English
Junior High

Grades 9 and 10

Syllabus

Standards-Based

Papua New Guinea
Department of Education

English

Junior High

Grades 9 and 10

Syllabus

Standards-Based

Papua New Guinea
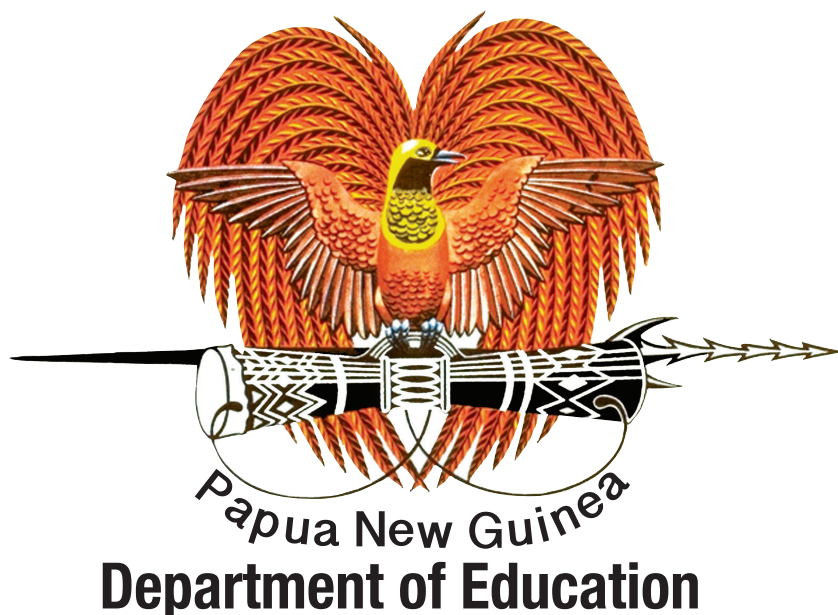**Department of Education**

Issued free to schools by the Department of Education

Published in 2020 by the Department of Education, Papua New Guinea

© Copyright 2020, Department of Education, Papua New Guinea

Graphic Design & Layout by Vitus Witnes Kanua

Contents

Acknowledgements

Acronyms

AAL	Assessment AS Learning
AFL	Assessment FOR Learning
AOL	Assessment OF Learning
BOS	Board of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
CS	Content Standard
EO	Evidence Outcomes
ESD	Education for Sustainable Development
GoPNG	Government of Papua New Guinea
IHD	Integral Human Development
MSD	Measurement Services Division
NCSB	National Curriculum Standards and Benchmarks
NCSF	National Curriculum Standards Framework
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
UNCRC	United Nations Convention on the Rights of the Child

Secretary's Message

The Department of Education adopted the Standards-Based Curriculum (SBC) in 2013 after general concerns were raised about declining quality of students' learning across the national education system when the Outcomes-Based Curriculum (OBC) was in use. Hence, the GoPNG established a Task Force Committee (2013) to review OBC and subsequently made recommendations for curriculum reform. It is at this juncture that the SBC is officially recognised as the National Curriculum for Papua New Guinea (PNG).

The SBC is grounded in the notion of Standards that set directions for the learning goals for PNG's National Education system. Standards describe what students should know and be able to achieve by the end of each grade level. The SBC has content-standards and grade-level benchmarks that all teachers, students, policy makers, and other stakeholders have to work towards achieving. The National Content Standards illustrate clear intentions of what students studying in the PNG education system need to learn, know, understand, and be able to do or achieve in specific subject of study.

The ultimate aim of the Standards-Based Education in PNG is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that can be used in all spheres of their lives. Education must therefore aim to provide all children with an equal opportunity to achieve high academic standards that are internationally comparable. Education must also aim to motivate and prepare students to pursue Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in higher education institutions and pursue careers in STEAM related fields.

Thus in studying English as a subject, students get to learn about the English language and how to use it effectively. The study of English plays a vital role in the development of literacy, enhances students learning in all areas of the curriculum, and provides them with the communication skills and critical understanding of language necessary for active participation in society. Studying English will provide students opportunities for communicating information competently and effectively. Students demonstrate their expressive abilities by creating oral, written, and visual texts that inform different audiences. Students will use appropriate English skills and processes to communicate through listening, speaking, reading, and writing.

I commend and approve this Grades 9 & 10 English Syllabus to be used in all Junior High Schools throughout Papua New Guinea.

....

UKE W. KOMBRA, PhD.
Secretary for Education

Introduction

The Introduction of SBC into PNG is an important government directive. The main rationale for having a Standards-Based Education is to raise PNG's performances in all aspects of education; curriculum development, teacher training, student and teacher performance, monitoring, school management, and leadership.

PNG adopted the SBC in order to improve standards of learning for Papua New Guinean students. Thus, teachers need to have a clear purpose and focus on what is to be taught and assessed. Whilst, on the other hand, students have to know what they have to learn and be able to do. Thus, both teachers and students will have to understand the purpose and focus of the SBC.

This English syllabus contains the English National Content Standards and grade-level benchmarks for six strands:

1. Reading
2. Writing
3. Listening
4. Speaking
5. Communication and
6. English Grammar

The English content standards are consistent with, and aligned to, the ultimate aim of Standards-Based Education and Curriculum, which envisages to prepare students for pathways into careers, higher education, and citizenship. Content standards are benchmarked at each grade level.

The study of English is explored using a range of texts. Through critical analysis deeper meanings are drawn and discussed. Learners need to become familiar with features of English such as spelling, vocabulary, grammar, punctuation, layout, and the important functions of the different modes of communications. Students have to understand and use appropriate language meaningfully to interact with increasingly diverse audiences in their journeys as learners and into adulthood. Students are expected to build on prior knowledge, skills, and understanding as they progress through one level and to the next grade level.

Students will use an integrated text-based approach to study a range of genres including literary prose, media, academic, and everyday texts. Teachers will choose from a range of texts suitable for students to study individually or in groups. As students are involved in listening, speaking, reading, viewing, and writing a range of texts, they use appropriate language conventions to make meanings and recreate their knowledge bases.

English is to be timetabled for 200 minutes for five periods per week for Grades 9 & 10 (40 minutes x 5 periods).

Aims and Goals

The ultimate aim of education in PNG is to prepare children for careers, higher education, and citizenship. To achieve this aim, a number of enabling aims and goals have been formulated based on evidence. The ultimate aim and the enabling aims and goals are closely linked. The enabling or operational aims and goals are described here.

Aims and Goals of Standards-Based Education and Curriculum

Curriculum aims and goals articulate the outcomes that will be achieved in the long-term and the medium-to-long term. They embed the development and educational aspirations of PNG and its citizens. These have been influenced by evidence from the analysis of context and research on teaching and learning, and on social, economic, political, technological, and cultural developments. There is a close link between the aims and goals of the curriculum. This is important for ensuring that the chain of learning results is clear.

Aim 1: Students will acquire essential and relevant knowledge, skills, values, and attitudes that will prepare them for careers, higher education, and citizenship.

Goals

Students will be able to:

(a)   acquire essential in-demand knowledge and employability skills, and values, and attitudes required for working, studying, and living in the 21st century.

(b)   achieve internationally comparable and high academic standards, and attain essential proficiencies that will enable them to make a smooth transition from secondary to post-secondary institutions, pursue a variety of career pathways, and live purposeful, productive, responsible, and harmonious lives.

(c)   acquire and use intellectual, emotional, cultural, physical, creative, vocational, recreational, and spiritual knowledge, skills, values, and attitudes as bases for living fulfilling, purposeful, and productive lives in communities in which they choose to live.

Aim 2: Students will achieve internationally comparable and high academic standards in English, Mathematics, Science, Technology, Engineering, Social Science, Character and Social Development, Citizenship and Christian Values Education, Business and Commerce, Agriculture, Arts, Physical Education, and Industrial Arts and Technology.

Goals

Students will be able to:

(a)   read and comprehend a variety of texts, communicate orally and in writing, use different approaches and modes of communication, identify different purposes of communication, and understand and appreciate PNG's languages and the languages of people from different cultures.

(b)   understand and apply mathematical reasoning, statistical thinking, processes, formulas, and concepts to solve different mathematical problems.

(c)   examine and apply scientific inquiry, reasoning, thinking, processes, and concepts to solve problems and improve real life situations. And understand the importance of logical and abstract thinking in the solving of problems, the importance of mathematics in science reasoning, and recognize the role of science in every aspect of life.

(d)   attain Science, Technology, Engineering, Arts, and Mathematics (STEAM) education literacy and become proficient in the use of STEAM principles and skills to solve problems posed by both the natural and physical environments by developing creative and innovative solutions.

(e)   acquire fundamental knowledge and skills in computer, communications, and construction technology and attain essential proficiencies that will prepare them for careers and higher education programs in computer, communications, and construction technology related fields.

(f)   investigate and develop an in-depth understanding of how people interact and relate to each other and their places, examine the different social, economic, political, environmental, natural, and physical systems, processes, structures, and organisations, and appreciate the cultural and language differences that exist amongst people.

(g)   analyse and critically reflect on the essential social and relationship values and skills, health and peace values and attitudes, and problem-solving and conflict management skills needed for social and character development, social cohesion, development of healthy and peaceful families and communities, and caring for the natural and physical environments.

(h)   understand the significance and purposes of Biblical values and principles in the shaping of personal character and personal conduct, developing and adhering to moral and ethical standards in one's conduct and relationships, and preparation for eternal life.

(i)   examine their civic and citizenship responsibilities, the importance of these responsibilities to harmonious living and maintaining social cohesion, and community and national development and well-being.

(j)   develop an in-depth understanding of business and commerce principles, processes, concepts, and practices, including e-business and e-commerce, and use the knowledge, skills, values, and attitudes learnt and mastered to start and manage their own businesses.

(k)   acquire knowledge, skills, values and attitudes required for learning and practice of arts, and the application of knowledge and skills to express themselves, promote PNG's cultures, and make a living.

(l)   recognise the importance of healthy mind, body, and spirit, the importance of physical exercise and sport, balanced diet, and regular exercise in living a healthy life style.

(m)   attain essential agriculture knowledge, skills, values, and attitudes required for making a living in agriculture related contexts, starting and managing agriculture businesses for personal and family sustainability, and pursing agriculture-oriented livelihoods.

> **Aim 3:**   Students will attain both regional and internationally comparable standards in literacy and numeracy.

Goals

Students will be able to:

(a)   develop fluency in reading and comprehension to enable them to decode, critique, critically analyse, and synthesize a variety of texts.

(b)   acquire essential writing and publication proficiencies to enable them to write and publish a variety of texts.

(c)   learn and demonstrate proficiency on the essential mathematics knowledge, skills, values, and attitudes and use these to solve problems in real life situations.

