standard of living which allows companies in China to pay lower wages to workers.
2. An exchange rate that is partially fixed to the dollar.

If the United States implemented trade protectionism, US consumers would have to pay high prices for their "Made in America" goods. It's unlikely that the trade deficit will change. Most people would rather pay as little as possible for computers, electronics and clothing even if it means other Americans lose their jobs.

Suggested Resources

1. Amoros R, 2019, *A Decade of the US Trade Deficit with China,* How much net, USA. *Retrieved from; https://howmuch.net>articles.*
2. Anderson A B, 2018, *Economic Causes of Interstate and Intrastate War,* Sigma Iota Rho, Pennsylvania, USA. *Retrieved from; www.sirjournal.org.*
3. Couttenier M & Soubeyran R, 2015, 6th Ed, (Vol. 125), *A Survey of the Causes of Civil Conflicts: Natural Factors and Economic Factors,* Cairn. Infor, Paris, France. *Retrieved from; https://www.cairn.info.*
4. Global Conflict Tracker, 2010, *Territorial Disputes in the South China Sea,* Council on Foreign Relations, New York, USA. *Retrieved from; https://www.cfr.or.*
5. Shah V, 2009, Global Conflict: *Causes and Solutions for Peace,* Thought Economics, London, United Kingdom. *Retrieved from; https://thoughteconomics.com.*
6. The Interpreter, *South China Sea,* Lowy Institute, Sydney, Australia. *Retrieved from; https://www.lowyinstitute.org.*

Benchmark 11.2.5.4: Evaluate the role of economic factors in conflicts and decisions to use military force globally.

Topic 4: Economic factors in conflicts and use of military force

Sub-topics:
- Economic factors and conflicts
- Use of military force in conflicts globally

Skills: Evaluating (evaluate).

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

- Explain how economic factors contribute to conflicts between people and states.
- Evaluate the role of economic factors in conflicts and decisions to use military force globally.
- Discuss the economic costs of the use of military force in conflicts.

Content Background

1. **Economic factors contributing to hostilities**
   A common driver of conflict, both domestic and international is centered on resources, development, trade and the disparity of wealth between the economically developed and the lesser poorer states. The vast economic inequality that exists in the world today has provided the catalyst for many of the conflicts that occurred in the past, and the present. Some nations or regions of the world have experienced unprecedented economic growth that has elevated their economic and political status to a point which has surpassed even traditional powers. This new found power has even generated tyrannical attitudes in these entities to exercise influence and dominion over their neighbours, and other regions or states unlike the past.

   The quest for more power, wealth, resources and economic progress has driven the powerful to test the limits of international conventions and the responses of traditional powers, and other international entities. Some practices employed by the new power states include the extension of land or sea boundaries through their claims of additional nearby territories. Furthermore, they establish military posts or even build up land in the disputed regions to exercise their power and consolidate their right of claim. They also undertake military drills and exercises in the disputed region to demonstrate their military capability as well as scare their neighbours, other foreign powers. This in turn has attracted the ire of neighbouring states that also claim parts of the very areas and foreign powers with interests in the region thus, creating tensions, volatility which increases the potential for armed conflicts.

2. **Use of military force**
   In instances of conflict, the disputing parties may consider the use of military force to achieve their objective. However, in many cases the disputing parties often withhold the decision to engage in full scale war. This is because all nations know from the experiences of the two great wars that armed conflicts bring about so much suffering and destructions. Let

alone the costs of war are hugely unimaginable coupled with the diabolical consequences that will emanate from a full scale war considering today's war arsenal including Weapons of Mass Destruction (WMD) that are now available to particular armies of the world. Furthermore, wars between two states will consequently become global war as each disputing party has alliances that will be easily drawn into the conflict. Subsequently, these reasons and others, lead many countries to refrain from the use of military force in economic disputes as the costs involved are too great.

Suggested Resources

1. Heinberg R, 2012, *Conflict and change in the Era of Economic Decline Part 1 – The 21st century landscape of conflict,* Post Carbon Institute, Washington USA. *Retrieved from; https://www.postcarbon.org/.*
2. Couttenier M & Soubeyran R, 2015, 6th Ed, (Vol. 125), *A Survey of the Causes of Civil Conflicts: Natural Factors and Economic Factors,* Cairn. Infor, Paris, France. *Retrieved from; https://www.cairn.info.*
3. Tzifakis N, 2019, *Economic Motivations for Armed Conflict,* Princeton University, New Jersey, USA. *Retrieved from; https://pesd.princeton.edu/node/386.*
4. Anderson A B, 2018, *Economic Causes of Interstate and Intrastate War,* Sigma Iota Rho, Pennsylvania, USA. *Retrieved from; www.sirjournal.org.*
5. Global Conflict Tracker, 2019, *Territorial Disputes in the South China Sea,*, Council on Foreign Relations, New York, USA. *Retrieved from; https://www.cfr.or.*
6. The Interpreter, *South China Sea,* Lowy Institute, Sydney, Australia. *Retrieved from; https://www.lowyinstitute.org.*

Benchmark 11.2.5.5: Use research skills to investigate and report on the role of the World Trade Organization.

Topic 5: World Trade Organization (WTO)

Sub-topics:
- What is the World Trade Organization?
- Role of the WTO
- How the WTO works
- WTO Agreements

Skills: Analaysis (research).

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

- Describe the World Trade Organization.
- Identify the roles and functions of the WTO.
- Discuss how the WTO works.
- Analyse the WTO Agreements.

Content Background

The World Trade Organization is a global organization made up of 164 member countries that deals with the rules of trade between nations. Its goal is to ensure that trade flows as smoothly and predictably as possible. The WTO was born out of the General Agreement on Tariffs and Trade (GATT) which was established in 1947. GATT was part of the Bretton Woods-inspired family, including the International Monetary Fund (IMF) and World Bank. The WTO replaced GATT as the world's global trading body in 1995.

The General Agreement on Trade in Service (GATS) is the guideline directing multilateral trade in services. Intellectual property rights were addressed in the establishment of regulations protecting the trade and investment of ideas, concepts, designs, patents and so forth.

The purpose of the WTO is to ensure global trade commences smoothly, freely and predictably. The WTO creates and embodies the ground rules for global trade among member nations, offering a system for international commerce. The WTO aims to create economic peace and stability in the world through a multilateral system based on consenting member states that have ratified the rules of the WTO in their individual countries as well. This means WTO rules become part of a country's domestic legal system. The rules, therefore apply to local companies conducting business in the international arena.

How it functions

Decisions are made by consensus though a majority vote may also rule (this is very rare). Based in Geneva, Switzerland the Ministerial Committee, which holds meetings at least every two years, makes the top decisions. There is also a goods council, service council and intellectual property rights council, which all report to a general council. Finally, there are many working groups and committees.

WTO Agreements

The two largest trade agreements are:
The Trans-Pacific Partnership
The Transatlantic Trade and Investment Partnership
(Source: https://www.investopedia.com)

Suggested Resources

1. Heakal R, 2019, *What is the World Trade Organization?* New York, USA. *Retrieved from; https://www.investopedia.com*
2. Geneva Internet Platform, 2019, *World Trade Organization,* Geneva, Switzerland. Retrieved from; *https://www.giplatform.org*
3. Amadeo K, 2020, *World Trade Organization: Definition, Purpose, Status by, The Balance,* New York, USA. *Retrieved from; https://www.thebalance.com*

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

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

Benchmark 11.2.6.1: Compare the geographic systems of the Asian Region with those of the Pacific Region.

Topic 1: Geographic systems of Asia and the Pacific

Sub-topics:
- Geographic Systems of Asia
- Geographic Systems of the Pacific
- Comparing the geographic systems of Asia and the Pacific

Skills: Analysing (Comparing).

Learning Objectives: By the end of this topic, students will be able to:
- Map out the geographic systems of the Asian and Pacific Regions.
- Compare the geographic systems of the Asian and Pacific Regions.

