

FSM Content Standards

Essential Competencies

Each State Department of Education is expected to insure that every high school graduate has attained proficiencies necessary to function in the adult world as well as making smooth transition into postsecondary schools, whether locally or abroad for those students continuing formal schooling beyond high school. Among these proficiencies are the essential competencies identified by the office of Education and representatives from the States to be the minimum required for becoming productive and contributing members of society, as well as being capable of going through smooth transition into postsecondary pursuits. They are as follows:

1. Read and use printed materials from daily life. These include the newspaper, telephone book, road maps, charts and graphs commonly used in public media, and household product instruction.
2. Complete commonly used forms. These include personal checks, job applications, charge account applications and other similar forms.
3. Demonstrate writing skills commonly used in daily life. These include writing directions, telephone messages, letters of inquiry or complaint, and personal correspondence.
4. Communicate orally in situations common to everyday life. These include giving simple directions and answering questions about directions or instruction, expressing personal opinions on a topic and responding to questions about the topic, and describing and object.
5. Use skills in situations common to everyday life. These include adding, subtracting, multiplying, and dividing whole numbers, adding and subtracting dollars and cents, and computing discount and simple interest.
6. Read and use scales on standard measuring devices. These include rulers, measuring cups and spoons, thermometers and weight scales.
7. Interpret common visual symbols. These traffic signs and road markings, directions to public facilities, and caution and warning labels and signs.
8. Reach reasoned solutions to commonly encountered problems. Reasoned solutions are those that incorporate the facts at hand, the constraints on the solution, the feasibility of carrying out the solution, and the values of those affected by the solution. Commonly encountered problems include decisions about family finance, career plans, physical health, and community issues.
9. Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.
10. Use resources for independent learning. These resources include the library, informed persons, and public and private agencies.
11. Identify the harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, poor personal hygiene, and poor nutrition.
12. Identify the training, skill and background requirements of at least one occupation in which the student is interested.
13. Demonstrate knowledge of the basic structure and functions of national, state and local governments.
14. Demonstrate knowledge of the citizen's opportunities to participate in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns.
15. Demonstrate knowledge of important citizen rights and responsibilities. This includes the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.
16. Exhibit appreciation for his/her worth as unique and capable individual.
17. Assume responsibility for identifying personal needs and setting reasonable goals.
18. Demonstrate a questioning attitude, open mindedness and curiosity.
19. Demonstrate a sensitivity to and an understanding of the needs, opinions, concerns and cultural values of others.
20. Participate actively in reaching group decisions.
21. Examine and assess the values, standards and traditions of the community.

22. Demonstrate and appreciation for his/her own historical and cultural heritage as well as that of others in the national community and in the world.
23. Respect differences among people and recognize the pluralistic nature of FSM society.
24. Determine what is needed to accomplish a task and establish habits for learning independently o with others.
25. Express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance)
26. Demonstrate attitudes and habits (such as pride in good work, dependability and regular attendance) and the skills that will make the individual a productive participant in economic life.
27. Demonstrate an understanding of personal economics and its relationship to skills required for employment, promotion and financial independence.
28. Apply basic elements of good nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress.
29. Practice proper safety skills.

**Federated States of Micronesia Education System
Content Standards for Language Arts**

Language Arts Content Standards

- 1) Student will become competent speakers, listeners and viewers – constructing literal and interpretive meaning from what they hear and view, and communicating effectively for a variety of purposes and audiences.
- 2) Students will demonstrate competence in the general skills and strategies of the reading process and in the application of the process to read a variety of printed texts for social, academic, and career-related purposes.
- 3) Students will demonstrate ability to write, applying the general skills and strategies of the writing process to communicate effectively for a variety of purposes and audiences.
- 4) Students will demonstrate understanding of the nature and functions of language.
- 5) Students will study literature (oral/written) in their own culture as well as selected literary works from other cultures and will develop the ability to:
 - a) Understand other cultures and gain insights into their own,
 - b) Connect themselves to others, and
 - c) Recognize universal and unique qualities of others.