(d)   attain the expected levels of literacy in Science, Social Science, Character and Social Development, Citizenship and Christian Values Education, Industrial Arts and Technology, Business and Commerce, Agriculture, Arts, Physical Education.

> **Aim 4:** Students will continue to develop their full potential and empowered to be dynamically involved in the process of freeing themselves from oppressive situations, contribute to promoting the common good and welfare of society, and develop a sense of responsibility for oneself and others.

Goals

Students will be able to:

(a) recognise and critically analyse the situations that oppress and marginalise them and others, and take appropriate individual and collective actions to transform these situations in order to improve their wellbeing and the well-being of others.

(b) develop a positive attitude towards community service and responsibility for the well-being of the community while being responsible for their personal behaviour and conduct and hold others to account for their behaviour and attitudes in the interest of public good.

(c) develop effective communication and social skills, and think critically and rationally when solving problems and making decisions at different stages of their personal development.

(d) interpret language and cultural expressions attributed to oppressed and marginalised groups by dominant and powerful groups and challenge these in order to improve their situations.

> **Aim 5:** Students will contribute towards the development of knowledge-based economy and society, and the transformation of Papua New Guinea from a developing to a middle-income country by continuously learning and applying knowledge, skills, values, and attitudes to improve the prevailing social, economic, political, cultural, scientific, and technological conditions.

Goals

Students will be able to:

(a) value creativity and innovation; the spirit of autonomy and independence; and foster an attitude to knowledge creation and application to improve working, living, and development conditions.

(b) obtain relevant knowledge, skills, values, and attitudes that will enable them to be multi-skilled, life-long learners, and knowledge-based workers capable of functioning in a changing world and work environment.

> **Aim 6:** Students will continue to learn throughout their lives and apply the outcomes of learning to improve their personal and collective learning, growth, and development, and the quality of life for oneself and others.

Goals

Students will be able to:

(a) think sensibly for themselves and to develop as individual members of a community.

(b) develop and foster an attitude towards continuous learning as a basis for improving one's own knowledge, thinking, practice, value and belief system and hence improve life outcomes.

(c) cultivate a positive attitude towards research, reflection, and critical analysis as a basis for lifelong learning.

> **Aim 7:** Students will acquire essential knowledge, skills, values, and attitudes necessary for the building of peaceful and safe communities, living together, upholding the principles of a democratic state and society, building social cohesion, promoting equity and social justice, and ensuring economic prosperity for all.

Goals

Students will be able to:

(a) value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute to the building and fostering of peaceful, safe, and inclusive communities.

(b) use effective communication skills and think creatively in a rational manner and develop better problem solving and decision-making skills at appropriate levels and ages.

(c) examine in-depth problems at hand by collecting and using evidence to make informed decisions about the best strategies to address the problems and achieve results that are satisfactory to all stakeholders.

(d) become happy, healthy, and useful members of society.

(e) analyse the principles of democracy, how a democratic government works, citizen's democratic rights and responsibilities, and the weaknesses and strengths of the democratic ideology.

> **Aim 8:** Students will foster an understanding and an appreciation of PNG's many cultures and languages, their influence on the construction and representation of Papua New Guinean's identities, and the value, knowledge, and belief systems that underlie these diverse cultures and languages; while embracing the cultural and linguistic differences, and take actions to sustain the good and eliminate the bad aspects of cultures.

Goals

Students will be able to:

(a) have pride and responsibility towards their cultures and languages, and preserve and promote one's identity through language and culture while at the same time learning, appreciating, and tolerating other cultures and languages, both local and international.

(b) communicate with other people through written and spoken language, through mathematics and through other ways such as art, music and movement.

(c) investigate the underlying knowledge, value, and belief systems of different cultures and languages, and take appropriate individual and collective actions to eliminate aspects of cultures that hinder the building and fostering of healthy relationships and peaceful and safe environments, that are oppressive and detrimental to human development, and detrimental to the promotion of inclusive development and a hindrance to promoting and safeguarding fundamental human rights.

> **Aim 9:** Students will develop their knowledge and an appreciation and respect for the natural environment and physical and human resources, and the need to develop these in ways that are sustainable for the benefit of current and future generations.

Goals

Students will be able to:

(a) cultivate and maintain an attitude to respect life, care for nature, and contribute to the protection of the environment.

(b) help develop and sustain Papua New Guinea's environment and its physical and human resources, for the benefit of current and future generations.

(c) become wise guardians of Papua New Guinea's resources.

(d) act responsibly and within the spirit of environment sustainability in the use of natural resources with the knowledge that local actions on environment have both local and global consequences.

> **Aim 10:** Students will develop healthy self-concepts; contribute to the establishment and sustainability of healthy communities; the eradication of common diseases; and improvement in the health status of all citizens.

Goals

Students will be able to:

(a)   demonstrate an understanding of the different stages of child development from conception to childhood, adolescence to adulthood.

(b)   show awareness and understanding of the importance of building and promoting healthy life styles and healthy communities as prerequisites for healthy living and life style.

(c)   investigate common diseases in PNG and their causes and symptoms, appreciate the consequences and impact they have on the citizens, look at what is being done to eradicate these diseases, and know how they can contribute to eradicating these diseases.

> **Aim 11:** Students will understand that parenthood is a lifelong responsibility however, in exercising this right they should be aware of the impact of uncontrolled population growth and its consequences on families, communities, the environment, available resources, and the nation.

Goals

Students will be able to:

(a)   appreciate the importance of having a family unit and show awareness of parental responsibilities, recognize the consequences of the decisions they make regarding the size of their families, recognizing the fact that the quality of life for their children depend on the decisions they make.

(b)   aware of the contributing factors to population growth and demonstrate an understanding of the consequences of uncontrolled population growth.

Aim 12: Students will acquire knowledge, skills, values, and attitudes required for social and economic development, for gainful employment and self-employment, and for transforming individual and collective livelihoods and alleviating poverty.

Goals

Students will be able to:

(a) acquire knowledge, skills, values, and attitudes required for active participation in the formal and informal economy as means for making a sustainable living.

(b) explain and apply the concepts and practices of self-reliance and personal viability to create own employment as an alternative to formal employment.

(c) foster an attitude towards work by acquiring relevant values, knowledge, and skills that will prepare them to pursue vocational skills occupations.

Aim 13: Students will develop required values and respect for oneself, others, and the community, and use these as a basis for developing effective national and global citizenships traits.

Goals

Students will be able to:

(a) learn about and show awareness about past and present outstanding and model citizens whose character, moral standing, ethical standards, and contributions have shaped PNG and the world.

(b) demonstrate awareness and understanding of their civic and citizenship roles and responsibilities, the importance of performing these responsibilities in a transparent and accountable way for the greater good of PNG and their communities, and the consequences of neglecting these roles and responsibilities.

(c) develop and foster values, behaviours, attitudes, and communication competencies required to live together and in harmony with peoples of other cultures and linguistic groupings.

(d) show awareness and concern for the welfare and the rights of others, contribute to the promotion of justice for all and the empowerment of the oppressed and marginalized people, promote gender and social inclusion as the basis for protecting and promoting the rights of all.

Overarching Curriculum Principles

Curriculum principles identify, describe, and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant social, economic, political, cultural, religious, philosophical, environmental, and educational values and beliefs. Curriculum principles are evidence-based and influenced by best practice. The following principles underpin the design, development, and implementation of SBC in PNG.

Relevance

The national curriculum should target the national, community, and personal social, economic, political, cultural, environmental, and spiritual, development needs and aspirations. Curriculum should aim to prepare children for careers, higher education and citizenship. Children should be equipped with essential, in demand knowledge, skills, values, and attitudes to meet the demands and challenges of working, studying, and living in a complex, knowledge-based, and technology driven economy and society of the 21st century. This can be achieved through the development of rigorous and comparable learning standards, design, development, implementation, and monitoring of a quality SBC, and embedding of values and critical, creative, decision-making, reasoning, problem-solving, high level, 21st century, and STEAM skills in the curriculum.

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

Multiculturalism

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

Ethics, Morals, and Values

PNG is striving to create a society in line with democratic liberal traditions. The citizens of PNG should recognise appropriate social relationships based on sound human and religious ethics, morals and values. These are

required for interaction with families and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with studying, working, and living in the 21st century global society. Socialisation also requires an awareness of the interdependence of individuals, societies, and nations in the postmodern world. It requires involvement with family, school, church, community, and the world beyond.

Integral Human Development

Integral human development focuses on the holistic development of every person. National curriculum should provide opportunities for all children to receive an education that will enable them to:
- be dynamically involved in the process of freeing themselves from every form of domination and oppression so that they will have the opportunity to develop as integrated persons in relationship with others. This means that the national curriculum must integrate and maximise socialisation, participation, liberation, and equality;

- be aware of human potential and the willingness to develop and maximize this potential so that each individual can solve his or her own problems, contribute to the common good of society, and maintain, promote, and improve the learning, working, and living conditions of all, and

- acquire and consistently use Biblical and spiritual values, personal, social and sustainability values, and work, relationship, health, and peace values in their lives.

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

The process of integral human development calls for a national curriculum, which helps individuals to:
- identify their basic human needs;

- analyse situations in terms of these needs;

- see these needs in the contexts of spiritual and social values of the community; and

- take responsible action in co-operation with others.

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

The Right to Healthy Living

The health status of PNG is very low. All citizens have a right to clean water, a nutritious diet, improved sanitation, and appropriate and better local health services. Students need to learn attitudes; skills, and

knowledge that will help them become productive, healthy, and contented citizens of PNG. They need to be given a set of skills that will enable them to improve their own and their community's health in order to improve the health status of PNG. The national curriculum will ensure that students have the opportunity to learn about healthy living and lifestyles.

Nation Building and National Unity

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

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

Sustainability

The natural environment of PNG is as diverse as its cultures. It is often under threat from uncontrolled exploitation, over logging, abuses associated with mining, over fishing, dynamiting of reefs, and dumping of toxic wastes. Our diverse cultures are also under threat from over exploitation and commercialisation of sacred cultural practices. Our cultural traditions are not being handed down from generation to generation. The national curriculum will guide students to further appreciate, respect, and value their natural environment, cultures, customs, and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life in PNG.

Gender Equity and Social Inclusion

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In PNG, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males

and females. The national curriculum will provide students with subjects, resources, activities, and experiences that value the needs of both girls and boys.

Females are generally a disadvantaged group in PNG. PNG does not have in place a good record about gender equity for females. Violence against females is widely acknowledged as a serious problem. A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and lower income levels than males. Males hold nearly all positions of leadership, authority, and decision making.

Men hold most senior positions in government departments and the community. It is a similar situation in the Department of Education, provincial education divisions, and schools. The national curriculum will provide students with opportunities to consider these problems and ways of addressing gender issues.

Inclusive Curriculum

The national curriculum is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographic locations, and cultural language, or socioeconomic backgrounds. The national curriculum must be implemented by teachers in ways that are inclusive of all students at all levels of schooling. Much more can be achieved if parents, community leaders, churches, and schools co-operate and communicate with each other.

Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. It is true that students are very different and even the same students learn best from different methods at different times. By using a range of teaching methods, it is more likely that the needs of all students will be met. In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional, spiritual, and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies, and thoughtful use of the language of communication.

To be inclusive, teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able to participate fully in all learning activities. Participation requires that individuals are motivated to achieve the goal of socialisation fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognised and encouraged, without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

Student-Centered Learning

Student-centered learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centered approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centered classroom will usually involve students working together in small groups using activity centeres set up in the classroom while the teacher works more closely with one or two students. The national curriculum describes what all students are expected to learn in all subjects. A student-centered approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The national curriculum should build on what students already know. Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education and to return to school or some other educational or training institutions in order to improve their qualifications.

Language Development Across the Curriculum

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

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

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

Science, Technology, Engineering, Arts, and Mathematics

The majority of careers in the 21st century is STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM knowledge, skills, values, and attitudes to be taught from prep to post-secondary school level to provide opportunities for all students to attain STEAM related proficiencies before leaving school. The main aim of this education is to shape students' thinking, motivate, and influence them to develop an interest in careers in the STEAM field, and pursue STEAM related academic programs in institutions of higher education.

Standards-Based Curriculum Principles

The principles of SBC include the following:

- Setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards will motivate students to perform at a much higher level.

- Standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do.

- Students will learn more when more is expected of them in school and at home.

- The setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education.

- All children are capable of learning and achieving high academic standards, regardless of their backgrounds.

- Students can learn in their own ways and at their own rates.

Protection of Children's Rights

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

The four core principles of UNCRC underpinning children's rights are:
- non-discrimination.
- devotion to the best interests of the child.
- the right to life, survival and development.
- respect for the views of the child.

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

English Rationale, Aims and Goals, and Guiding Principles

Rationale

In Papua New Guinea, learning English is important because it is the medium of national and global communication. It is the language of international communication, business and politics. With more than 800 different languages in the country, speakers of these languages can be drawn together through the learning and use of English. Through the study of English, necessary knowledge, skills, attitudes, and values will be imparted to the students. Students will learn that English transmits cultural perspectives, including gender, class, and ethnicity and enables students to recognise and understand the differences in people. Learning English will emphasise the importance of contemporary cultural issues which shape meaning and reality and develop positive attitudes to life at school and in society to enable students to live successfully with others.

Students learn English so that they can communicate effectively in a variety of situations; in the market place, in the business world, and in the technological world. The use of computers, mobile phones, and modern equipment requires English reading and viewing skills and an understanding of the English language. A good command of English provides students with increased opportunities for enjoyable leisure activities such as reading or writing for pleasure and watching television and movies. Potential career opportunities in urban, community or village contexts are increased for students who have a good command of English. Mastery and Fluency in, and an understanding of, English is critical for preparing Papua New Guinean children for careers, higher education, and citizenship in the 21st century and beyond.

Important Knowledge, Skills, Values, and Attitudes All Students Must Master to Prepare Them for Careers, Higher Education, and Citizenship

- Read, make sense, and analyse a variety of texts using story elements, themes, characters, plots, and contexts.
- Enjoy reading for a variety of purposes.
- Draw conclusions, make inferences, and generalizations.
- Infer traits, feelings, and motives of characters or individuals from a variety of texts and situations.
- Use information to form, explain, and support predictions, assumptions, particular positions, opinions, and points of view.
- Analyse information and viewpoints presented in a variety of texts in order to develop well-formed opinions and summarize information in a text.
- Use critical analysis skills to analyse different texts in terms of the theme, character, plot, and setting.

- Use correct grammar, spelling, punctuation, capitalisation, referencing, and structure in writing a variety of texts for a variety of purposes and audience.

- Critique their writing as well as the writing of others.

- Display an understanding and appreciation of literature by listening to others and responding appropriately.

- Demonstrate skill in inferential and evaluative listening.

- Communicate ideas in writing to accomplish a variety of purposes.

- Use communication skills to communicate effectively using language appropriate to the situation and audience.

- Use research skills to research a variety of language topics, present information in a variety of formats, interpret information, and draw conclusions from the data and the text.

Aims and Goals

Aims

The national curriculum for English aims to ensure that all students:

- read fluently, accurately and expressively with understanding;

- develop the habit of reading, for both pleasure and information;

- acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;

- write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences;

- elaborate and explain clearly their understanding and ideas of a wide range of texts through different genre types;

- are competent in the art of speaking and listening, making formal and informal presentations, demonstrating to others and participating in debate.

Goals

Students will be able to:

- have an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people;

- foster the love of reading and writing and create awareness of the value and power of language;

- a critical attitude towards the ideas and values encountered in spoken and written English texts;

- recognize and use language expressively to enhance meaning confidently;

- have a cautious and critical attitude towards language learning with an attempt to improve one's capability and use language to achieve the desired purpose.

Guiding Principles

The English curriculum principles are anchored on the following; language acquisition, learning, teaching, and assessment principles.

All languages are interrelated and interdependent

Learning of mother tongue or first language strengthens and supports the learning of other languages. The underlying proficiencies in one language will benefit the learning of other languages especially English.

Language learning and acquisition is an active process that begins at birth and continues throughout life

It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their learnt knowledge and using them in a variety of contexts, students develop language fluency and proficiency.

An effective English Language curriculum develops thinking and language together through interactive learning

Effective use of English language both requires and extends thinking. As students listen to a speech, view a documentary, discuss poem or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyse, evaluate, and apply the ideas they encounter in English language and all other disciplines when they read increasingly complex texts and undertake increasingly challenging assignments that requires them to write or speak in response to what they are learning.

English Assessment takes different forms and can be used in a variety of ways

Assessment can and should be supportive of learning. It is an integral part of teaching and learning and, as such, it is used to support and improve learning by helping learners and teachers to identify next steps in their learning. It attempts to capture the learner's total array of skills

and abilities and measures language proficiency in the context of specific subject matter. Assessment procedures are based on the idea that various aspects of a learner's life, both academic and personal, are integral to the development of language proficiency and cannot be ignored. In this sense, the most valuable assessment takes place at the site of learning where learners receive support and guidance. Learning is best supported in the classroom context when clear goals are established between teacher and learner and when images of successful learning can be shared with reference to those goals.

STEAM Rationale, Aim and Goals, and Guiding Principles

Rationale

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

Ultimate Aim

The ultimate aim of STEAM education is to develop a STEAM literate society in which all citizens have the expected level of STEAM literacy. STEAM literacy refers to an individual's:

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

- understanding of characteristic features of STEAM disciplines as forms of human knowledge, inquiry, and design;

- awareness of how STEAM disciplines shape our material, intellectual, and cultural environments, and

- willingness to engage in STEAM related issues and with the ideas of STEAM as a constructive, concerned, and reflective citizen.

Goals

The following are the goals of STEAM:

(i) Provide students with STEAM related experiences and opportunities to use STEAM concepts, ideas, and skills to solve problems relating to the natural and physical worlds, and use the evidence to make informed decisions about the interventions.

(ii) Build positive attitudes and embed essential STEAM values in children thereby motivating them to choose STEAM related careers or undertake STEAM related academic programs or courses of study.

(iii) Provide students opportunities to work in collaboration and

partnership with people engaged in STEAM related careers or disciplines to learn about how STEAM skills, concepts, processes, and ideas are applied in real life.

(iv) Build a pool of STEAM workers who can contribute to national and global development and progress.

(v) Enable children to achieve high academic standards

Guiding Principles

Integration and application of knowledge and skills in real life situations

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

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

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

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

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

Core Curriculum

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

- Cognitive skills (critical and creative thinking);

- Reasoning, problem-solving and decision-making skills;

- High level thinking skills (analysis, evaluation and synthesis);

- 21st century skills;

- STEAM principles and skills;

- Spiritual values and virtues;

- Reading, writing and communication skills, and

- Essential values and attitudes.

The above knowledge, skills, values and attitudes should be taught and assessed by all teachers from prep to Grade 12. These are reinforced at each school grade and school level to enable students to become proficient in their application in different career, higher education and citizenship contexts.

Essential Knowledge, Skills, Values and Attitudes

Students' learning of the English language is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

Essential English knowledge, processes, skills, values, and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan, teach, and assess these in their lessons.

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

Types of Knowledge

There are different types of knowledge. These include:	
• Public and private (privileged) knowledge • Specialised knowledge • Good and bad knowledge • Concepts, processes, ideas, skills, values, attitudes • Theory and practice • Fiction and non-fiction • Traditional, modern, and postmodern knowledge	• Subject and discipline-based knowledge • Lived experiences • Evidence and assumptions • Ethics and Morales • Belief systems • Facts and opinions • Wisdom • Research evidence and findings • Solutions to problems

The specific English essential knowledge that junior high school students need to master in each strand include:

Reading:
- Textual evidence.
- A variety of strategies and skills to independently conduct research and write a paper on a topic of interest.
- How to analyse inferences drawn from the text.
- How the author's message was influenced by real-life situations in society and culture.
- Theme or central idea of a text.
- Objective summary of a text.
- How complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.
- Meaning of words and phrases as they are used in the text, including figurative and connotative meanings;
- Impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors)
- How an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Point of view or cultural experience reflected in a work of literature from outside Papua New Guinea, drawing on a wide reading of world literature.
- Grasping point of view (e.g., satire, sarcasm, irony, or understatement).
- A variety of printed and media materials for different purposes and discuss opinion of what was read.
- Argumentative and complex texts.
- How an author draws on and transforms source material in a specific work to create works of literature.
- Literature and other texts including stories, dramas, and poems at the high end of the Grades 9–10 text complexity band independently and proficiently.

Writing:
- How to present orally or in writing solutions to important issues and problems in English.
- How to exchange, support, and discuss opinions with fluid use of language on a variety of topics dealing with contemporary and historical issues.
- How to describe and justify states of being and feelings.
- Effective Authentic communication.
- Main ideas of unfamiliar written and oral resources from various media.
- Main ideas of nonfiction articles and primary source documents.
- Oral and/or written English literary works.
- The cultural nuances of meaning in written and spoken language, as expressed by speakers of the language in formal and informal settings.
- How to write organised and original compositions, journal entries and reports, and produce various media presentations on a variety of topics.
- How to write various types of texts reflective of the rhetorical styles and devises authentic to the language.
- How to prepare and deliver oral presentations, such as speeches and debates, on various topics.
- How to perform scenes from plays; recite poems or excerpts from literature commonly read by speakers of English.