Content Background

A. Physical Geography of Asia

Asia is the largest continent in the world and covers approximately 30 percent of the earth's land area. It makes up the eastern portion of the Eurasian 'supercontinent' and Europe occupies the western portion. Most geographers define Asia's western border as an indirect line that follows the Ural Mountains, the Caucasus Mountain and Black Seas. Asia is bordered by the Arctic, Pacific and Indian Oceans. Asia is also the world's most populous continent with 60 percent of the total world population of which 40 percent live in China and India. The continent has five major physical regions:

1. Mountain Systems	2. Plateaus	3. Plains, Steppes and Deserts	4. Freshwater	5. Saltwater
- The Himalaya - The Tien Shan - The Ural	- The Iranian - The Deccan - The Tibetan	- The Western - Siberia Plain - Steppes: • Mountain forest steppe • Arid steppe • Desert steppe - The Rub' al Khali Desert	- Lake Balkal - Yangtze River (longest in Asia)	- The Persian Gulf - The Sea of Okhotsk - Bay of Bengal

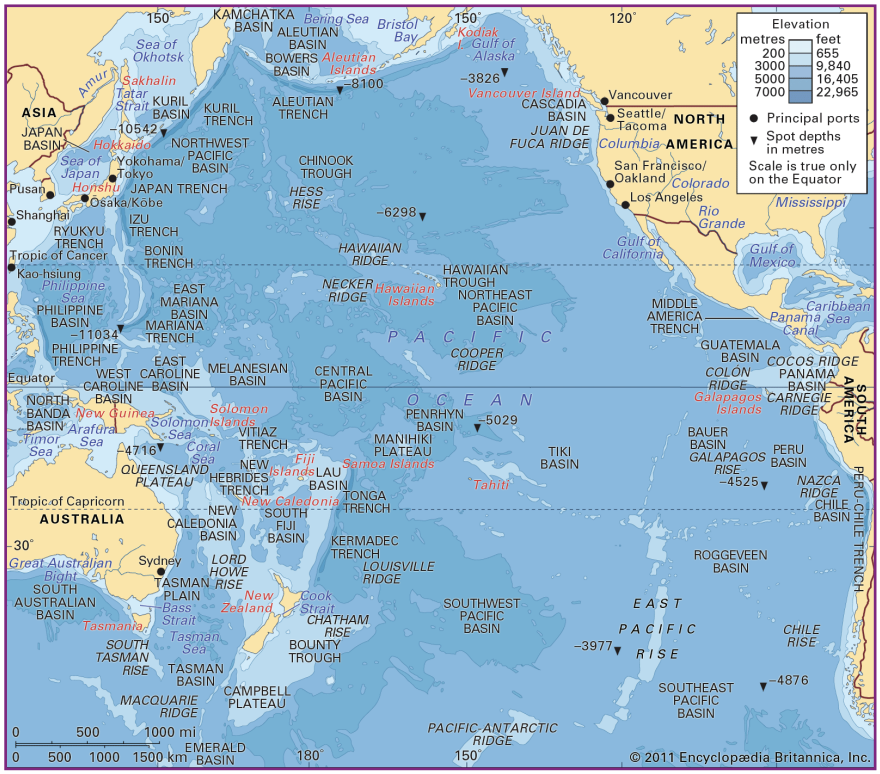
(Source: www.freeworldmaps.net)

B. Physical Geography of the Pacific

The Pacific Region or Oceania (because of its location in the largest ocean) as it is referred to at times comprises of approximately 30, 000 islands. These islands make up an area of 376, 000 square miles and are scattered throughout the Pacific Ocean. The total geographical area consisting of several million square miles covers almost an entire hemisphere. *(Source: Serah Cederstrand – maps.unomaha.edu)*

The physical geography of the Pacific region is vast and consists of;

Islands	Mountains	Ocean Trenches and Ridges	Coral Reefs
- Continental (e.g. Australia) - Microcontinental (New Guinea and New Zealand) - Volcanic or high islands (Hawaii) - Coral Atolls (low islands)	- Mt. Wilhelm ((PNG) - Mt. Giluwe (PNG) - Mauna Loa (Hawaii) - Mauna Kea (Hawaii) - Mt. Aoraki or Cook (New Zealand) - Mt. Kosciuszko (Australia)	- Mariana (the deepest in the world) Tonga (second deepest) - Galathea (third deepest) - Kuri-Kamchatka (fourth deepest)	- Barrier - Fringing - Atoll



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

Suggested Resources

1. Cotter C H, Bardach JE & Morgan J R.,2019, Pacific Ocean , *Description, Location, Map & Facts,* Encyclopedia Britannica, London, United Kingdom. *Retrieved from; https://www.britannica.com.*
2. Foster S & West F J, 2019, *Pacific Islands- Region and Pacific Ocean,* Encyclopedia Britannica, London, United Kingdom. *Retrieved from; https://www.britannica.com.*
3. National Geographic, 2019, *Australia and Oceania: Physical Geography,* National Geographic Society, Washington, USA. *Retrieved from; https://www.nationalgeographic.org.*
4. Dusters Education Site, 2019, *Oceania and Australia-Geography,* Technology Solutions, Inc, Australia. *Retrieved from; https://www.duck-sters.com*
5. Finlayson C, *The Physical Landscape of Oceania,* Libre Text, Carlifornia, USA. *Retrieved from; https://socialsci.libretexts.org.*
6. Rosenberg M, 2018, The Geography of Oceania, ThoughtCo., New York, USA. *Retrieved from; www.freeworldmaps.net.*

Benchmark 11.2.6.2: Identify and analyse the role geographical systems played and are playing in the social, political, economic and cultural development and relationships between the different countries of the Asian Region in the past and at present.

Topic 2: Role of geographical systems on development and relationships in Asia

Sub-topics:

- Effect of natural geographical systems on development in Asia: Past and Present
- Effect of natural geographical systems on relationships in Asia: Past and Present

Skills: Remembering (identify), Analysing (analyse).

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

- Identify the natural geographic systems of Asia.
- Analyse the role natural geographic systems have played and are playing in influencing the social, political, economic and cultural development and relationships of countries in the Asian Region.

Content Background

Geography has a great influence on humans and continues to play a major role in the way our societies develop. For instance, the landforms that make up the geography of a particular region determine the culture, technology, farming systems, food, clothing and lifestyle of the people within that locality.

How geography influences

1. Culture development

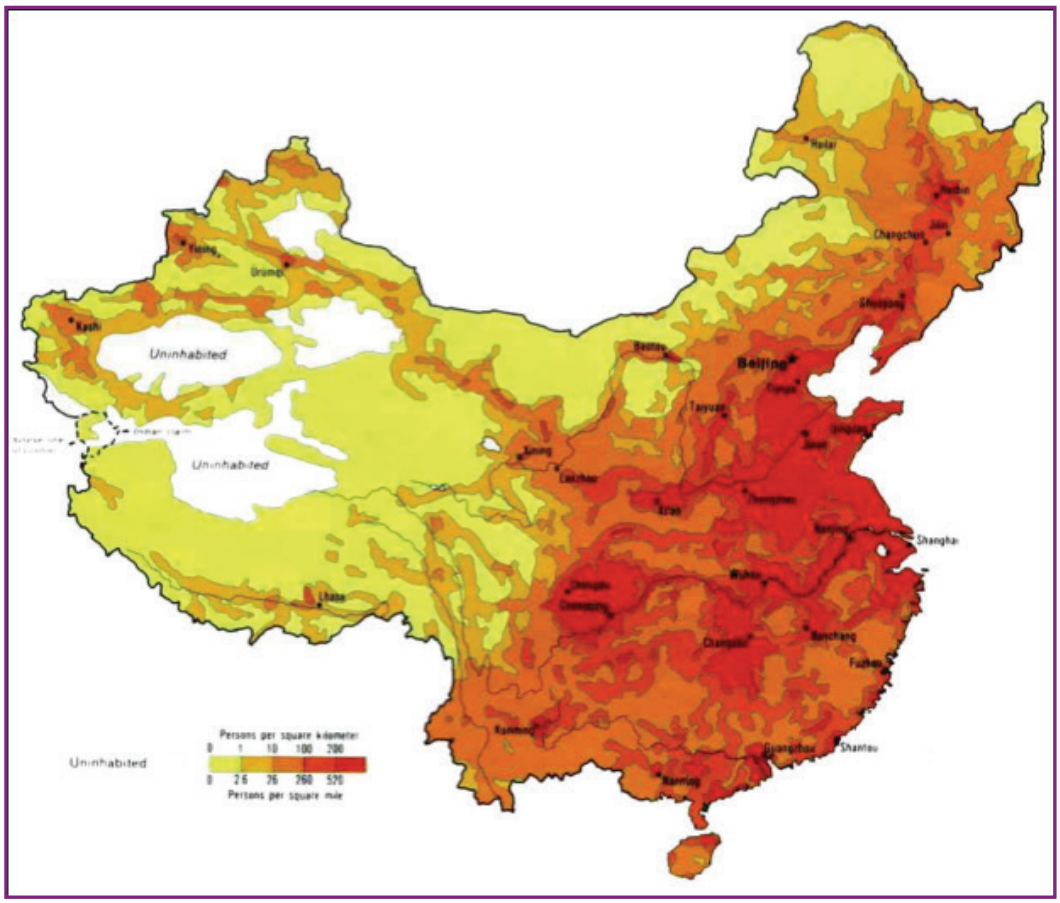
People who study cultural geography understand the link between cultures and the physical geography, and the role the natural environment plays in the development of a culture. One can note that particular cultures develop as a result of the natural surroundings. For example, a landform like a mountain will influence a culture that is suited to living at a higher altitude. Mountain dwellers will wear heavy clothing due to the cold climate and will be physically stronger as a result of climbing. While coastal dwellers will wear lighter clothing and incorporate swimming, and fishing into their culture.
(Source: https://www.wonderopolis.org)

2. Economic development

Location, landforms and climates play an integral part in economic development. Asia's temperate climate with cooler winters and warm summers bring heavy monsoon rain which supply the water required for intensive agriculture with two or three crop cycles in a year. Rice which is the primary cereal crop in East Asia is largely suited to the wet growing season. It produces a much higher yield per acre than wheat and can support a larger population.