**Federated States of Micronesia Education System
Content Standards for Language Arts**

Standard 1	Benchmarks 1 –4	Benchmarks 5 – 8	Benchmarks 9 - 12
Speaking & Listening Students will become competent speakers, listeners and viewers – constructing literal and interpretive meaning from what they hear and view, and communicating effectively for a variety of purposes and audiences.	1.4.1 Recognize that different kinds of spoken texts have different organizational patterns. 1.4.2 Listen (to storytellers, guest speakers, etc.) for enjoyment and information. 1.4.3 Adapt to different communication settings. 1.4.4 Associate details with main idea. 1.4.5 Listen and respond to questions with appropriate elaboration (use questions to clarify, reason, etc.) 1.4.6 Follow verbal and non-verbal cues. 1.4.7 Listen observes and interprets feedback. 1.4.8 Paraphrase content of brief messages. 1.4.9 Display appropriate turn-taking behaviors and cultural courtesies in conversations and group discussions. 1.4.10 Participate and actively contribute to group discussions. 1.4.11 Use information to solve a problem. 1.4.12 Use oral language to strengthen oral traditions (story telling, counting systems, honorific language). 1.4.13 Prepare and present simple oral reports.	1.8.1 Utilize the concept of choice in decision-making activities (identify choices, choose and evaluate). 1.8.2 Use oral language to strengthen oral traditions (use of honorific work/gestures, etc.) 1.8.3 Listen and view for pleasure information and for analytical purposes. 1.8.4 Make an effort to understand what others are saying and stay on the topic being discussed. 1.8.5 Speak appropriately for different purposes. 1.8.6 Express ideas effectively, both literally and figuratively. 1.8.7 Present oral reports and have peers evaluate for effectiveness, appropriateness and responsiveness. 1.8.8 View film/video presentations for enjoyment and information. Share and discuss ideas and opinions.	1.12.1 Evaluate personal effectiveness in-group discussions and make corrections as necessary. 1.12.2 Ask questions as a way to broaden and enrich classroom discussions. 1.12.3 Speak clearly to others and adjust the message, wording, and delivery to the particular audience and context. 1.12.4 Makes a well informed and well-organized formal presentations to the class (e.g.) express and defend opinions). 1.12.5 Makes explicit use of various techniques for effective presentations (e.g. modulation of voice, inflection, tempo, enunciation, and physical gestures), and demonstrates poise and self-control while presenting. 1.12.6 View a film presentation and a) recall important information, b) critique from a cultural perspective. 1.12.7 Develop skills in participation in real-life situations in a) a job interview, b) a community meeting, and c) state leadership panel.

**Federated States of Micronesia Education System
Content Standards for Language Arts**

Standard 2	Benchmarks 1 –4	Benchmarks 5 – 8	Benchmarks 9 - 12
Reading Students will demonstrate competence in the general skills and strategies of the reading process and in the application of the process to read a variety of printed texts for social, academic, and career-related purposes.	2.4.1 Use a variety of strategies to decode writing and organizational conventions. 2.4.2 Use vocabulary development skills to build meaning (context clues). 2.4.3 Establish comprehension of what is read: a) identifying main ideas/details, b) literal interpretations, c) inferred interpretations, and d) evaluative interpretations. 2.4.4 Connects information presented in reading with real-life experiences. 2.4.5 Use tools and techniques to locate information (book parts, etc.). 2.4.6 Apply different types of reading to aid transition from “learn to read” to “read to learn”.	2.8.1 Recognize common organizational patterns used in different texts. 2.8.2 Demonstrate ability to find information. 2.8.3 Identify information-organizing strategies that are personally useful. 2.8.4 Read for a variety of purposes including answering questions, forming an opinion or skimming for facts, enjoyment and personal growth. 2.8.5 Establish comprehension of text: a) identifying main ideas/significant details, b) literal interpretations, c) inferred interpretations, and evaluative interpretations. 2.8.6 Use appropriate reading strategies to fully analyze text.	2.12.1 Read to acquire knowledge and skills to understand new ideas. 2.12.2 Read for valid information to support problem solving and decision making. 2.12.3 Recognize that readers have their right and even the responsibility to bring their own values to bear as they respond to a text. 2.12.4 Analyze the author’s ideas, techniques and methods and make supported evaluations about the selection. 2.12.5 Analyze and evaluate context to see how the author’s message was influenced by real-life situations in society and culture. 2.12.6 Understand that a single text will elicit a wide variety of responses, each of which is valid from a personal, subjective perspective. 2.12.7 Analyze the overall effectiveness of one’s own reading. 2.12.8 Demonstrate ability to use skills and strategies for reading and comprehending informational texts.