Listening:
- Multi-step directions, with repetition or rephrasing, within a familiar context.
- Listening strategies to understand different situations.
- Critical listening to comprehend a speaker's message which requires mental and physical strategies to direct and maintain attention.
- How to identify the main idea of longer, routine messages in familiar contexts.
- How to interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.
- A range of speakers' attitudes, moods or emotions in extended oral messages
- Different body languages and/or tone and voice quality.
- Specialised vocabulary spoken in a variety of contexts, with support.
- The literal meanings of words, with support as spoken.
- How to use knowledge of cognates to comprehend new vocabulary, with extensive support.
- Figurative meanings of words and idiomatic phrases, with support as spoken.
- How to make predictions based on unfamiliar, extended spoken material, with support.
- Inferences and predictions based on unfamiliar, extended spoken material, with little support.
- Inferences and predictions based on familiar extended spoken material, with limited support material, with limited support.

Speaking:
- Multi-step directions, with repetition or rephrasing, within a familiar context.
- Oral directions in media presentations.
- How to identify the main idea of longer, routine messages in familiar contexts.
- How to identify the main idea of simple oral presentations via radio, video, television and other media.
- A range of speakers' attitudes, moods or emotions in extended oral messages with reference to body language and/or tone and voice quality.
- High-frequency, grade-level spoken academic vocabulary presented with contextual support.
- How to use knowledge of cognates to comprehend new vocabulary.
- Figurative meanings of words and idiomatic phrases.
- Predictions based on unfamiliar, extended spoken material.
- Inferences and predictions based on familiar extended spoken material.

Communication:
- Presentations on familiar and unfamiliar topics in different situations.
- Underlying meaning of culturally authentic expressions as presented through a variety of media.
- Viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
- Significant points and essential details presented through newspaper articles or official documents.
- Different literary and technical styles from a variety of culturally authentic sources.
- Different points of view presented through a variety of literary works.
- Idioms and idiomatic expressions, and meaning of unfamiliar words used in context.
- How to communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
- How to speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
- Viewpoints on an issue of interest.
- Story narration.
- Various authentic sources.
- Essays, summaries, and reports.
- Idioms and culturally authentic expressions in writing.
- Writing with clarity following consistent control of time frames and mood.
- Persuasive essays.

English Grammar:
- Conventions of Standard English grammar.
- Various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- Semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Conjunctions in written expression.
- Language and language functions in different contexts.
- Written accounts of personal experiences.
- Word/phrase meaning as used in the context.
- Patterns of word changes that indicate different meanings or parts of speech (e.g. analyse, analysis, analytical; advocate, advocacy).
- Correct pronunciation of a word, its precise meaning, its part of speech, its etymology.
- Euphemisms and oxymoron in written work.
- Nuances in the meaning of words with similar denotations.
- General academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Types of Processes

There are different types of processes and students are expected to utilise the different types of processes when studying English. The processes include:

• Problem-solving	• Cyclic processes
• Logical reasoning	• Mapping (e.g. concept mapping)
• Decision-making	• Modelling
• Design process thinking	• Simulating
• Engineering design process	• Replicating
• Creative design process	
• Reflection	

Types of Skills

There are different types of skills. Students in junior high school will be introduced to different types of English skills and are expected to master and demonstrate proficiency in these essential English skills. The skills include:

1. Cognitive (Thinking) Skills

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

i. Critical Thinking Skills

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

ii. Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include; *Synthesis/Creative Skills* **– Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.**

Key words

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

2. Reasoning Skills

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

3. Decision-Making Skills

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

4. Problem-Solving Skills

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

Types of Values

Students learning the English language are also expected to master and demonstrate proficiency in essential core values in real life or related situations. The different types of values include:

1. Personal Values

Core Values	Sustaining Values
• Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality	• Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

2. Social Values

Core Values	Sustaining Values
• Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment	• Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities

Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view	
• Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative	• Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

Content Standards, Benchmarks, and Evidence Outcomes

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

Content Standards

Content Standards are broadly stated expectations of what students should know, understand, and be able to do in a particular subject, grade, or school level. They embed essential knowledge, skills, values, and attitudes that all students are expected to learn and master in each strand or unit to prepare them for the next grade or level of schooling.

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development. Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate proficiency.

Evidence Outcomes

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

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and benchmarks to not only make it easier to interpret and understand the relationship between these two learning standards but also to guide lesson planning, instruction, assessment and reporting of students' performance in relation to a benchmark or content standard.

Content Standard and Benchmark Coding

Grade: Grade is indicated by the first digit (for example, **9**)
Strand: Strand is indicated by the second digit (for example, 9.**1**).
Content Standard: Content Standard is indicated by the third digit (for example 9.1.**1**)
Benchmark: Benchmark is indicated by the fourth digit (for example, 9.1.1.**1**)

Thus the coding will read as;
Content Standard **9.1.1** and Benchmark **9.1.1.1.**

Content Overview

Content overview provides a summary of the strands and the units that will be taught in each grade. English is organised into six (6) strands and twenty five (25) units. The inclusion of strands and units in the curriculum is based on their importance in the learning and mastery of significant English language knowledge, processes, skills, values, and attitudes. This content is critical to students' learning as well as in the development of their competencies and fluency in all aspects of the English language. Strands and units are aligned and closely linked to the overall English curriculum aims, goals, and principles.

Table of Strands and Units

Grade 9 and Grade 10 strands and units are presented in the table below.

Strand	Units
1. Reading	1. Reading for All Purposes: Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity
2. Writing	1. Text Types and Purposes 2. Production and Distribution of Writing 3. Research to Build and Present Knowledge 4. Range of Writing
3. Listening	1. Oral Instructions Comprehension 2. Identify Main Ideas and Supporting Details of Spoken English 3. Determine Speaker Attitude and Point of View 4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary 5. Making Inferences and Predictions
4. Speaking	1. Fluency and Pronunciation 2. Speaking Using Appropriate Grammar and Vocabulary 3. Speaking for Varied Purposes, Both Informal and Formal 4. Comprehension and Collaboration
5. Communication	1. Interpretive Listening 2. Interpretive Reading 3. Interpersonal Communication 4. Presentational Speaking 5. Presentational Writing
6. English Grammar	1. English Grammar 2. Knowledge of Language 3. Vocabulary Acquisition and Use

Strand 1: Reading

Rationale

Reading is essential to learning in all content areas; therefore, all teachers are teachers of reading! Reading involves both the application of foundational skills of decoding text and the construction of meaning from text. Key skills in decoding, phonemic awareness and phonics, are primarily developed in kindergarten through third grade, while fluency, vocabulary and comprehension, keys to constructing meaning, extend beyond the early grades. Reading is a strategic problem solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyse, synthesize, and critically evaluate information. Constructing meaning from text is first accomplished with teacher guidance, moving students to become proficient and independent readers. During the reading process proficient readers continuously monitor their own reading as they select and apply the strategies most appropriate to the text and purpose of the task before them. Readers must be sensitive to diversity in language use, cultural patterns and dialects. Readers must also be aware of the influences of geography, social groupings and ethnicity, especially that of Papua New Guineans.

Evidence outcomes

At the end of Junior High School, students can:
- Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Use a variety of strategies and skills to independently conduct research and write a paper on a topic of interest.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Analyse and evaluate context to see how the author's message was influenced by real-life situations in society and culture.

- Determine a theme or central idea of a text and analyse in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- Analyse how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- Examine factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.

- Examine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyse the impact of specific word choices on meaning and tone, including

words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

- Analyse how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

- Analyse a particular point of view or cultural experience reflected in a work of literature from outside Papua New Guinea, drawing on a wide reading of world literature.

- Analyse a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- Analyse the representation of a subject or a key scene in artistic mediums, including what is emphasized or absent in each treatment.

- Read and compare a variety of printed and media materials for different purposes and discuss opinion of what was read.

- Analyse argumentative and complex texts.

- Analyse how an author draws on and transforms source material in a specific work to create works of literature.

- Read and analyse literature and other texts including stories, dramas, and poems at the high end of the grades 9–10 text complexity band independently and proficiently.

Unit 1: Reading for All Purposes: Key Ideas and Details

This unit aims to help students locate specific information speedily, and also to enable students to comprehend a variety of texts in a focused and an organised manner.

Reading is essential to learning all content areas. It involves applications of foundational skills in areas of decoding and constructing meanings from text. Students in Grade 9 need to develop reading skills so that they are able to locate specific information quickly, analyse pieces of textual evidence that support analysis of what a text says, either explicitly, and as well as citing inferences drawn from texts studied.

In Grade 10, this unit aims to help students develop reading proficiency to comprehend and derive meanings from a variety of texts studied.

Content Standard 1: Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic and career-related purposes.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.1.1: Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**10.1.1.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9.1.1.2: Use a variety of strategies and skills to independently conduct research and write a three to five-page paper on a topic of interest.	**10.1.1.2:** Analyse and evaluate context to see how the author's message was influenced by real-life situations in society and culture.

Content Standard 2: Students will be able to determine central ideas or themes of a text and analyse their development; summarise the key supporting details and ideas with accuracy and fluency to support comprehension at all levels.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.2.1: Identify a theme or central idea of a text and analyse in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**10.1.2.1:** Determine a theme or central idea of a text and analyse in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Content Standard 3: Students will be able to analyse how and why individuals, events, and ideas develop and interact over the course of a text and/or story.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.3.1: Analyse how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**10.1.3.1:** Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity of an individual.

Unit 2: Craft and Structure

This unit aims to help students comprehend and analyse the writer's language and style, structure and purpose.

Reading has strategic problem solving processes that readers need to gain personal meanings when interacting with different text types in a culturally diverse society. Reading enables students to systematically inquire, assess, analyse, synthesize, and critically evaluate information. Hence, students in grade 9 need to develop these skills, and, to be able to make meanings of what they read, so that they can respond appropriately.

In grade 10, this unit aims to help students to analyse the writer's word choices, language structure, purpose, point of view, and style as used in a range of texts.

Content Standard 4: Students will be able to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how specific word choices shape meaning or tone.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.4.1: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyse the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).	**10.1.4.1:** Examine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyse the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Content Standard 5: Students will be able to analyse the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.5.1: Demonstrate how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.	**10.1.5.1:** Analyse how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Content Standard 6: Students will be able to assess how point of view or purpose shapes the content and style of a text.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.6.1: Analyse a particular point of view or cultural experience reflected in a work of literature from outside Papua New Guinea, drawing on a wide reading of world literature.	**10.1.6.1:** Analyse a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).

Unit 3: Integration of Knowledge and Ideas

This unit aims to help students develop abilities to inquire, assess, analyse, synthesize, and critically evaluate information that is being studied. Through reading students develop critical reading strategies that enable readers to be a critical reader, thinker, and writer as they systematically inquire, assess, analyse, synthesize, and evaluate information.

In grade 10, this unit aims to help students to evaluate the content matter presented in diverse text types and formats to broaden their knowledge on the subject.

Content Standard 7: Students will be able to integrate and evaluate the content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.7.1: Analyse the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	**10.1.7.1:** Read and compare a variety of printed and media materials for different purposes and discuss opinion of what was read.