Also the location of many Asian cities along the coast and inland waterways has contributed immensely to its development. Throughout the ages, rivers

have provided the ideal transport route to move bulky cargo over long distances cheaply and more reliably than by road or rail. Access to the sea allowed for Asian nations to participate in international trade thus, helping to develop their economies. Moreover, certain geographic features posed challenges for countries in Asia. For example, China's large land mass brought inherent challenges including isolation and uneven development. Considering the population distribution of China, you will notice the north eastern and south eastern parts of China contain a larger portion of the nation's population. This is because it has better lands and rivers for farming, along with access to the sea for trade. The central north western portion of China is sparsely populated because it is cut off by deserts and mountains, and is generally more difficult to access (see map below: red = heavily population and yellow area shows the sparsely populated region of China). *(Source: https://www.quora.com)*



China's Population density by regions.
(Source: https://www.china-mike.com/china-travel-tips/tourist-maps/china-population-)

3. Political development

Much of the Asian regions political development was influenced by India in its early history through trade and contact, certain practices and cultures of the Indians were adopted by people in parts of Asia. New political entities called 'mandalas' which did not meet the western definition of states emerged in the Mekong, Chao Praya and Irrawaddy river valleys, and along the coasts of central Vietnam, western and northern Java and eastern Borneo. In the 6th century a number of more powerful and larger 'mandala states' emerged in Cambodia, Myanmar, Sumatra and Java. Perhaps the best known 'mandala' was Srivijaya, the great Sumatran trading empire that dominated much of Southeast Asia for about 700 years. *(Source: https://www.britannica.com)'*

4. Social development

Physical landforms have contributed greatly to the social development of the Asian Region. Physical barriers like mountains, rivers, deserts often led to isolation among communities, peoples and even countries. However, much of Asia's contact with other nations came largely through trade over land or by sea. Certain cultural practices of countries within the region have been shared through trade. For instance, Indian and Middle Eastern religious influences in Buddhism, Hinduism and Islam are presently found in many parts of Asia including Vietnam, Thailand, China, Cambodia, Myanmar, Indonesia, Singapore and Malaysia.

Agriculture became the predominant activity of parts of Asia due to favourable climates. For example, in the North China Plain which has gentle rolling hills, water often stands in large pools and lakes due to the lack of drainage. This creates marshes and shallow reed-filled lakes which are good for thatching and weaving. The highly variable weather means good harvests for only three out of every five years. These factors enable the North China Plain to be one of the cradles of Chinese civilization. China's earliest agricultural societies as well as dynasties formed there. *(Source: https://asiasociety.org)*

Suggested Resources

1. Asia for Educators, 2019, *The Key Points in Development in East Asia, Asia for educators,* Columbia University, Columbia, USA. *Retrieved from; http://afe.easia.columbia.edu/main_pop/kpct/index.html.*
2. Centre for Global Education, 2019, *Understanding the Geography of China,* Asia Society, New York, USA. *Retrieved from; https://asiasociety.org.*
3. Gallup J L, Sachs J D, Mellinger A D, 1999, *Geography and Economic Development,* Sage Journals, Harvard University, Cambridge USA. *Retrieved from; https://journals.sagepub.com.*
4. Leinbach T R & Fredrick WH, 2019, *History of Southeast Asia I Facts, Kingdoms & Maps*, Encyclopedia Britannica, London, United Kingdom. *Retrieved from; https://www.britannica.com.*
5. Wonderpolis, 2019, *How Does Earth's surface Affect Culture,* National Centres for Families Learning, Louisville, USA. *Retrieved from; https://www.wonderopolis.org.*

Benchmark 11.2.6.3: Explore how throughout time industries such as mining, agriculture and logging affect and were affected by different countries in the Asian Region.

Topic 3: Impact of industries in Asia

Sub-topics:
- Impact of industries on Asian countries

Skills: Analysis (examine).

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

- Describe how logging, mining and agriculture affected different countries in Asia throughout time.
- Describe how different Asian countries affected mining, agriculture and logging throughout time.

Content Background

Agriculture

Much of Southeast Asia is blessed with fertile volcanic or alluvial soils. Such areas, particularly the river valleys have high human populations. Many of the mountainous areas have been dominated by forests until recent decade, but they are been rapidly transformed to agriculture as a consequence of logging and the movement of expanding human populations into land available for farming. Some areas of Southeast Asia have extremely poor soils. Until recently, most of those areas were forested and had small human populations, usually practicing shifting agriculture. Commercial logging and colonisation projects are now transforming the landscape in many of those areas to agriculture.

Along with the adoption of modern technologies, there has been a rapid transformation to a cash economy. While even remote areas of Southeast Asia bartered for certain goods (example: salt or cooking utensils throughout the centuries, most farmers in the region produced almost entirely for home consumption until a few decades ago. Meeting basic household food needs is still the priority of most Southeast Asian farmers. However, most also produce as much surplus as possible to meet cash needs generated by expanding public education, rural electrification, modern communications (example: radio and television), and modern transport that has tied farm families to major cities in their region. Some households now specialize in one or two high-value crops and purchase most of their food. *(Source: gerrymarten.com)*

Mining

The Asian region has high reserves of mineral resources including gold, silver, iron, coal, copper, zinc, petroleum and other precious minerals. Out of all its reserves, oil and natural gas rank at the top in the continent. Much of these deposits are located in the Middles East particularly the Persian Gulf, the Iranian Plateau, Sakhalin Island and east of Taiwan. The industry's complex nature requires great energy and financial resources and brings with it a range of problems. These include operations, safety and pollution. The latter is a

huge problem because environmental damages created by mining are irreversible because toxins produced by mining pollute the air, soil and water. *(Adapted: Mining in Asia – https://www.wikipedia.com)*

Logging

Twenty percent (20%) of the world's forest is found in Southeast Asia. These vast rainforests have some of the richest biodiversity in the world. However, the region has the highest rate of deforestation of any major tropical region after Latin America and Africa. It is estimated that the region has already lost half of its original forest cover, and some primary forests will be gone by 2022. The expected problems that will arise from these losses include wildlife habitats, indigenous forest communities plus flora and fauna. The countries with high rates of deforestation are Indonesia, Vietnam, Cambodia and Thailand. *(Adapted: Deforestation – a modern day plague in Southeast Asia: https://theaseanpost.com)*

Suggested Resources

1. Wikipedia, 2019, *Mining in Asia,* Geneva, Switzerland. *Retrieved from; https://www.wikipedia.com*
2. The Asian Post, 2017, *Deforestation – a modern day plague in Southeast Asia,* Digital Media Nusantara, *Retrieved from; https://theaseanpost.com*
3. Southeast Asian deforestation more extensive than thought, study finds. *Retrieved from; https://news.mongabay.com*
4. Szczepanski K, 2019, *Deforestation in Asia,* ThoughtCo. , New York, USA. *Retrieved from; https://www.thoughtco.com*

Benchmark 11.2.6.4: Use research skills to examine how one Asian country has influenced and is influenced by regional and global development policies and agenda.

Topic 4: Global development policies and agenda

Sub-topics:
- Global development policies and agenda
- China's influence on global developmental policies and agenda
- Influence of global development policies and agenda on China

Skills: Analysis (research).

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

- Identify and describe global development policies and agenda.
- Describe global development policies and agenda.
- Examine how China has influenced global development policies and agenda.
- Discuss how global development policies and agenda have influenced China.