**Federated States of Micronesia Education System
Content Standards for Language Arts**

Standard 3	Benchmarks 1 –4	Benchmarks 5 – 8	Benchmarks 9 - 12
Writing Students will demonstrate ability to write, applying the general skills and strategies of the writing process to communicate effectively for a variety of purposes and audiences.	3.4.1 Write paragraphs or short compositions that show some attempt to use descriptive language that clarifies and enhances ideas. 3.4.2 Demonstrate ability to write for an intended audience for an intended purpose. 3.4.3 Write brief imaginative and factual texts which include some related ideas about familiar topics (e.g. oral tradition and about the local environment). 3.4.4 Write with a command of the grammatical and mechanical conventions of composition, appropriate to the level. 3.4.5 Use peer-coaching strategies to proofread and improve on the writing of the final draft.	3.8.1 Recognize that certain text types and features are associated with particular purposes and audiences. 3.8.2 Experiment with strategies for planning, reviewing and proofreading own writing. 3.8.3 Explore writing for private and public audiences by attempting these text types: a) autobiographical, b) narrative accounts, c) persuasive, and d) expository. 3.8.4 Demonstrate competence in using the grammatical and mechanical conventions of composition, appropriate to the level. 3.8.5 Conduct research and writing about cultural themes – (at least one of his/her choice).	3.12.1 Write a composition that demonstrates effective use of descriptive language that clarifies and enhances ideas. 3.12.2 Write compositions that use a variety of transitional devices (e.g. phrases, sentences and paragraphs). 3.12.3 Write with a variety of sentence structures and lengths. 3.12.4 Use vocabulary that stimulates the imagination of the reader. 3.12.5 Write with a command of grammar and mechanical conventions, appropriate to the level. 3.12.6 Write compositions that have a strong overall sense of cohesion. 3.12.7 Create writing that exhibits a clear personal style and voice. 3.12.8 Write compositions that are clearly focused for different audience (those informed/uniformed about the topic) public and private. 3.12.9 Write compositions that are a) expository, b) persuasive, c) descriptive, d) reflective, fictional/biographical, and f) narrative.

**Federated States of Micronesia Education System
Content Standards for Language Arts**

Standard 4	Benchmarks 1 –4	Benchmarks 5 – 8	Benchmarks 9 - 12
Nature & Function of Language Students will demonstrate understanding of the nature and functions of language.	4.4.1 Identify specific ways in which language varies across situations in one’s personal life. 4.4.2 Identify the social context of conversations and its effects on the language use in conversation. 4.4.3 Identify the use of nonverbal cues used in conversations. 4.4.4 Make observations about language in real-life situations. 4.4.5 Identify appropriate and inappropriate uses of language in different settings including school and home. 4.4.6 Compare the ways in which language is used in a variety of contexts. 4.4.7 Make observations about specific uses of own language. Make observations and responses about specific uses of own language and respond appropriately. 4.4.8 Compare the uses of language in the home, community and school.	4.8.1 Form explicit conclusion regarding language use based on observation. 4.8.2 Understand those factors that commonly affect the use of language. 4.8.3 Communicate effectively in more than one language or dialect.	4.12.1 Understand the influence of gender on language use. 4.12.2 Carry out investigations of unanswered questions regarding language. 4.12.3 Engage in public speaking around issues of personal concern. 4.12.4 Have a general understanding of the history of his own language and the English language. 4.12.5 Compare form, meaning and values of his/ her own language and that of the English language. 4.12.6 Understand the political implication of using different forms of language.