Content Standard 8: Students will be able to delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.8.1: Analyse argumentative texts.	**10.1.8.1:** Interpret complex informational texts.
9.1.8.2: Analyse increasingly complex texts.	**10.1.8.2:** Identify correctly context, parts of speech, grammar, and word choice influence.

Content Standard 9: Students will be able to analyse how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.9.1: Draw on and transform source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Papua New Guinean author uses oral tradition to create works of literature).	**10.1.9.1:** Analyse how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Papua New Guinean author uses oral tradition to create works of literature).

Unit 4: Range of Reading and Level of Text Complexity

This unit aims to expose students to a variety of complex literary prose, and informational texts, so as to help them develop abilities to comprehend the text types studied, while also encouraging students to read and appreciate the literary works studied.

Literature is an important component of English, as it shows writings that are valued as works of art and so grade 9 students should be able to read and comprehend complex literary and informational texts independently and proficiently.

In grade 10, this unit aims to help students develop independent reading in order to comprehend a wide range of complex literary and informational texts.

Content Standard 10: Students will be able to read and comprehend complex literary and informational texts independently and proficiently.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.1.10.1: Read and comprehend literature and other texts including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.1.10.1:** Read and analyse literature and other texts including stories, dramas, and poems at the high end of the grades 9–10 text complexity band independently and proficiently.
9.1.10.2: Self-select texts for personal enjoyment, interest, and academic tasks.	**10.1.10.2:** Use a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict, visualise and analyse text, distinguish between literal and figurative meaning and identify main ideas and significant details).
9.1.10.3: Make sense of multiple perspectives and pluralistic viewpoints.	**10.1.10.3:** Read widely to understand multiple perspectives and pluralistic viewpoints.

Strand 2: Writing

Rationale

Never have writers been more in evidence in daily life than they are now. Whether it is in the form of cell phone text messages, instant messages, blogs, e-mails, personal network postings or any of the more traditional forms of writing, there is evidence readily available to show that we are taking ample advantage of our impulses to write. As the forms of writing and methods of publication increase rapidly in our digital world, the skills of writing take on new value. Practice with many different forms and styles of writing using a variety of media to communicate in writing are essential for students to become proficient writers. Successful writers choose and adapt strategies to best fit the topic, purpose and audience of the writing task. Effective writers are adept at knowing when to collaborate and seek feedback to polish and clarify their written communication during the writing process. Proficient writers also understand the ethical and legal issues of using information gained from others in their writing. They follow the protocols of the medium and write in safe and responsible ways.

Evidence outcomes

At the end of Junior High School, students can:
- Initiate, develop, discuss, and present orally or in writing solutions to important issues and problems in English.

- Exchange, support, and discuss opinions with fluid use of language on a variety of topics dealing with contemporary and historical issues.

- Describe and justify states of being and feelings.

- Engage in authentic communication during visits, field trips, community service activities, etc.

- Comprehend main ideas of unfamiliar written and oral resources from various media.

- Comprehend the main ideas and significant details of authentic live and recorded discussions, lectures, and presentations on current or past events from the target cultures.

- Comprehend the main ideas of nonfiction articles and primary source documents.

- Analyse English literary works orally and/or in writing.

- Comprehend the cultural nuances of meaning in written and spoken language, as expressed by speakers of the language in formal and informal settings.

- Write organized and original compositions, journal entries and reports, and produce various media presentations on a variety of topics.

- Write various types of texts reflective of the rhetorical styles and

devises authentic to the language.

- Prepare and deliver oral presentations, such as speeches and debates, on various topics.
- Perform scenes from plays; recite poems or excerpts from literature commonly read by speakers of English.

Unit 1: Text Types and Purposes

This unit introduces learners to different types of writings and their purposes accordingly. Thus, students can familiarise themselves with appropriate functions, structure and language so that the modelled skills are incorporated into students' writings.

Writings of different text types serve different purposes. Grade 9 English students will learn that different text types have their own conventions of, layout, purpose and style of writing respectively. Students are exposed to model writing, and then should be able to identify the writing features accordingly and use them appropriately.

In grade 10, this unit aims to help students to develop good writing skills.

Content Standard 1: Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.1.1: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**10.2.1.1:** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
9.2.1.2: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	**10.2.1.2:** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
9.2.1.3: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	

Content Standard 2: Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation, and analysis of content.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.2.1: Introduce a topic; organise complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.	**10.2.2.1:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
9.2.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**10.2.2.2:** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
9.2.2.3: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organisation, and analysis of relevant content.	**10.2.2.3:** Provide a concluding statement or section that follows from the information or explanation presented.

Content Standard 3: Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.3.1: Introduce a topic; organise ideas, concepts, and information,using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.	**10.2.3.1:** Use appropriate transitions to clarify the relationships among ideas and concepts.
9.2.3.2: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**10.2.3.2:** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
9.2.3.3: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**10.2.3.3:** Establish and maintain a formal style.
	10.2.3.4: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

Unit 2: Production and Distribution of Writing

This unit helps students develop various writing skills and styles effectively. As the forms of writing and methods of publication increase rapidly in the digital world, the skills of writing take on new practices and values. Practice is studied with exposure to different forms and styles of writing using a variety of media and text types. Students will become proficient writers as they develop writing skills based on modelled competent writing text types.

In grade 10, this unit aims to help students to develop correct writing processes in producing and publishing their written work using available technology.

Content Standard 4: Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.4.1: Formulate clear and coherent ideas for writing in which the development, organisation, and style are appropriate to task, purpose, and audience.	**10.2.4.1:** Produce writing in which the development, organisation, and style are appropriate to task, purpose, and audience.
9.2.4.2: Analyse the processes of writing, planning, drafting, revising, editing, and rewriting.	**10.2.4.2:** Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Content Standard 5: Students will be able to use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.5.1: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards).	**10.2.5.1:** Demonstrate competence in writing, using correct grammatical and mechanical conventions of composition appropriate to the purpose for writing. (For example, students will be able to write well-organised and correct research reports, persuasive texts, descriptions and letters that meet their purpose).

9.2.5.2: Use grade appropriate strategies to organize thoughts before writing. (For example, students will be able to identify topics, purpose and audience brainstorm and use concept maps and other organizers).	10.2.5.2: Use reference materials to research and report. (For example, students will be able to use dictionaries, encyclopaedia, newspapers, thesauruses, computers and the internet.

Content Standard 6: Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.6.1: Appreciate technology, including the Internet, to produce, publish, and update individual or shared writing products.	10.2.6.1: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit 3: Research to Build and Present Knowledge

This unit will expose students to various research methods and skills, and promote the use of evidence based arguments in their writings.

Research helps expand writer's knowledge on topics, and so will enable writers to put together a very good piece of writing with ample information, supportive evidences and logical arguments and inferences/ predictions. Thus, students in grade 9 will learn some research skills to collect information (data) to support issues being studied.
In grade 10, this unit aims to help students develop appropriate research skills when collecting and using information from various materials or sources.

Content Standard 7: Students will be able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.7.1: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesise multiple sources on the subject, demonstrating understanding of the subject under investigation.	10.2.7.1: Analyse how an author draws on, and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from the Bible or how an author draws on a play by Shakespeare).

9.2.7.2: Draw evidence from literary or informational texts to support analysis, reflection, and research.	10.2.7.2: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Content Standard 8: Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.8.1: Gather information from a variety of sources; analyse and evaluate the quality and relevance of the source, and use it to answer complex questions.	**10.2.8.1:** Collect and analyse relevant information from multiple authoritative print and digital sources.
9.2.8.2: Implement the writing process successfully to plan, revise and edit written work.	**10.2.8.2:** Use advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Content Standard 9: Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.9.1: Use research skills to collect a variety of information from print and electronic sources.	**10.2.9.1:** Develop organisational writing patterns to inform or persuade an audience.
9.2.9.2: Analyse informational and persuasive texts to develop a topic and establish a controlling idea with relevant support.	**10.2.9.2:** Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 4: Range of Writing

This unit will expose students to the use of grammar, language usage, mechanics and clarity that form features of different writing texts. Having done that is to show models of appropriate grammatical features being used in different writing texts. Thus, successful writers choose and adapt strategies to best fit the topic, purpose and audience of the writing task.

At this level, students will be able to compose literary and narrative texts that incorporate a range of stylistic devices which demonstrate knowledge of genre features, and understanding of grammar and language usage, mechanics and clarity.

In grade 10, this unit aims to help students apply appropriate language conventions and structures when writing for a range of tasks, purposes, and audiences.

Content Standard 10: Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.2.10.1: Demonstrate through writing their understanding of grammar and language usage, mechanics and clarity which are the basis of on-going refinements and revisions within the writing process.	**10.2.10.1:** Gather information from a variety of sources; analyse and evaluate the quality and relevance of the source; and use it to answer complex questions.
9.2.10.2: Compose literary and narrative texts that incorporate a range of stylistic devices which demonstrates knowledge of genre features.	**10.2.10.2:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand 3: Listening

Rationale

Speaking is the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language while listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned. Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds. The listening and speaking standards for English learners identify a student's competency to understand the English language and to produce the language orally. Students must be prepared to use English effectively in social and academic settings. Listening and speaking skills provide one of the most important building blocks for the foundation of second-language acquisition and are essential for developing reading and writing skills in English. To develop proficiency in listening, speaking, reading, and writing, students must receive instruction in reading and writing while developing fluency in oral English.

Evidence outcomes

At the end of Junior High School, students can:
- Analyse multi-step directions, with repetition or rephrasing, within a familiar context.

- Use listening strategies to understand different situations.

- Listen critically to comprehend a speaker's message which requires mental and physical strategies to direct and maintain attention.

- Identify the main idea of longer, routine messages in familiar contexts.

- Analyse the main idea of simple oral presentations via radio, video, television and other media.

- Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.

- Compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

- Comprehend specialized vocabulary spoken in a variety of contexts, with support.

- Identify the literal meanings of words, with support.

- Use knowledge of cognates to comprehend new vocabulary, with

extensive support.

- Identify figurative meanings of words and idiomatic phrases, with support.

- Make predictions based on unfamiliar, extended spoken material, with support.

- Use inferences and predictions based on unfamiliar, extended spoken material, with little support.

- Analyse inferences and predictions based on familiar, extended spoken material, with limited support material, with limited support.

Unit 1: Oral Instructions Comprehension

This unit aims to help develop students' listening skills through demonstrations of various listening strategies. Listening is important in one's interpersonal communication and as a life skill.

Consequently, students studying English, need to develop listening skills which are required for communication activities in the academic, social, and cultural spheres. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention. Thus, the aim is for students to demonstrate effective listening in 'whatever' the context of communication is.

In grade 10, this unit aims to help students develop effective listening skills for communication that is academically, socially and culturally acceptable.