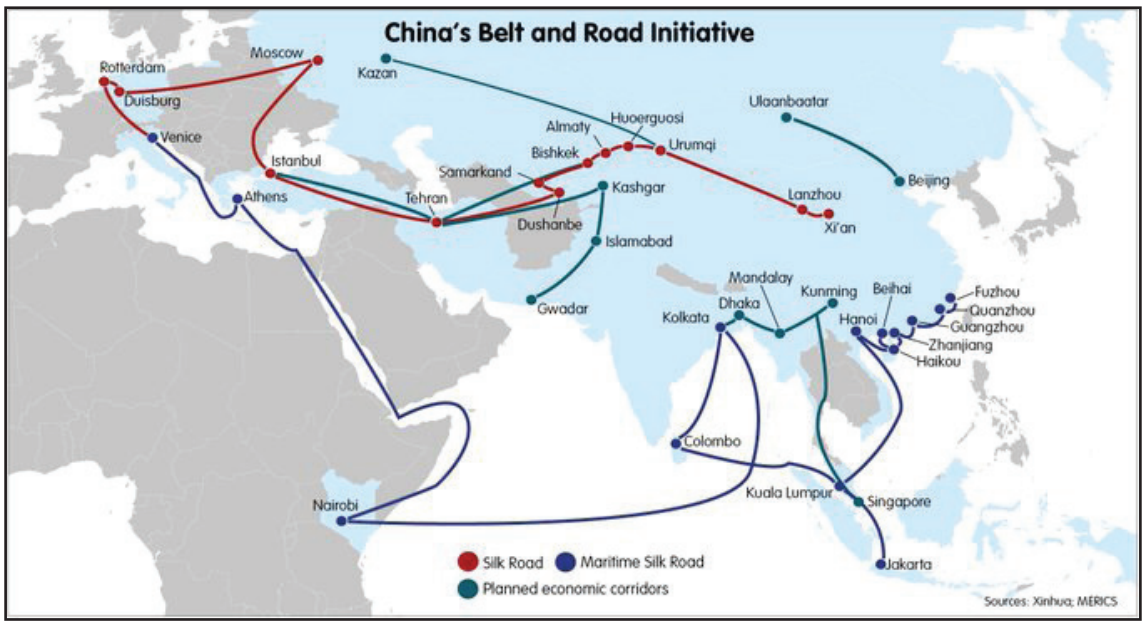
Content Background

What are Global Development Policies and Agenda?
International development or global development is a broad concept denoting the idea that societies and countries have differing levels of development on an international scale. It is the basis for international classifications such as developed country, developing country and least developed country.

International development is different from the simple concept of development. Whereas the latter, at its most basic denotes simply the idea of change through time, international development has come to refer to a distinct field of practice, industry and research, the subject of university courses and professional categorization. The primary focus of international development or global development is on economic growth, alleviating poverty and improving living conditions in previously colonized countries. The international community has codified development aims in the Millennium Development Goals and Sustainable Development Goals.
(Source: International development – https://en.m.wikipedia.org)

China's influence on global development policies and agenda
China phenomenon economic rise over the last two decades is unprecedented and has elevated China from been an aid beneficiary to be now recognized as a development partner with countries in Europe and the UK. China's exponential rise as an economic power raises certain issues that the western world needs to consider in order to avoid conflict. According to John Humphrey, Team Leader, Globalization of the IDS, China's unexpected rise generates three main challenges that the UK and Europe should pay particular attention to. These include China's scramble for Africa, infrastructure investment as well as the loans and debt relief it provides.
(Source: The Rise of China – Challenges for Development Policy and Strategy I Overseas Development Institute (ODI) – https://www.odi.org)

China's economic growth had also resulted in the elevation of about 500 million of its citizens from poverty to the middle class. This was a reduction in the poverty rate from 65% to less than 10% resulting in nearly all Millennium Development Goals been reached or within reach. *(Source: China – World Bank Group – https://www.worldbank.org)*



Source: silkroadbriefing.com

Suggested Resources

1. Wikipedia, 2019, *International development,* Wikipedia Foundation, California, USA. Retrieved from; *https://en.m.wikipedia.org.*
2. Humphrey J, 2006, *The Rise of China – Challenges for Development Policy and Strategy,* Institute of Development Studies. Retrieved from; https://www.odi.org.
3. Calabrese L, 2018, *China and international development: six things to read in October.* Overseas Development Institute, London, United Kingdom.Retrieved from; https://www.odi.org/blogs/10700-china-and-international-.
4. Silkroadbriefing.com, 2018, *China's Soft Development Strategy for the Belt and Road Initiative,* Dezan Shira and Associate, China. Retrieved from; *https://www.silkroadbriefing.com/.*
5. European Bank for Reconstruction and Development, 2019, *Belt and Road Initiative (BRI),* Retrieved from; https://www.ebrd.com.
6. Golley J & Song L, 2011, *Rising China,* ANU Press, Canberra, Australia. Retrieved from; https://www.oapen.org.
7. The World Bank, 2019, *China-World Bank Group,* Beijing China, Retrieved from; *https://www.worldbank.org.*

Unit 7: Historical Inquiry Skills

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

Benchmark 11.2.7.1: Review an account of a past event or issue in terms of its validity and reliability

Topic 1: Validity and reliability of past events or issues

Sub-topics:
- Verifying primary sources for reliability
- Pacific migration

Skills: Evaluating (review)

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

- Identify ways to verify primary sources for reliability.
- Investigate and establish the validity, and reliability of a past event or issue.
- Justify the validity and reliability of the evidence on migration in the Pacific.

Content Background

Primary Sources

Documents – diaries, letters, drawings, and memoirs – created by those who participated in or witnessed the events of the past tell us something that even the best written article or book cannot convey. The use of primary sources exposes students to important historical concepts. First, students become aware that all written history reflects an author's interpretation of past events. Therefore, as students read a historical account, they can recognize its subjective nature. Second, through primary sources the students directly touch the lives of people in the past. Further as students use primary sources, they develop important analytical skills.
(Source: History in the Raw - https://www.archives.gov)

The following are nine (9) ways to verify primary sources:

1. Was the source created at the same time of the event it describes? If not, who made the record, when and why?
2. Who furnished the information? Was the informant in a position to give correct facts? Was the informant a participant in the original event? Was the informant using secondhand information? Would the informant have benefitted from giving incorrect or incomplete information?
3. Is the information in the record such as names, dates, places, events and relationships logical? Does it make sense in the context of time, place, and the people being researched?
4. Does more than one reliable source give the same information?
5. What other evidence supports the information in the source?
6. Does the source contain discrepancies? Were these errors of the creator

of the document or the informant?
7. Have you found any reliable evidence that contradicts with what you al ready know?
8. Is the source an original or a copy, can you get a version closer to the original?
9. Does the document have characteristics that may affect its readability? Consider smears, tears, missing words, faded ink, hard-to-read handwriting, too dark microfilm, and bad reproduction.
(Source: www.margotnote.com)

Secondary Sources

Secondary sources are produced when a historian uses primary sources to write about a topic or to support a thesis. Monographs, professionally researched and clearly written, about events and developments in the past might also use other secondary sources. Arranged artifacts might also be considered secondary sources, example, a specially designed wall of nineteenth century portraiture. Most books in the history section of a library and the articles in history journals are secondary sources.

How to verify secondary sources

1. **Structure**
First read and think about the title – what does it promise for the book or article? Then if you have a book in hand, look at the table of contents: this is the menu that reveals the structure of the work. You can use this as your outline for your notes or create your own brief outline.

2. **Thesis**
Always read a secondary source from the outside in; read a book's foreword and introduction (or the articles first paragraph or two); then read the conclusion or epilogue. Ask yourself what the author's thesis might be and check it against your outline to see how the argument has been structured.

3. **Argument**
Continue to read the source from the outside in. For a book, quickly read the first and last paragraph of each chapter to get a good idea of the themes and arguments. Then skim through the chapters, taking cues as to which paragraphs are most important from their topic sentences.

4. **Resources**
Read the footnotes! They are the nuts and bolts of history writing. When you come across a particularly interesting or controversial passage, watch to see what is cited. What primary sources has the historian used? Have they been used effectively? Are her sources credible or reliable? How does the use of the sources influence the kinds of arguments made? What other sources might have been used?

5. **Motives**
Why did the author write the book? Find out who the author is/was and the context in which she or he wrote the book. What political and cultural institutions or events might have had an impact on the author's reasons for

writing this source? What ongoing historiographical discussion example, hot topic at a history conference, in a journal or listserv, do you think this source is contributing to?
(Source: Evaluating Primary and Secondary Sources - www.uky.edu)

6. **Pacific Migration**
   Obtain historical accounts of the migration and settlement of PNG or the Pacific by people from Southeast Asia. Using the information provided above, verify the accounts and plus other secondary sources for their validity, and reliability.