**Federated States of Micronesia Education System
Content Standards for Language Arts**

Standard 5	Benchmarks 1 –4	Benchmarks 5 – 8	Benchmarks 9 - 12
Literature Students will study literature (oral/written) in their own culture as well as selected literary works from other cultures and will develop the ability to: a) Understand other cultures and gain insights into their own, b) Relate themselves to others, and c) Recognize universal and unique qualities of others.	5.4.1 Demonstrate knowledge of the geographic information important to the stories one reads. 5.4.2 Use specific aspects of a piece of literature to understand the actions of others in ones life. 5.4.3 Compares how characters or simple events in a work are like people or events in one’s own life. 5.4.4 Read fiction and non-fiction from a variety of genres (types) (fairy-tales, fantasy, biography, legends). 5.4.5 Recognize basic literary elements – characters, plot dialogue, theme. 5.4.6 Make inferences regarding the motives of characters and the consequences of their actions. 5.4.7 Compare a story to personal experience. 5.4.8 Share responses to literature with peers.	5.8.1 Understands that people respond differently to literature. 5.8.2 Identifies specific questions of personal experience and seeks to answer them through literature. 5.8.3 Explains how the motives of characters or the causes for complex events in texts are similar to and different from those in one’s own life. 5.8.4 Understands complex, extended dialogues and how they relate to a story. 5.8.5 Recognizes cultural differences between a piece of literature and their own experience. 5.8.6 Recognizes complex elements of plot (e.g. settings, major events, problems, conflicts, and resolutions). 5.8.7 Identifies the main and subordinate characters in works containing complex structures.	5.12.1 Relates personal response to the text with that intended by the author. 5.12.2 Makes abstract connections between one’s own life and the characters, events, motives and causes of conflict in texts. 5.12.3 Analyzes the effectiveness of complex elements of plot (e.g. setting, major events, problems, conflicts, and resolution). 5.12.4 Practices a reader’s right and responsibility to bring personal and cultural values to bear on the study of literature. 5.12.5 Recognizes that cultures view situations from varying perspectives and evolve different patterns of interaction. 5.12.6 Identifies the simple and complex actions (e.g. external/internal conflicts) between main and subordinate characters in text containing complex character structures. 5.12.7 Identifies and traces literary elements, including alliteration, allusion, characterization, exaggeration, figurative language etc.

Health and Nutrition

Standards:

Students in the FSM will:

1. Develop an appreciation of local foods based on their availability and nutritional value.
2. Develop the knowledge, attitudes and skills, which are essential for the prevention of health problems and promotion and maintenance of better health habits in the community.
3. Develop the desire to pursue career development as an integral part of growth and development.
4. Feel good about him/herself (including the mental, emotional, social and spiritual aspects of well being in addition to the physical aspects of health).
5. View good health as a right and understand ways to influence public policies and practices that support that right.
6. Develop fundamental skills in physical activities for immediate education purposes – physical, mental and social.

MAJOR TOPICS

1. Safety and First Aid
2. Nutrition
3. Substance Abuse
4. Communicable Diseases and their prevention
5. Mental Health
6. Marriage and Family
7. Basic Human Anatomy and Physiology
8. Physical Fitness
9. Hygiene
10. Physical Growth and Development
11. Environmental Health
12. Emotion, Cultural and Social Well being
13. Attitudes