Content Standard 1: Students will be able to develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.	
Grade 9 Benchmarks	**Grade 10 Benchmarks**
9.3.1.1: Demonstrate listening strategies which are techniques that contribute to understanding different situations and serving different purposes.	**10.3.1.1:** Engage in small and large group discussions which rely on active listening and effective contribution of all participants.
9.3.1.2: Use feedback to monitor speaking and listening effectiveness.	**10.3.1.2:** Follow multi-step directions, with repetition or rephrasing, within a familiar context or with visual support.
9.3.1.3: Analyse multi-step directions, with repetition or rephrasing, within a familiar context.	**10.3.1.3:** Listen critically to comprehend a speaker's message which requires mental and physical strategies to direct and maintain attention.

Unit 2: Identify Main Ideas and Supporting Details of Spoken English

To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds. This unit, therefore, aims to help develop students' listening skills of spoken English when listening for purpose so that they can communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds.

This unit aims to help students develop appropriate listening skills in English. That is, expose students to listen for a variety of purposes, so that they can meet their goals, and also communicate effectively and ethically with others from a wide variety of academic, social and cultural backgrounds.

Listening is a psychological process and it involves giving interpretations and meanings to communication activities. Hence, to participate successfully in a global society, students need to learn how to use listening skills effectively in this contemporary society.

In grade 10, this unit aims to help students identify main ideas and supporting details of spoken languages.

Content Standard 2: Students will be able to identify main ideas and supporting details of spoken languages.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.3.2.1: Identify the main idea of longer, routine messages in familiar contexts.	**10.3.2.1:** Identify details of brief, routine messages in familiar contexts.
9.3.2.2: Identify the main idea and details of simple fiction read aloud.	**10.3.2.2:** Demonstrate the main idea of simple expository information presented orally.
	10.3.2.3: Analyse the main idea of simple oral presentations via radio, video, television and other media.

Unit 3: Determine Speaker Attitude and Point of View

This unit introduces students to non-verbal communication as a way to determines speakers' attitudes and points of views. That is, students are to identify, describe and interpret non-spoken messages in the speaker's attitude, mood or emotion of oral messages, as there are meanings underlying the non-verbal communication.

Grade 9 students are expected to be able to read non-verbal signals for effective communication. Having done that, learners read between the lines, and, draw out inferences from sighted non-verbal signals.

In grade 10, this unit aims to help students develop listening skills for academic purposes in socially and culturally appropriate ways, and to determine the writer's attitude and point of view.

Content Standard 3: Students will be able to develop the English listening skills required both for academic achievement and communication in socially and culturally appropriate ways and determine speaker attitude and point of view.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.3.3.1: Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support.	**10.3.3.1:** Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support.
9.3.3.2: Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.	**10.3.3.2:** Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

Unit 4: Comprehend the Meaning of Oral Academic and/or Specialised Vocabulary

This unit aims to help grade 9 students become effective oral communicators. This will be realised through oral presentations that should incorporates specialised vocabulary depending on the purpose and type of contexts.

Oral communication is inherently collaborative in nature, and in this digital age, it is imperative that students assertively master oral communication skills and strategies needed for personal, social and academic success. Hence, making meaning out of what is being said is very critical in communication. Therefore students at this level need to be equipped with abilities to comprehend specialised vocabulary spoken in a variety of contexts.

In grade 10, this unit aims to help students conceptualise the meaning of academic and/or specialised vocabulary.

Content Standard 4: Students will be able to comprehend the meaning of academic and/or specialized vocabulary when spoken.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.3.4.1: Recognize high-frequency, grade-level spoken academic vocabulary when presented with extensive contextual support.	**10.3.4.1:** Comprehend specialized vocabulary spoken in a variety of contexts, with support.
9.3.4.2: Comprehend specialized vocabulary spoken in familiar, routine and/or social contexts, with extensive support.	**10.3.4.2:** Identify the literal meanings of words, with support.
9.3.4.3: Recognize and comprehend high-frequency, grade-level spoken academic vocabulary when presented with contextual support.	**10.3.4.3:** Use knowledge of cognates to comprehend new vocabulary, with extensive support.
	10.3.4.4: Identify figurative meanings of words and idiomatic phrases, with support.

Unit 5: Making Inferences and Predictions

This unit aims to help students develop skills of making inferences and predictions whilst listening to different speakers. This approach intends to improve learners' interpersonal communication skills.

To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of academic, social and cultural backgrounds. Hence, students need to be able to make logical inferences and predictions based on familiar and unfamiliar, spoken or unspoken material.

In grade 10, this also unit aims to help students draw inferences and make predictions while listening to different speakers.

Content Standard 5: Students will be able to make inferences and predictions while listening to different speakers.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.3.5.1: Observe simple predictions based on familiar, brief spoken material, with support.	**10.3.5.1:** Make simple predictions based on familiar, brief spoken material, with support.
9.3.5.2: Make predictions based on unfamiliar, extended spoken material, with support.	**10.3.5.2:** Recognise predictions based on unfamiliar, extended spoken material, with support.
9.3.5.3: Use inferences and predictions based on unfamiliar, extended spoken material, with little support.	**10.3.5.3:** Analyse inferences and predictions based on familiar, extended spoken material, with limited support material, with limited support.

Strand 4: Speaking

Rationale

Speaking is a unique human act or process of transmitting and exchanging information, ideas, and emotions using oral language while listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned. Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds. The listening and speaking standards for English learners identify a student's competency to understand the English language and to produce the language orally. Students must be prepared to use English effectively in social and academic settings. Listening and speaking skills provide one of the most important building blocks for the foundation of second-language acquisition and are essential for developing reading and writing skills in English. To develop proficiency in listening, speaking, reading, and writing, students must receive instruction in reading and writing while developing fluency in oral English. Students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

Evidence outcomes

At the end of Junior High School, students can:
- Follow multi-step directions, with repetition or rephrasing, within a familiar context.

- Follow oral directions in media presentations.

- Identify the main idea of longer, routine messages in familiar contexts.

- Identify the main idea of simple oral presentations via radio, video, television and other media.

- Compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

- Recognize and comprehend high-frequency, grade-level spoken academic vocabulary when presented with contextual support.

- Use knowledge of cognates to comprehend new vocabulary.

- Identify figurative meanings of words and idiomatic phrases.

- Make predictions based on unfamiliar, extended spoken material.

- Analyse inferences and predictions based on familiar, extended spoken material.

Unit 1: Fluency and Pronunciation

This unit exposes students to be competent in their oral articulation of the English language. The focus is on speaking fluently, using clear pronunciation of appropriate intonation and stress.

To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of academic, social and cultural backgrounds. Hence, students in grade 9 are expected to speak English fluently, using clear pronunciation and with appropriate intonation and stress. This is to enable learners to be assertive in oral articulation skills.

In grade 10, this unit aims to help students develop correct and fluent oral pronunciation skills.

Content Standard 1: Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.	
Grade 9 Benchmarks	**Grade 10 Benchmarks**
9.4.1.1: Give simple oral directions, with repetition or rephrasing.	**10.4.1.1:** Give oral directions in media presentations, with support.
9.4.1.2: Give multi-step directions, with repetition or rephrasing, within a familiar context or with visual support.	**10.4.1.2:** Give simple oral directions, with limited support.

Unit 2: Speaking Using Appropriate Grammar and Vocabulary

This unit introduces students to the use of appropriate grammar and vocabulary so as to improve oral articulation of students' communication skills.

It is crucial that students learn and master the oral communication skills and strategies needed for effective communication in academic, personal, social and cultural contexts. In grade 9, students are expected to speak English using appropriate grammar and vocabulary in their articulation of ideas.

In grade 10, this unit aims to help students develop effective speaking skills using appropriate grammar and vocabulary.

Content Standard 2: Students will be able to speak using appropriate grammar and vocabulary.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.4.2.1: Identify the main idea of longer, routine messages in familiar contexts, which may be supported by visuals.	**10.4.2.1:** Identify details of brief, routine messages in familiar contexts, which may be supported by visuals.
9.4.2.2: Identify the main idea and details of simple fiction read aloud supported by visuals.	**10.4.2.2:** Identify the main idea of simple expository information presented orally, supported by visuals.
	10.4.2.3: Identify the main idea of simple oral presentations via radio, video, television and other media.

Unit 3: Speaking for Varied Purposes, Both Informal and Formal

This unit introduces students to the notion that a variety of reasons drive the need to speak English. The situations can be informal or formal, however; there needs to be focus, relevance, and cohesion contained in any oral text regardless of contextual influence.

The listening and speaking standards for English learners identify students' competencies to understand and produce the language orally. In grade 9, students must be prepared to use English competently in personal, social, cultural and academic settings.

In grade 10, this unit aims to help students develop effect speaking skills for various purposes both in informal and formal contexts.

Content Standard 3: Students will be able to use and speak English for varied purposes, both informal and formal, with focus, relevance, and cohesion.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.4.3.1: Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support.	**10.4.3.1:** Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support.
9.4.3.2: Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.	**10.4.3.2:** Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support.

9.4.3.3: Identify the speaker's obvious attitude, mood or emotion in simple oral messages by reading body language and/or tone and voice quality, with support.	**10.4.3.3:** Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

Unit 4: Comprehension and Collaboration

This unit aims to competently develop students' listening, speaking and comprehension skills. Applying active listening will enable students to effectively identify main idea(s) across a range of spoken texts (conversations) with diverse individuals. Hence, learners can express themselves, and their opinions confidently and convincingly.

Understanding what is being said helps in responding appropriately and effectively. Students in grade 9 are expected to be able to comprehend spoken texts by diverse speakers, and build on other people's ideas to express their own clearly and persuasively as conversations are two way communication processes.

In grade 10, this unit aims to help students communicate collaboratively to express and exchange ideas with diverse partners.

Content Standard 4: Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	
Grade 9 Benchmarks	**Grade 10 Benchmarks**
9.4.4.1: Recognize high-frequency, grade-level spoken academic vocabulary when presented with extensive contextual support.	**10.4.4.1:** Comprehend specialized vocabulary spoken in a variety of contexts, with support.
9.4.4.2: Comprehend specialized vocabulary spoken in familiar, routine and/or social contexts, with extensive support.	**10.4.4.2:** Identify the literal meanings of words, with support.
9.4.4.3: Recognize and comprehend high-frequency, grade-level spoken academic vocabulary when presented with contextual support.	**10.4.4.3:** Use knowledge of cognates to comprehend new vocabulary, with extensive support.
	10.4.4.4: Identify figurative meanings of words and idiomatic phrases, with support.

Strand 5: Communication

Rationale

The Communication domain addresses discreet skills, strategies, and tasks in four distinct areas of speaking, listening, reading, and writing, it is important for parents, teachers and students to understand that the strands of Communication are deeply intertwined. None of the strands should be viewed in isolation as each depends on the other for successful mastery. For example, when children learn to read, speaking and listening skills must be properly utilized for success to be achieved. Likewise, to appreciate and understand literature requires the skills of reading and often writing, discussing with others, and viewing media representations of the written texts. Students cannot communicate in writing if they cannot read. Clearly, communication requires more than the discrete skills; it requires the dynamic interaction of all strands working together to create meaning.