Suggested Resources

1. Margo Note, 2017, *9 Ways to Verify Primary Source Reliability,* Margo Note Consulting LLC, New York, USA. *Retrieved from; www.margotnote.com*
2. National Archives, 2019, *History in the Raw,* US National Archives and Records Administration, USA. *Retrieved from; https://www.archives.gov*
3. Hollingsworth R, 2019, *Evaluating Primary and Secondary Sources,* University of Kentucky, Lexington, USA, *Retrieved from; www.uky.edu*
4. John E, 2006, Books 1 and 2, PNG *History through stories,* Person Education, Sydney, Australia.
5. Waiko J D, 2007, 2nd Ed, *A Short History of Papua New Guinea*, Oxford University Press ANZ, Australia.

Benchmark 11.2.7.2: Examine the social, political, economic, cultural and religious contexts of an issue or an event that happened in the past in the Pacific Region in terms of the perspectives and actions of key players, the purpose and the intended outcomes, impact on the people, places or the environment and influence on regional development.

Topic 2: A past event of the Pacific Region

Sub-topics:

- French nuclear testing on Mururoa and Fangataufa Atolls
- Impact of the tests
- Skills – Evidence assessment

Skills: Analysis (examine).

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

- Identify the location of the Mururoa Atoll.
- Examine the social, political, economic, cultural and religious contexts of the issue or event.
- Explain the purposes and intended outcomes, as well as the impact of the tests on the people, environment and its influence on regional development.
- Analyse various articles on the France Nuclear Tests and ascertain their validity and reliability.

Content Background

On July 2, 1966 the calm of French Polynesia's Mururoa atoll was shattered by an explosion of unbelievable force. Within a second, the azure sky flashed bright orange, and was ruptured by a towering radioactive cloud that mushroomed into the atmosphere; the placid lagoon was stirred into a tempestuous cauldron, while the coconut trees on the white sand islets were bent by the sheer force of the nuclear explosion.

France first tested a nuclear weapon in what was then French Algeria in 1960, but as that country gained independence, Paris looked to its remote ocean territory and sealed off uninhabited atolls in the Tuamotu group, Mururoa and Fangataufa.

Source: www.canoeisthepeople.org

Winki sage, the president of the Economic, Social and Cultural Committee of French Polynesia, said that 20 years after it was humiliated in World War II, and as the Cold War was nearing its most dangerous heights, France sought the assurance of its own nuclear deterrence.
(Source: www.rnz.co.nz)

France's reasons for the Nuclear Tests on Mururoa and Fangataufa Atoll

Mururoa and Fangataufa atolls are part of the Tuamotu Archipelago in Tahiti or French Polynesia. These atolls are located 1, 250 kilometres (780 mi) southeast of Tahiti. France undertook nuclear tests between 1966 and 1996 at Mururoa and Fangataufa causing international protests. The main purpose of France's nuclear tests according to its president at that time, Jacques Chirac were meant to provide the nation with enough nuclear technology without needing any additional series of tests. Further, it wanted to also arm its submarines and other military arsenal with nuclear war heads because of the dangerous tussle for power that was created by the Cold War.
(Adapted: https://en.m.wikipedia.org)

Impact of the Tests

The damages and effects of France's nuclear testing on the atolls of Mururoa and Fangataufa have been hidden however, in recent time information of the impact of these actions are now been brought to light. Over the 30 year period between 1966 and 1996, France carried out between 190 to 200 nuclear tests both atmospheric and underground. These tests contributed to irreversible environmental destruction including cracking of the atolls as well as destructions to reef, marine life and soil contamination from radioactive material fallout. Fears were also held that radioactive materials trapped under the earth from the underground tests will seep out and contaminate the surrounding ocean plus nearby atolls. In addition, an estimated 126, 000 military and civilian personnel who had direct contact with residual radioactive materials from the tests developed cancers. The number of affected people in the immediate and surrounding areas who developed cancer could not be ascertained as poor infrastructure and access across the territory meant that many cases have remained unreported. France however, has continued to downplay the impact of the tests over many years stating the effects of the tests are very minimal and not as reported.
(Adapted: www.equaltimes.org)

Suggested Resources

1. Patel T, 1995, *Chirac's nuclear excuses 'don't ring true',* New Scientist Limited, London UK. *Retrieved from; https://www.newscientist.com.*
2. Field M, 2013, *Mururoa fallout worse than first thought,* Stuff limited, Wellington, New Zealand. *Retrieved from; www.stuff.co.nz*
3. Tahana J, 2016, *Battle continues, 50 years after first test at Mururoa,* Wellington, New Zealand. *Retrieved from; www.rnz.co.nz*
4. Whitney C, 1996, *France Ending Nuclear Tests That Caused Broad Protest,* The New York Times Company, New York, USA.
5. Feldman K, 2018, *Beyond radioactivity: how French nuclear tests changed Polynesia forever,* Equal Times, Brussels, Belgium. R*etrieved from; www.equaltimes.org*
6. Wikipedia, 2019, *Moruroa. Retrieved from; https://en.m.wikipedia.org*

Benchmark 11.2.7.3: Determine the impact of a past regional issue or event on the sustainability of the environment, people and places.

Topic 3: El Nino in the Pacific

Sub-topic:
- Impact of the 1997 El Nino phenomenon in the Pacific Region

Skills: Remembering (determine), Analysis (analyse)

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

- Describe the El Nino phenomenon.
- Determine the impact the El Nino had on the environment, people and places in the Pacific.

Content Background

What is the El Nino?
El Nino is a climate phenomenon that occurs when a vast pool of water in the eastern tropical Pacific Ocean becomes abnormally warm. Under normal conditions, the warm water and the rains swirls around in the western Pacific. El Nino occurs every few years. Its most direct impacts are droughts in normally damp places in the eastern Pacific, such as parts of Indonesia and Australia, while normally drier places like the west coast of South America suffer floods. But the changes affect the global atmospheric circulation and can weaken the Indian monsoon and bring rains to the western US. *(Sources: https://www.theguardian.com)*

El Nino's impact in the Pacific
For example; The El Nino phenomenon brought much destruction to the Pacific Region in 1997 and 1998. These included severe drought across the western Pacific, increased number of cyclones, storms and greatly affected agriculture, exports, public health and housing.

Suggested Resources

1. Macdonald B K, 2019, *El Nino's Impact on Oceania,* Encyclopedia Britannica,Inc, London United Kingdom. *Retrieved from; https://www.britannica.com*
2. Carrington D, 2015, *What is El Nino?* The Guardian New and Media Limited, London, United Kingdom. *Retrieved from; https://www.theguardian.com*
3. Wikipedia, 2019, 1997 – 1998 *El Nino events. Retrieved from; https://en.m.wikipedia.org*

Benchmark 11.2.7.4: Evaluate people's thinking and actions with regards to an event or an issue that happened in the past in the region.

Topic 4: People's perception of past events

Sub-topic:
- The Second World War (WW II)

Skills: Analysis (analyse), Evaluation (evaluate).

Learning Objectives: By the end of this topic, students will be able to:
- Identify the key players of the Second World War in the Pacific Region.
- Evaluate peoples' thinking and actions on the War.

Content Background

When the Second World War arrived in Papua New Guinea, many of our people did not understand the reasons why the Australians were fighting the Japanese. Our people perceived the war in many different ways hence, some people joined the Japanese to fight the Australian and while others joined the Australians. Certain eye witness's accounts are recorded in a variety of historical sources which we can read to deduce the views, perceptions, feelings and experiences of various people during the conflict.

Here following are some witness accounts of the war.

Arthur Duna's account of the Japanese invasion of Buna, Oro Province.

> *"There was a great panic that afternoon. You have to run away from where you were at the time of Japan landing. There was no time to go to the village to gather your family or collect your valuable belongings. Wife ran naked without her husband and children. Husband ran naked without wife and children. A child ran without his parents and even if he was with his small ones, he deserted them. All ran in different directions into the bush. All ran like rats and bandicoots in the kunai grass. The night feel…the soil was your bed and the rotten logs your pillow." (Source: Waiko, J. D. – A Short History of Papua New Guinea – Second Edition)*

Raphael Oembari, the famous Fuzzy Wuzzy Angel's account of helping wounded Australian Soldier George Washington.

> *"After the bridge crossing, he asked for water and I fetched some for him. He hardly finished drinking it when a Japanese bren-gun burst out like thunder at us, and we dived under the kunai grass – George on one side and I on the other side of the track. I crawled up first and picked him up slowly. We were walking again when he said, 'I am hungry!' I gave him one hard biscuit. But he said, 'break it in half and let us share it.' So I broke it and gave him one half and I ate the other half. After sharing the biscuit, he began to limp instead of walking: the pain was too much and he was dizzy. I embraced the man and tried to carry him but he was too heavy, so I half carried him to the Siremi camp." (Source: Waiko, J, D)*

Yoshiko Shimabukuro, a 17 year old Japanese school girl who served as a nurse tells of her experience in treating the injured during the Battle of Okinawa.