Health and Nutrition Performance Expectations

Standard	Grade 3	Grade 6	Grade 8	Grade 10	Grade 12
	Names and describe the functions of external major body parts. Explains that all living things come from other living things. Describes the role and responsibilities of individuals within the family and how each contributes to the physical health of other members of the family. Describes procedures or ways to help protect health and safety of self and others Names different types of food that are important to health and growth Identifies functions of the major food groups Explains what constitutes a balanced diet. Performs or demonstrate the basic fundamental skills in physical fitness exercises	Describes locations and functions of major human body parts and their interdependency Identifies ways in which one grows over a given period of time Compares differences and similarities of growth of boys and girls Describes emotions and how they are shown Identify the effects of diet, rest, exercise and personal hygiene to one's well being Describes nutrient functions from different food groups Describes ways in which natural and human- caused hazards can be modified or controlled Uses a problem solving process to determine alternative solutions for a common health problem in one's state Identifies factors influencing community health activities Explains why certain substances are use rather commonly and others only under special circumstances Describes some of	Cites examples of agencies, groups, laws and standards that protect the heath and safety of people Identifies stages of life from conception to death Analyzes how attitudes and emotions influence health and safety Explains desirable heath practices and their value t maintaining health Identifies social, economic, cultural, and ethnic influences upon physical and emotional health of the family Applies the knowledge of nutrients from different food groups in planning balanced meals Identifies forces and emotional state of the adolescent that lead to substance abuse Demonstrates strategies and skills to cope with emotional state Demonstrates know –how to develop a persona health records Investigates the impact of substance abuse on self, the family and community and identifies solutions	Relates effects of diet, rest, exercise and personal hygiene to one's well being and weight control Describes the structures of male and female reproductive systems Identifies growth and development changes that occur in males and females during adolescence Compares differences among sources of heath information and among health products Explains how heredity and environment influence differences in height and weight Describes some of the effects of heredity and environment on physical and mental growth and development Explains relationships among appearance, emotional security and social approval Describes reasons why some adolescent heath and behavior problems emerge as a result of physical, emotional and social change Identifies the health related responsibilities accompanying the pre-adult phase of maturation	Describes a community health agency with which the student is personally familiar Analyzes various influences that affect one's diet Describes training or educational requirements in various heath careers Uses health and social services available to teenagers when needed to maintain well being Describes physiological, biological, chemical and mechanical means of preventing, curing or controlling diseases and conditions Applies established procedures to health and safety problems and emergencies Distinguishes between beneficial use and abuse of substance Describes how personal, social, family and environmental forces that influence the use of substance Analyzes the influences of such variables as emotions and values on the use of substances (alcohol, tobacco, marijuana, cocaine, heroin and other

		alcohol and tobacco on people		Describes ways in which heredity and environment influences pattern and the rate of physical, mental, emotional and social growth Describes economic, emotional and social impact of death on a family or and individual survivor Analyzes personal health status and ways to improve it Describes and relates the effects of diet, rest, exercise and personal hygiene to one's well being and weight control Describes social, economic, cultural and ethnic influences upon physical and emotional health of the family Designs a plan for maintaining sound personal health care in the face of conflicting forces Identifies healthful child feeding practices Identifies cause and effect relationship contributing to a healthy or safe situation Describes forces that encourage good personal health practices and those that act as deterrents Describes the effects age, sex, activity, pregnancy and disease on nutritional needs and practices Demonstrates self-	illegal drugs) Researches and reports on medical and scientific developments related to growth and development Describes why self-motivation is necessary if health is to be maintained throughout life Develops a plan for personal health care adoptable for life long needs Identifies factors which influences the effective solution of health problem Develops a plan to improve nutrition of self and family
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				confidence with regard to the avoidance of drugs and discusses with peers and other problems connected with drug abuse and helps other avoid harmful substances	
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MATHEMATICS

Standards

1. Develop the necessary universal mathematical skills, understandings and insights to function effectively in everyday life and also at the international level
2. Master basic mathematical skills such as solving problems using the basic operation signs, (+, -, x and -); solving problems that involve fractions, decimals, percents; estimating quantities using non-standard, standard and metric systems; and other calculation skills which are necessary for everyday living.
3. Develop intellectual skills for practical problem solving

Major Topics/Concepts

1. Numbers and numeration
2. Basic operations (+, -)
3. Basic operations (x, -)
4. Decimals and Fractions
5. Measurement/English
6. Measurement/Metric
7. Area, Perimeter, Volume (Dimension)
8. Geometry concepts
9. Ratio, Proportion, Percent
10. Probability
11. Organizing Data
12. Estimating and Problem Solving