Evidence outcomes

At the end of Junior High School, students can:
- Follow presentations on familiar and unfamiliar topics in different situations.
- Interpret the underlying meaning of culturally authentic expressions as presented through a variety of media.
- Examine and analyse viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
- Comprehend significant points and essential details presented through newspaper articles or official documents.
- Deconstruct long, complex texts and identify different literary and technical styles from a variety of culturally authentic sources.
- Examine and evaluate different points of view presented through a variety of literary works.
- Critically analyse idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.
- Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
- Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
- Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
- Narrate a story and describe reactions with clarity and detail.
- Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
- Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.

- Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
- Write with clarity following consistent control of time frames and mood.
- Produce persuasive essays and sustain and justify opinions and arguments in writing.

Unit 1: Interpretive Listening

This unit aims to help students develop and enhance their interpretive listening skills. The skills require learners to analyse and interpret information orally from culturally authentic sources discussing various English topics (issues).

Interpretive listening is a vital skill for learners to competently master for one's oral communication. Students in grade 9 are expected to listen for specific information as well as to interpret what they hear based on what was said by others, as active listening is a psychological process where-by meanings are attached to communication texts.

In grade 10, this unit aims to help students analyse and evaluate ideas and information presented orally from culturally authentic sources.

Content Standard 1: Students will be able to analyse and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in English	
Grade 9 Benchmarks	**Grade 10 Benchmarks**
9.5.1.1: Demonstrate understanding of extended speech on familiar and unfamiliar topics.	**10.5.1.1:** Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
9.5.1.2: Follow presentations on familiar and unfamiliar topics in different situations.	**10.5.1.2:** Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.

Unit 2: Interpretive Reading

This unit aims to develop critical reading skills in grade 9 students so that theycan understand different viewpoints expressed in literary or non-literary texts derived from a variety of culturally authentic sources. Students are expected to draw out inferences and make predictions based on textual evidence so that they (learners) can competently support their analysis and evaluations of the studied texts.

In grade 10, this unit aims to help students to analyse and evaluate written texts from culturally authentic sources.

Content Standard 2: Students will be able to analyse and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in English.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.5.2.1: Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.	**10.5.2.1:** Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
9.5.2.2: Make inferences and predictions from a written source.	**10.5.2.2:** Demonstrate understanding of different points of view presented through a variety of literary works.
9.5.2.3: Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.	**10.5.2.3:** Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
9.5.2.4: Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.	**10.5.2.4:** Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.

Unit 3: Interpersonal Communication

This unit aims to develop students' interpersonal communication in areas of oral and written skills. This will enable students to confidently articulate thoughts, opinions, ideas and emotions on a variety of topics.

Interpersonal communication is the core of human existence, and it takes place daily between students to teachers, students to students, teachers to teachers, and so forth. Students in grade 9 are expected to engage in meaningful conversations with a variety of speakers or readers to exchange information, concepts, and ideas both orally and in writing, using appropriate contexts.

In grade 10, this unit aims to help students to communicate effectively with speakers and readers from different backgrounds on diverse subjects.

Content Standard 3: Students will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in English.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.5.3.1: Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.	**10.5.3.1:** Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.

9.5.3.2: Express and connect ideas when engaged in a lengthy conversation.	**10.5.3.2:** Exchange and develop information about personal and academic tasks.
9.5.3.3: Justify personal preferences, needs, and feelings in order to persuade others.	

Unit 4: Presentational Speaking

This unit aims to develop students' assertiveness in public speaking. As part of confidence building, students will present information, concepts, and ideas from a research topic. Presentations will be based around culturally appropriate contexts with different time frames and appropriate mood with good control. The unit also includes knowing 'how' to adjust oral presentations according to the contexts of interaction.

In grade 10, this unit aims to help students demonstrate effective presentational skills for a specific audience in culturally, social and academic contexts.

Content Standard 4: Students will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.	
Grade 9 Benchmarks	**Grade 10 Benchmarks**
9.5.4.1: Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.	**10.5.4.1:** Prepare and deliver presentations based on inquiry or research.
9.5.4.2: Explain view points on an issue of interest, giving advantages and disadvantages of various options.	**10.5.4.2:** Narrate a story and describe reactions with clarity and detail.
9.5.4.3: Speak using different time frames and appropriate mood with good control.	**10.5.4.3:** Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.

Unit 5: Presentational Writing

This unit aims to develop and enhance grade 9 students' writing skills. Expressing ideas, in writing, is a very essential skill that every student studying English needs to work towards competently acquiring.

In order to present a good case to readers, writing helps learners express ideas on paper about different topics that follow organised structures and intended purposes.

In grade 10, this unit aims to help students to demonstrate effective writing skills for a specific audience in culturally accepted contexts.

Content Standard 5: Students will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.5.5.1: Express, in writing, ideas on a variety of topics presented in clear, organized texts.	**10.5.5.1:** Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
9.5.5.2: Write work-related documents (fill out an application, prepare a resume, write a business letter).	**10.5.5.2:** Write with clarity following consistent control of time frames and mood.
9.5.5.3: Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.	**10.5.5.3:** Produce a persuasive essay and sustain and justify opinions and arguments in writing.
	10.5.5.4: Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

Strand 6: English Grammar

Rationale

To build a foundation for tertiary and career readiness in the English language, students must gain control over many conventions of Standard English Grammar, Usage, and Mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Evidence outcomes

At the end of Junior High School, students can:

- Use conventions of Standard English grammar correctly and effectively when writing or speaking.

- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- Apply the correct use of conjunctions in written expression.

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.

- Compose written accounts of personal experiences using a variety of genres.

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyse, analysis, analytical; advocate, advocacy).

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- Identify, interpret and use euphemisms and oxymoron in written work.

- Analyse nuances in the meaning of words with similar denotations.

- Use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Unit 1: Conventions of Standard English

This unit exposes students to grammar and usage which are conventions of Standard English that are requirements for learning writing and speaking skills of the English language. Students will demonstrate applications of the conventions through productions of different text types being studied. Thus, students need to gain control over many conventions of Standard English Grammar, Usage, and Mechanics as well as learn other ways to use language appropriately to convey meaning effectively.

In grade 10, this unit aims to help students apply the correct conventions of Standard English grammar and usage in writing and speaking at that level.

Content Standard 1: Students will be able to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
Grade 9 Benchmarks	**Grade 10 Benchmarks**
9.6.1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking by using correct parallel structure.	**10.6.1.1:** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Content Standard 2: Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation, and spelling when writing.	
Grade 9 Benchmarks	**Grade 10 Benchmarks**
9.6.2.1: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	**10.6.2.1:** Apply the correct use of conjunctions in written expression.
9.6.2.2: Use a colon to introduce a list or quotation.	**10.6.2.2:** Use colons, semi-colons, hyphens and contractions in paragraphs.
9.6.2.3: Spell words correctly.	**10.6.2.3:** Edit their own written work ensuring that all spelling, conventions are in order.

Unit 2: Knowledge of Language

This unit aims to help students analyse different texts critically. Learners need to draw on their previous knowledge of the English language so that they can make sense of how language functions in different contexts.

Similarly, learners need to make appropriate choices when interpreting meanings or making selections of styles to use in the different texts; and finally, not to lose sight of comprehension skills in decoding the various texts when reading or listening. Hence, students are expected to apply knowledge of language to make sense of how language functions in different contexts.

In grade 10, this unit aims to help students apply the knowledge of language to derive meanings in different contexts.

Content Standard 3: Students will be able to apply knowledge of language to make sense of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.6.3.1: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.	**10.6.3.1:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
9.6.3.2: Compose written accounts of personal experiences using a variety of genres.	**10.6.3.2:** Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA Handbook) appropriate for the discipline and writing type.

Unit 3: Vocabulary Acquisition and Use

This unit aims to have students define vocabulary words and phrases contextually as used in different texts. A word's meaning can vary depending on how it is used in a text, and students can also draw on their previous knowledge of the English language so that they can make sense of how vocabulary functions in different contexts.

Similarly, learners need to use contextual cues to assist when defining and giving interpretations to words, phrases or ideas in the different studied texts.

In grade 10, this unit aims to help students work out meaning of words and phrases from context clues.

Content Standard 4: Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.6.4.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.	**10.6.4.1:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
9.6.4.2: Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**10.6.4.2:** Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
9.6.4.3: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. Analyse, analysis, analytical; advocate, advocacy).	**10.6.4.3:** Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

Content Standard 5: Students will be able to analyse and interpret figurative language, word relationships, and nuances in word meanings.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.6.5.1: Demonstrate understanding of figurative language in word meanings.	**10.6.5.1:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9.6.5.2: Identify and interpret figures of speech (e.g. euphemism, oxymoron) in context and analyse their role in the text.	**10.6.5.2:** Identify, interpret and use euphemisms and oxymoron in written work.
9.6.5.3: Identify nuances in the meaning of words with similar denotations.	**10.6.5.3:** Analyse nuances in the meaning of words with similar denotations.

Content Standard 6: Students will be able to acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Grade 9 Benchmarks	Grade 10 Benchmarks
9.6.6.1: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	**10.6.6.1:** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment, Monitoring and Reporting

The relationship between content standards, benchmarks and performance standards is that they all define students' expected levels of proficiency or education quality but at different levels of schooling. Content standards describe the national expectations that all Papua New Guinean children are expected to meet while benchmarks describe the grade-level expectation that all students in a particular grade must meet before proceeding to the next grade. Conversely, performance standards describe the levels of proficiency or quality students should attain to indicate their meeting of grade-level expectations and the national content standards. Effective instruction and assessment are aligned to performance standards, lesson objectives, topic objectives, grade-level expectations, and national content standards.

What is Assessment?

The term "assessment" is generally used to refer to all activities that teachers use to assess students' mastery of what is learned, and to measure and monitor students' progress towards meeting grade-level expectations and the national content standards. Assessment is an on-going process of gathering and interpreting information about students' performance and progress towards meeting grade- level expectations as well as the achievement of the national content standards described in the subject syllabuses. Data should also be used to help and guide students who are yet to meet grade-level and national expectations to make the required progress towards meeting these expectations.

What is Standards-Based Assessment?

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

Throughout the year, teachers will be assessing students' performance and progress towards meeting each grade-level benchmark (grade-level expectation) and each content standard (national-level expectation), and using the data to identify areas where a student or a group of students need more attention, and monitor their progress towards meeting the required standards.