> *"We only had basic training in how to put on bandages, but the wounded soldiers they brought in were beyond help. They had legs ripped off, their intestines were falling out, faces missing. We simply had no idea what to do. I was 17. We thought we would be back at school in a week."*
>
> *"Some troops became deranged and grew violent as toxins infected wounds that were crawling with maggots. They were taken to the back of the cave and put in isolation, back she whispered. We weren't allowed to go back there. The constant screaming was dreadful."*
> *(Source: www.thejournal.ie)*

Suggested Resources

1. Waiko J D, 2007, 2nd Ed, *A Short History of Papua New Guinea,* Oxford University Press ANZ, Australia.
2. Journal. ie., 2015, '*They had legs ripped off ... faces missing*': *An eye witness recalls the horror of Okinawa,* Dublin, Ireland. *Retrieved from; www.thejournal.ie*
3. Attar R, 2000, *The WW2 Battle for Okinawa: One Marine's story,* Immediate Media Company, United Kingdom. *Retrieved from; https:// www.historyextra.com*

Standards-Based Lesson Planning

What are Standards-Based Lessons?

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

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

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

Why is Standards-Based Lesson Planning Important?

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

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

Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

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

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

Planning for under-achievers

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

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

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

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

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

Sample of Standards-Based Lesson Plan

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

NOTE FOR TEACHER:
GIVEN BELOW ARE GRADE 10 SBC LESSON PLANS. USE THESE TO HELP YOU DESIGN YOUR LESSON PLANS FOR GRADE 11 HISTORY

Strand 2: History

Unit 1: Making Sense of History

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

Benchmark 10.2.1.1: Identify and interpret major social, political, economic, religious and cultural events that have shaped the history of the Pacific Region

Topic 1: Legal basis for democratic government

Lesson Topic: Major political events that have shaped the history of the Pacific Region

Grade: 10

Length of lesson: 40 minutes

Essential knowledge, skills, values and attitude

Knowledge:
The major political events that have shaped the history of the Pacific Region

Skill(s): Analysis (identify), Evaluate (justify and make judgments as to why there was political upheaval (disturbances)

Values: Promote and advocate for peace and harmony, independence, patriotism and freedom and liberty for all.

Attitudes: Appreciate the knowledge of the major political events that happened in the past that has shaped us to be what we are today.

Performance indicator: Describe the major political events that have shaped the history of the Pacific Region

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Materials:

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

- Identify major political events that have shaped the history of the Pacific Region.
- Explain major political events that have shaped the history of the Pacific Region.

Essential Questions:

- What were the major political events that have shaped the history of the Pacific Region?

Lesson Procedure

<table>
<tr><th>Teacher Activities</th><th>Student Activities</th></tr>
<tr><td colspan="2">Introduction (5 minutes)</td></tr>
<tr><td>Show photographs of two prominent political figures in the Pacific Region; Prime Ministers
• Sir Michael Somare (PNG)
• Solomon Mamaloni (Solomon Island) (relate to other Pacific Island countries)

Ask questions;
• Can you recognize these two men?
• Where are they from?
• What is special about them?

Build on the answers given by students to ask more relating questions about the political history.
Tell the students the importance of studying this topic.</td><td>Observe, listen and answer (possible answers)
• Yes;
• Sir Michael Somare (PNG- First Prime Minster of PNG from 1975-1980,1982-1985 and 2002-2011.He was ousted through vote of no confidence in 2011 by Former Prime Minister Mr. Peter O'Neill)
• Late Solomon Mamaloni (Solomon Islands- Former Prime Minister from 1981-1997 and was in parliament for three terms)</td></tr>
<tr><td colspan="2">Body (30 minutes)</td></tr>
<tr><td colspan="2">Modeling</td></tr>
<tr><td>Show pictures/photographs of prominent political leaders</td><td>Listen and observe</td></tr>
<tr><td colspan="2">Guided Practice</td></tr>
<tr><td>Ask students to name these political figures and explain why they are seen as prominent figures in their country</td><td>Listen and answer question</td></tr>
<tr><td colspan="2">Independent Practice</td></tr>
<tr><td>Give students handout on the political history of the Pacific Region
Ask students to use the handout to do the following;
• List prominent leaders (Prime Ministers) of the Pacific Region.
• Explain how they have greatly contributed to their country and how their reign as Prime Minister of their country has one way or the other greatly influenced and shaped the history of the Pacific to what it is today in terms of politics.</td><td>Use the handouts to answer the set questions on the topic for this lesson.

Draw up a table like the one shown below to answer the questions.

<table>
<tr><td>Name of Political Leader</td><td>Country</td><td>Contributions to their country</td><td>How have their influences shaped the history of the Pacific Region</td></tr>
<tr><td>Sir Micheal Somare</td><td>PNG</td><td>Gained independence for his country</td><td>Small countries are capable of governing their own nations</td></tr>
</table>
</td></tr>
<tr><td colspan="2">Conclusion (5 minutes)</td></tr>
<tr><td>Name one Prime Minister of a country in the Pacific and explain how his governance has shaped the history of the Pacific</td><td>Listen carefully and answer</td></tr>
</table>

Assessments, Reporting and Monitoring

What is Standards-Based Assessment (SBA)?

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

Purpose of Standards-Based Assessment

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

Enabling purposes of SBA is to:

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

Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

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

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

Standards-Based Assessment Types

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

1. Formative Assessment

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

Purposes of Assessment For Learning

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

Purposes of Assessment As Learning

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

2. Summative Assessment

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

Purposes of Assessment Of Learning

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

3. Authentic Assessment

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

Authentic Assessment Criteria

Authentic assessment refers to assessment that:

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

Performance Assessment

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

Types of performance assessment;

i. Products

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

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

ii. Process Focused Tasks

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

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

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

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

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

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

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the "be able to do" of "what students should know and be able to do." Performance standards are the indicators of quality that specify how competent a students' demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough.

Performance standards:

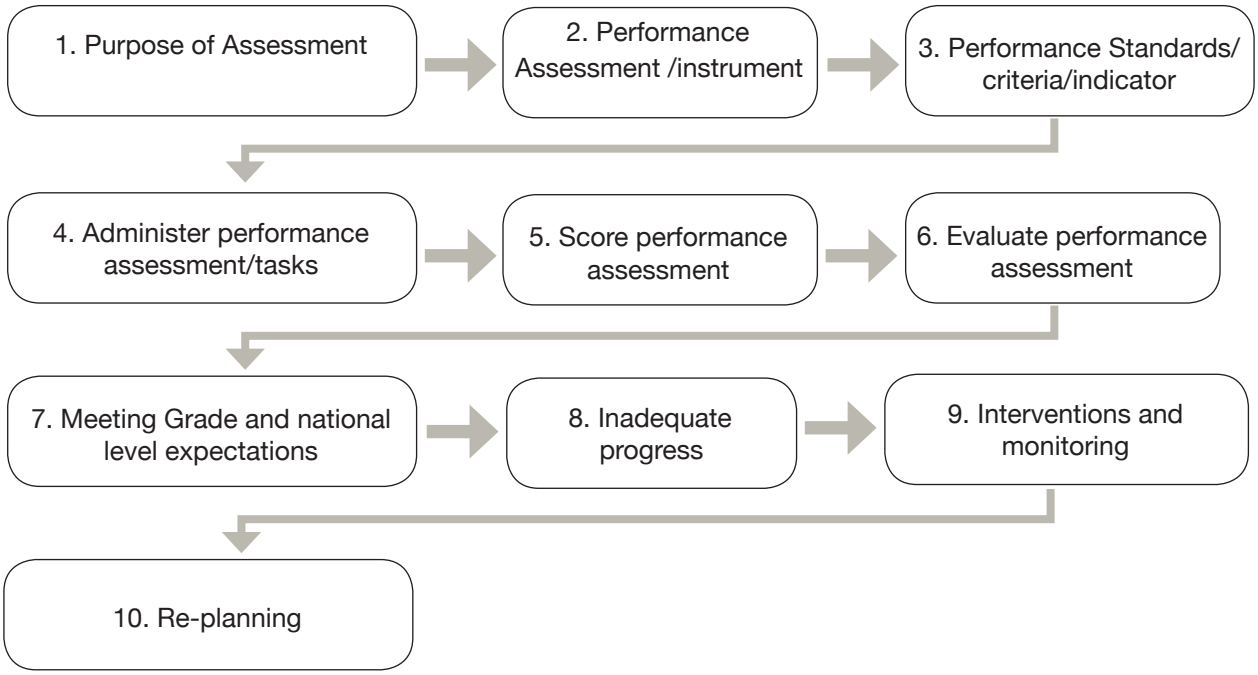
- measure students' performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students' level of proficiency in use of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

Assessment Strategies

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

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

Standards-Based Assessment Process



Scoring Students' Assessment

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

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

i. Checklists
ii. Rating Scales
iii. Rubrics

Students' performance is assessed and scored using:

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

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

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

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

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

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

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

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

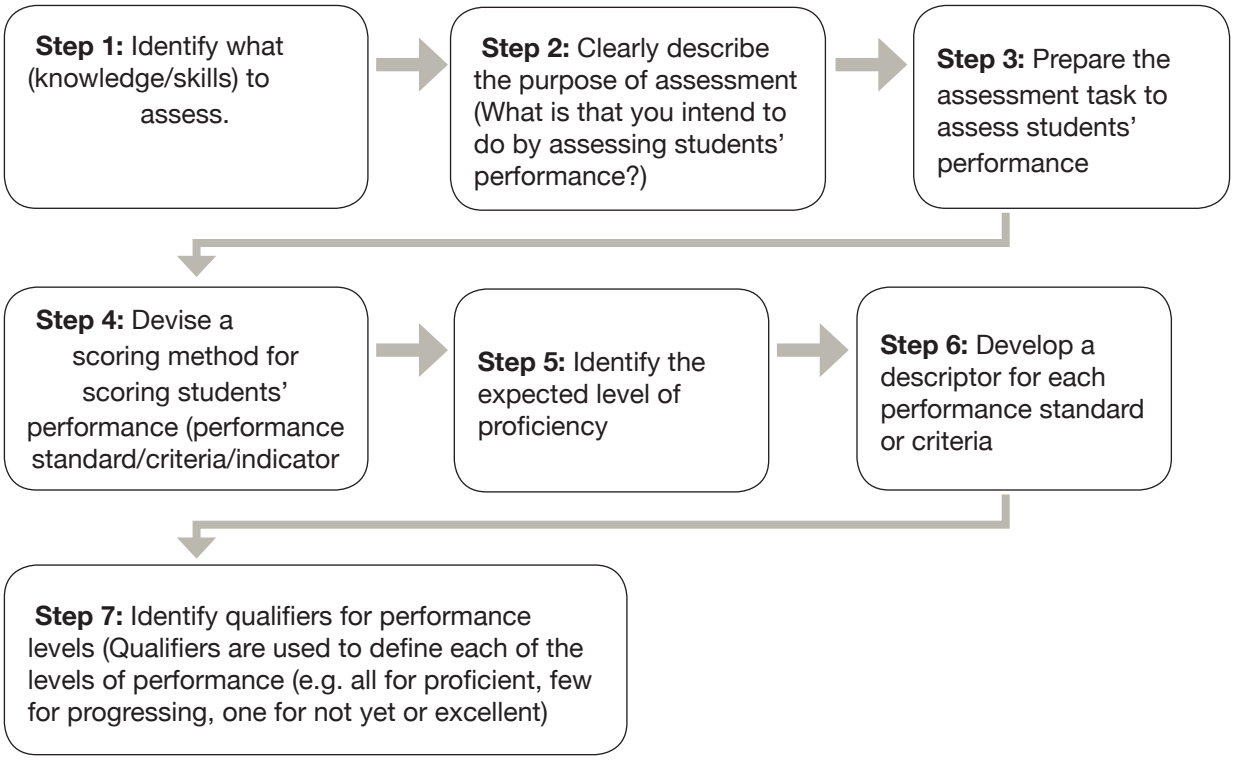
Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

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

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

Assessment Samples

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



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

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

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

Assessment Types

NOTE FOR TEACHER:
GIVEN BELOW ARE GRADE 10 ASSESSMENT SAMPLES. USE THESE TO HELP YOU DESIGN YOUR LESSON PLANS FOR GRADE 11 HISTORY

Formative Assessment

Strand 1: Geography

Unit 1: Skills in Geography

Content Standard 1.1: Student will be able to use geographical tools to locate and interpret information about people, places and environment.

Benchmark 10.1.1.1: Identify and explain the different types of population pyramids.

Topic 1: Types of population pyramids

Lesson Topic: Expansive population pyramid

What is to be assessed? - (KSAVs)
Expansive population pyramid and label its features.

Performance Task
Draw a sketch of the expansive population pyramid and label its features.

Purpose of the assessment
To measure students' proficiency on the achievement of the benchmark and learning objectives

Expected level of proficiency
Identify main features of expansive population pyramid.

Assessment Strategy
This assessment can be conducted in one lesson as an assessed lesson exercise.

Assessment Scoring

Rubrics must be developed to articulate the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool a lesson exercise.

Performance standards/Criteria	A	B	C	D	Score
	Advance 10	**Proficient 9-5**	**Progressing 3-4**	**Not Yet 2**	**__/10 Marks**
Draw a sketch of the expansive population pyramid and describe its features **10 marks**	Correct sketch drawing of the expansive population pyramid and describes and explain all its features	Good sketch drawing of the expansive population pyramid and describes some of its features	Satisfactory sketch drawing of the expansive population pyramid and describes 2 of its features	Poor sketch drawing of the an expansive population pyramid and describes only 1 feature	

Summative Assessment

Strand 2: History

Unit 1: Making Sense of History

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

Benchmark 10.2.1.1-10.2.1.5: *(refer to the benchmarks in unit1)*

Topics 1-5: *(refer to the topics in unit 1)*

What is to be assessed? - (KSAVs)
Historical events that occurred in the Pacific Region

Performance Task
Students will do an assignment out of 30marks. You can use other assessment tools (assignment, projects, etc.) to assess student's proficiency on these benchmarks.
Task: Students will be given two week to complete this assignment. They are to;

1. *Choose one of the following countries; PNG, Fiji, Solomon Islands, Tahiti and New Caledonia*
2. *Research on a major event that occurred in one of these countries which shaped the history of the Pacific Region. Use criteria (performance standard) given in the assessment scoring.*

Purpose of the assessment
To measure students' proficiency on the achievement of the benchmarks and learning objectives in this unit. (This assessment is to be conducted after teaching the unit)

Expected level of proficiency
All students are expected to;

- Identify and interpret major social, political, economic, religious and cultural events that have shaped the history of the Pacific Region
- Define and investigate a social, political, economic, religious and cultural events that occurred in the Pacific Region.
- Use available information to document and compare the social, political, economic, religious and cultural history of the people of the Pacific region
- Examine how knowledge of history is constructed, stored, managed and disseminated in different countries of the Pacific Region
- Analyse the colonial history of the countries of the Pacific Region in terms of the reasons for colonisation, and social, economic, political and cultural impact.

Assessment Strategy
An assignment will be used to measure students proficiency.

Assessment Scoring

Rubrics must be developed to articulate the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool of an assignment.

Performance standards/Criteria	A	B	C	D	Score
	Advance 30	Proficient 29-25	Progressing 15-24	Not Yet 2-10	__/30 Marks
State and explain the major event, the date it occurred and the Pacific Island country that it happened in. (2 marks)	Exceptional title, detailed, clear and succinct explanation of the event	Good title and clear explanation of the event	Fair title and satisfactory explanation of the event	Title has no connection to the assigned tasks and the explanation of the event is poor	
Draw a map of the Pacific Island country it happened in and plot the location the major event occurred at. (10 marks)	Correct map drawn and precise location of the place where the event occurred	Good map and place of event marked almost near to the exact location	Satisfactory drawing but the location is far from the exact location	Poor drawing of the map and no attempt to mark the location	
Name the key person or persons who were involved in this major event Attach their profile (pictures, photographs, memoirs). (10 marks)	Detailed profile of the person or persons involved in these events	Shows good knowledge of person or persons involved in these events	Shows fair knowledge of the person or persons involved in these major events	Shows poor knowledge of the person or persons involved in these major events	
Name other foreign countries that took part in this event and what was their reason for taking part. (3 marks)	Correct names of foreign countries who took part and the correct reasons for them taking part in this major event(s)	Shows good knowledge of why foreign countries got involved in this major event(s)	Shows fair knowledge of why foreign got involved in this major event(s)	Shows no idea of foreign countries involvement in this event (s)	
How has this event shaped the history of the Pacific. (5 marks)	Correct explanation of the impact of this event on the Pacific	Good explanation of the impact of this event on the Pacific	Fair explanation of the impact of this event on the Pacific	Unsatisfactory explanation of this event on the Pacific	

Authentic Assessment

Strand 3: Political Science

Unit 4: Government and Citizenship

Content Standard 3.4: Students will be able to evaluate and elaborate on the roles and responsibilities, and the rights of citizens in different government systems.