Purpose of Assessment

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

- improve students' learning, levels of proficiency, and progress towards meeting the expected standards;

- provide data that teachers, schools, and NDoE can use to make informed decisions about how to improve the quality of teaching and learning in the education system;

- inform teachers about the progress of students towards meeting grade-lev- el and national expectations (standards) and enable them to adjust their lesson planning, instruction, and assessment to improve student learning and proficiency levels;

- inform parents and guardians about their children's achievements and status of progress towards meeting national standards; and what needs to be done to close the gaps and enable children to make the progress required to meet these standards, and

- provide information for schools and systems about teaching strategies, resource allocation and curriculum; and other educational institutions, employers, and the community about the achievements of students in general or of particular students.

Whatever its purpose, assessment is seen as an integral part of the teaching and learning program rather than a separate process.

Types of Assessments

The following types of assessment have been adopted to assess and monitor students' achievement of the education standards.

- Assessment For Learning (AFL)
- Assessment Of Learning (AOL)
- Assessment As Learning (AAL)

Assessment For and Assessment Of Learning are also known as *formative and summative assessments.*

Assessment For Learning

Assessment For Learning (AFL), also known as *classroom assessment*, is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to understand:

- the performance standards, grade-level benchmarks and content standards that students are expected to meet to achieve the desired level of proficiency or level of education quality;

- where each learner is in relation to the national curriculum standards;

- where they need to be, and

- what they need to do to make progress towards meeting the expected standards.

Assessment Of Learning

Assessment Of Learning (AOL), is the use of a task or an activity to measure, record, and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams. It is normally referred to as *Summative Assessment.*

Assessment As Learning

Assessment As Learning (AAL), is the use of an assessment task or an activity by the teacher in his/her everyday teaching. This strategy provides students with opportunities to understand what they have learnt or are having difficulties with. Self and peer assessments allow students to reflect on their own learning and identify areas of strengths and weaknesses. These tasks offer students the chance to set their own personal goals to improve their own learning.

Diagnostic Assessment

Apart from these three main types of assessment, teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and learning of a new content and for new entry levels for students.

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide curriculum and lesson planning.

Assessment Methods

These are some methods that teachers can use to assess students' performances, products, and processes:
- Observing students during the lesson.

- Conferencing with students.

- Students Portfolio.

- Tests.

- Assignment (projects/reports/quizzes/presentations/practical work samples).

Recording and Reporting

Recording

Teachers must keep accurate records of students' achievement of the learning outcomes. They must report these achievements in fair and accurate ways to parents, guardians, teachers and students. Examples of recording methods include:

- anecdotal notes in a journal or diary;

- checklists;

- portfolios of students' work;

- progressive records, and

- work samples with comments written by the teacher.

Reporting

Reporting is communicating clearly to students, parents, guardians, teachers, and others the information gained from assessing students' learning.

Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how best the reports will be presented to suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of progress made towards meeting grade-level expectations and the attainment of content standards by each student since the previous report;

- a written record of each student's learning and mastery problems and what needs to be done to make the required progress towards meeting grade-level benchmarks and national content standards, and

- information about students' attitudes, values and general behaviour.

Monitoring and Evaluation

Assessment information should be used to make judgments about students' achievements and monitor their progress towards meeting grade-level expectations and national content standards.

Monitoring

Data from performance assessment should be used to monitor and report on students' performance towards meeting grade-level and national expectations. Performance standards or indicators should be used to report and keep a tab on each students' progress towards meeting the expected level of proficiency or competency. Teachers should develop a clear and measurable set of performance standards or indicators to monitor and report on students' progress and achievements on a regular basis.

Evaluation

Teachers should use assessment data to evaluate the effectiveness of their teaching and the quality of their students' learning, and make improvements to their teaching practices in order to improve student learning outcomes. Evaluation tools such as written records, questionnaires, logs and diaries, submissions or records of meetings and discussion with general staff members, teaching staff, parents, and other community members should be used to evaluate students' and teachers' competency levels, and make informed decisions about how these could be improved.

Glossary

Terms	Definitions
Aims	An aim is a general statement that provides direction or intent to educational action. It is usually written in amorphous terms using words like: learn, know, understand, appreciate, and these are not directly measurable. aims may serve as organizing principles of educational direction for more than one grade. Indeed these organizing principles may encompass the continuum of educational direction for entire programs, subject areas or the district.
Attitude	Attitude refers to an individual's mental state, which is based on his/her beliefs or value system, emotions, and the tendency to act in a certain way. One's attitude reflects how one thinks, feels, and behaves in a given Situation.
Assessment	Assessment is an on-going process of identifying, gathering, and interpreting information about students' academic achievement and progress towards meeting the content standards.
Assessment As Learning	It is a self or peer assessment that allow students to reflect on their own learning and identify areas of strength and weakness.
Assessment For Learning	It is an ongoing process of assessing students that arises out of the Interaction between teaching and learning. It is not used to evaluate learning but to help teachers to improve their classroom practice and students to improve their learning. This is normally refered to as formative assessment.
Assessment Of Learning	Use of a task or activity to measure, record, and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams. It is normally refered to as summative assessment.
Benchmarks	The specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard that students are expected to learn, master, and demonstrate proficiency.
Career	A career is the job or profession that someone does for a long period of their life. It includes education, training, and work experience. Career is an individual's metaphorical "journey" through learning, work, and other aspects of life.
Citizenship	Citizenship is the status of a person recognized under the custom or law as being a legal member of a sovereign state or belonging to a nation. Citizenship indicates the relationship between an individual and a nation state. Normally, the individual is conferred protection by the state, in return for the fulfilment of certain obligations owed by the individual to the state.
Content standards	Standards clearly define what all students are expected to know (content) and be able to do (process). They describe the knowledge, skills, values, and attitudes that students should attain, often called the "what" of "what students should know and be able to do."
Curriculum	A course of study that enables learners to acquire specific knowledge and skills. Curriculum is a framework that sets expectations for student learning.

Curriculum principles	Curriculum principles are the values a school believes will give both their students and community the best chance of succeeding, and what they know to be right, given its context, that are relevant, meaningful, and support students to acquire the knowledge, skills, and competencies necessary to prepare them for their futures.
Diagnostic Assessment	An assessment given to identify a child's strengths and learning needs for improvement.
Evaluation	Assessment of teaching effectiveness and students' learning and mastery of subject content using evidence in order to improve teaching practices and students learning outcomes.
Evidence outcomes	Indicate students' progress towards meeting an expectation at the mastery level or attainment of the expected level of proficiency. They measure students' mastery of, and proficiency on, grade or cluster-level subject content.
Formative assessment	Formative assessment is an ongoing process of assessing and evaluating students' learning of subject content. The main purpose of formative assessment is to improve classroom practice and students' learning outcomes.
Goals	Goals are statements of educational intention which are more specific than aims. Goals encompass an entire program, subject area, or multiple grade levels.
Higher education	Higher education is tertiary education leading to award of an academic degree. It is an optional final stage of formal learning that occurs after completion of secondary education.
Knowledge	Knowledge refers to facts, concepts, principles, processes, tenets, etc. That make up a subject.
Monitoring	General supervision over the teaching and learning of the standards.
Self-assessment	Refers to the assessment of one's own strengths and weaknesses in order to make improvements and make the required progress towards the attainment of intended outcomes.
Skills	Skill refers to the ability of using information and applying it in a context.
Standard	The expected level of quality or achievement which comprises of the knowledge, skills, values, and attitudes that are the basis for quality education.
Standards-based Curriculum	Standards-based curriculum is underpinned by learning standards. It outlines what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide instruction, assessment and evaluation, and reporting.
STEAM education	The teaching and learning in the fields of science, technology, engineering, arts, and mathematics in both formal and informal classroom settings.
STEAM literacy	Ability to identify problems and questions in life situations, explain the natural and design world, and draw evidence-based conclusions about steam issues.
Summative Assessment	Summative assessment is carried out at the end of a period of study. It is also refered to as assessment of learning.

Values	Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behaviour.
21St century skills	Refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

References

Bergan, J. R., Bergan, R. J., and Burnham, G. C. (2009). *Benchmark Assessment in Standards-Based Education: The Galileo K-12 Online Education Management System.* Tucson: Assessment Technology Incorporated.

Buchanan, H.R., Akunai, I., Kupe, F., Amos, A., Sapak, K., Be, F., Kawage, T., Frank, R., and Couch, M. (2010). *Behavioural Surveillance Research in Rural Development Enclaves in Papua New Guinea. A Study with the Oil Search Limited Workforce.* Port Moresby: National Research Institute.

Colorado State Board of Education, (2009). *Colorado Academic Standards in Reading, Writing, and Communication, and the Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects.* Colorado: Colorado State Board of Education.

Department of Education, (2017). *English National Curriculum Standards and Benchmarks.* Port Moresby: Department of Education.

Department of Education, (2017). *National Curriculum Standards Framework.* Port Moresby: Department of Education

Department of Education, FSM, (2008). *National Curriculum Standards and Benchmarks.* Pohnpei: Department of Education.

Department of Education. (2002). *National Curriculum Statement for Papua New Guinea.* Port Moresby: Department of Education.

Department of Education. (1991). *Education Sector Review Report.* Port Moresby: Department of Education.

Kendall, J.S., and Marzano, R. J. (1996). *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education.* Aurora, LO: Mid – Continent Regional Education Laboratory.

Matane, P. (1986). *A Philosophy of Education for Papua New Guinea, Ministerial Committee Report.* Port Moresby: Department of Education.

National Center for Research of Evaluation, Standards, and Student Testing. (2013). *Critical Issue: Integrating Standards into the Curriculum.* Los Angles: University of California.

National Statistical Office. (2011). *National Population and Housing Census.* Port Moresby: NSO.

National Statistical Office. (2010). *2009-2010 Papua New Guinea Household Income Expenditure Survey: Summary Tables.* Port Moresby: NSO.

National Task Force on the Review of Outcomes Based Education. (2013). *Review of Outcomes Based Education in Papua New Guinea.* Port Moresby: Department of Education.

Ogoba, E. (1999). *An Exploratory Study of Access to Television and Food Choices and Preferences of Community School Children in the Eastern Highlands Province of Papua New Guinea.* Unpublished MEd thesis, Perth: Edith Cowan University.

PaBER Technical Working Group. (2014). *Pacific Benchmarking Education Quality for Results.* Rarotonga: PaBER.

Papua New Guinea Education Advocacy Network. (2011). P*NG Education Experience Survey and Literacy Assessment. A Report on 5 Provinces.* Canberra: ASPBAE.

Paraide, P., Kippel, L., Kukari, A., Agigo, J, and Irima, K. (2010). *Addressing Localized Student Absenteeism and School Withdrawal: An Action Research Strategy.* NRI Special Publication No. 55. Waigani: NRI.

Ravitch, D. (1995). *National Standards in American Education: A Citizen's Guide.* Washington, DC: The Brookings Institute.

United Nations. (2016). *World Statistics Pocketbook.* New York: United Nations.

United States Department of Education (1994). *High Standards for All Students.* Washington DC: US Department of Education.