Benchmark 10.3.4.1-10.3.4.5: *(refer to the benchmarks in unit 4)*

Topics 1-5: *(refer to the topics in unit 4)*

What is to be assessed? - (KSAVs)
Human Rights in Papua New Guinea

Performance Task
Students will do a project worth 20 marks. You can use other assessment tools (assignment, simulation, interview etc) to assess students' proficiency on these benchmarks.

Task: Students will be given two weeks to complete this project then carry out awareness.

1. *They will collect information on Human Rights for example; Children's Rights, Women Rights etc.*
2. *They will make presentation on these rights during assembly, recess and lunch time. (Students will be grouped into 5-6 students per group)*
3. *The best presentation will be given a chance to make a presentation in public in their local community.*

The aim of this project is to develop in students the art of oration or public speaking and at the same time gear them towards careers in this field and promoting good citizenship for all.

Purpose of the assessment
To measure students proficiency on the achievement of the benchmarks and learning objectives in this unit. This assessment is to be conducted after teaching this unit.

Expected level of proficiency
All students are expected to;

- examine policies and laws on human rights in Papua New Guinea and create context to appropriately implement or apply each law.
- identify and evaluate the types of human rights spelt out in the Papua New Guinea constitution.
- probe the difference between inalienable rights and other rights and how each is promoted and protected using the legal system.
- investigate and report on how the rights of women and girls, people with disability, and other marginalised and vulnerable groups are enforced in Papua New Guinea.
- examine the rights of children and evaluate the policy and legal frame works as well as the processes for enforcing and protecting these rights.

Assessment Strategy
A project will be used to measure students' proficiency.

Assessment Scoring
Rubrics will be developed to find out the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool of a project.

Performance standards/Criteria	A	B	C	D	Score
	Advance 25	Proficient 20-24	Progressing 10-19	Not Yet 2-9	__/ Marks
Define Human Rights, identify and explain one Human Rights and explain this right (5marks)	Exceptional title, keywords clearly defined and very clear, logical explanations of the issues on Human Rights	Very good title, key words defined and good explanations covering issues on Human Rights researched on.	Good title, satisfactory explanation of the key words and fair explanations covering issues on Human Rights researched on	Poor title, key words not defined well as well as poor explanations covering issues on Human Rights researched on	
Findings must be substantiated with facts and figures (Newspapers, photographs and articles must be quoted or cited) (10 marks)	Correct information supporting the findings	Some correct information used to substantiate research	Few information used to substantiate findings	No information used to substitute findings	
Presentation of finding as an awareness in the school	Work presented is clear on the chart, oral presentation is loud and clear and confidence is clearly portrayed	Good presentation of the awareness, that is poster was logic but oral presentation and confidence were moderate	Fair presentation of the awareness, that is poster had few inconsistency on the findings and oral presentation and confidence was fair	Poor presentation of the awareness, poster work was oral presentation was inaudible and general lack in confidence during presentation	

STEAM Assessment

Strand 5: Environment

Unit 1: Environmental Change

Content Standard 5.4: Students will be able to critique and make sense of the impact of human activities on the environment.

Benchmark 10.5.4.2: Investigate and explain the notion of "ecological foot print'

Topic : Ecological Footprint

Lesson Topic: Notion of 'ecological footprint'

What is to be assessed? - (KSAVs)
The topic, 'ecological foot print'.

Purpose of the assessment
To measure students proficiency on the achievement of the benchmarks and learning objectives in this topic. This assessment is to be conducted after teaching this topic.

Expected level of proficiency
All students are expected to;

- investigate and explain the notion of "ecological foot print'

Assessment Strategy
An assignment will be used to measure student's proficiency.

Performance Task
Student will carry out a project worth 30 marks that should contribute to the School Learning Improvement Program (SLIP). This project will assess students' proficiency on the mentioned benchmarks. In order for this assessment type to attain its intended purpose the following must be done carefully;

Task: Students will be given a month to complete this project.

1. *all grade 10 Social Science teachers discuss the STEAM project with their HOD*
2. *the Social Science HOD brings this project to the attention of the Head Teacher hence it will involve the learning of all grade 10 classes in the school.*
3. *once approved by the Head Teacher, the Social Science HOD now convenes a meeting with all other subject HOD to integrate this project into their learning. HOD for Social Science will have developed a criteria already and will discuss around that.*
4. *the HOD for other subjects meet with their respective subject teachers to gauge their views and write up criteria with reference to the theme of*

the project, "Ecological Footprints" bringing out the essence of their subjects in this project.

5. *the Head Teacher then convenes a meeting with all teachers as they are now aware of the project. HOD for respective subjects give feedback from their meetings. Issues concerning this project must be ironed out and all subjects now carry out this assessment, starting with Social Science.*

The grade 10 Social Science teacher will now do the following;

i. *Group the students into groups of 6 to design (drawing and manual) a tangible technology that will enhance the notion of " Ecological Footprints"*

ii. *The teacher then assess their designs and the best designs now competes with the other best designs from other grade 10 classes.*

iii. *All the best designers now create models of their designs (e.g., greenhouse) with assistance from their class members. At this stage the other subjects now carry forward this assessed projects theme, 'Ecological Footprint' however in the context of their subjects. STEAM is an integrated approach of teaching. All subjects must incorporate the theme put forward by Social Science. They develop criteria that should address this theme. For instance; Business Studies teacher can already think of income earning opportunities for the school by developing a criteria for students to develop business plan from this project. Technology and Industrial Arts (TIA) will develop criteria that will engage the students to construct the models. Science teachers will develop criteria to test students knowledge of the Science process of Engineering Design thinking when they create the models around the theme of 'Ecological Footprint'. The English subject teachers will set criteria and guidelines for students on how to write manuals so they write about this technology. They must also be given guidelines to writing report. Students get to write report of how they designed this technology. The Mathematics teacher will provide a criteria for the students in terms of the measurements, angles and operations used to work out the size and shape of the technology (e.g., Greenhouse)*

Assessment Scoring

Rubrics must be developed to find out the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool of a project.

Performance standards/Criteria	A	B	C	D	Score
	Advance 30	**Proficient 29-25**	**Progressing 15-24**	**Not Yet 2-14**	**___/ Marks**
Design (drawing) a simple technology which should portray the theme *(10 marks)*	Exceptional title, drawing is clear, detailed and precise	Very good title, drawing is clear though some details missing	Good title, drawing is clear but a lot of details missing	Poor title, drawing does not capture the essence of the theme	
Write a simple manual that is steps on how to create this technology *(5 marks)*	All steps to create the model clearly explained and in logical order	Steps are in order but not explained clearly	Some steps are missing and explanation of these steps not clear	Steps not in order and explanation is poor	
Construct simple model (prototype) of the technology *(15 marks)*	Construction of the model captures all aspects of the theme	Some aspects of the theme captured in the model	Few aspects of the theme captured in the mode	No aspects of the theme evident in the model	

Glossary

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

Self–Assessment	A judgment for official purposes for teachers to make about their abilities, principles or decisions.
Standard	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
Standards-Based Curriculum	Describes **what** all students should know and be able to **do** at the end of a grade or school level. The main idea behind standards-based curriculum is **standards.**
Standards-Based Education	An academic program in which clearly defined academic content and benchmarks are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. The main idea behind standards-based education is **standards.**
Standards-Based Assessment	A systematic and ongoing process of collecting and interpreting information about students' achievements.
STEAM Education	The teaching and learning in the fields of Science, Technology, Engineering, Arts, and Mathematics in both formal and informal classroom settings.
Summative Assessment	A form of assessment used after completing a unit or topic or at a specific point in time in teaching and learning to measure student's mastery of the content standards and benchmarks.
21st Century Skills	Refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

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Appendices

Appendix 1: Bloom's Taxonomy

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

Appendix 2: 21St Century Skills

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

Appendix 3: Teaching and Learning Strategies

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

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

Appendix 4: Lesson Plan Template

Strand: ……

Unit: ……..

Content Standard: .....

Benchmark: ……..

Topic 1: ……..

Lesson Topic: ……

Grade: ……..

Length of Lesson: ……

Essential KSAVs

Knowledge: ……

Skill(s): ……..

Values: ……..

Attitudes: ……

Performance Indicator:

Materials:

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

- ……
- ……
- ……

Essential Questions:

- ……
- ……

Lesson Procedure

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

Appendix 5: Assessment Strategies

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

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