Standard	Grade 3	Grade 6	Grade 8	Grade 10	Grade 12
	Uses whole numbers and commonly fractions ($\frac{1}{2}$, $\frac{1}{4}$, etc.) to communicate physical quantities (how many, how much, etc.) Recalls the addition and subtraction facts Adds and subtracts 3-digit numbers with regrouping (carrying and borrowing) Recalls the multiplication and division facts through	Uses whole numbers, decimals and fractions to communicate physical quantities Solves addition and subtraction problems of whole numbers, solves multiplication problems of any whole number by 2-digit numbers, and solves division problems of any whole number by	Adds, subtracts, multiplies and divides decimals, fractions and integers Uses ratios to compare quantities and characteristics of physical objects Solves ratio, proportion and percent problems Estimates and measures angles, areas and volume	Adds, subtracts, multiplies and divides fractions and integers Uses algebraic techniques and describes their relationship to properties of real numbers Computes measurements of common plane and solid geometric figures Describes and explains possible uses and	Uses algebraic techniques and describes their relationship to the properties of real numbers Calculates and interprets basic statistical measurements from a set of data Calculates measures of dispersion and correlation data

	products of 81 Multiplies 2-digit number by 1-digit number without regrouping Multiplies 2-digit number by 1-digit with and without remainders Divides 2-digit number by 1-digit number with and without remainders Compares temperature, masses (weights), lengths, regions (areas) quantities and times of events, greater than and less than by using the appropriate symbols Tells time to the nearest minute Makes changes through a dollar Estimates and measures the length, capacity and mass (weight) of physical objects using non-standards units Estimates and measures the length, capacity and mass of physical objects using standard units including the metric units Reads and writes time, simple money expressions and temperatures Identifies and compares plane and solid geometric figures Relates objects in the classroom and surroundings to geometric shapes (chalkboard-	2-digit numbers Adds and subtracts like-denominator fractions and commonly used decimals Solves multiplication and division problems with decimals Estimates measurements and solves mental computation problems Uses ratios to compare quantities and characteristics of physical objects Adds and subtracts common fractions, improper fractions and mixed fractions Solves multiplication and division problems of common and mixed fractions Solves simple ratio, proportion and percent problems Estimates and measures length, capacity and mass of physical objects using standard units (English and metric) Reads and writes time, money expressions and temperatures Estimates and measures angles, regions, and volume using standard units (English and metric) Explains the uses of the metric system in	using standard units, including the metric units Computes measurements using the four basic operations Converts within metric units (deci, centi, milli, deca, hecto and kilo) Explains the interrelationships of the metric units (meter, liter and gram) Classifies plane and solid geometric figures into various sets and sub-sets using different specialized properties (polygons, hexagons, pentagons cylinders, prisms, spheres and quadrilaterals) Computes measurements on various common plane and solid geometric figures (finding the perimeter, area, capacity and volume) in both English and Metric units Uses correct terminology in describing the properties of geometric figures (triangles, rectangles, polygons, acute angles, obtuse angles, isosceles and congruencies/in congruencies) Explains relationships of the parts of a geometric figure and relationships	misuses of basic statistical measurements Calculates and interprets statistical measurement from a set of data Calculates measures of dispersion and correlation of data Uses correct terminology in describing the properties of plane and solid geometric figures Explains relationship of the parts of a geometric figure and among geometric figures Performs and describes geometric transformation Describes ways that geometric properties and relationship are organized in a deductive system States or writes the problem using the necessary information in concise manner Solves problems by translating given situations into mathematical sentences, by breaking the problem into parts, or by working the problem backwards Generalizes the solution process and applies it to similar problems	Explains relationships of the parts of a geometric figure and among geometric figures Performs and describes geometric transformation Describes ways that geometric properties and relationships are organized in a deductive system Organizes geometric properties and relationships into deductive system States the condition of the problem, introduces suitable notations, and determines whether the data is sufficient, consistent and reasonable Proves mathematical statements orally and in writing; writes alternate deductive justifications (proofs) Solves different problems using the same mathematical model and extends problem solving
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	rectangle; automobile tire-circle; a corner –angle, chalkboard corner- right angle, etc.) Identifies and draws various plane and solid geometric figures (triangles, circles, squares, rectangles, cones, cylinders, prisms)	everyday living (a bag of sugar is 2 kilograms) Identifies and draws various plane and solid geometric figures (circle, rectangle, trapezoid, triangle, cone, sphere, rectangular prism, cylinder) Uses correct terminology in describing the properties of geometric figures (Isosceles triangles, right triangles, rhombus, polygons, quadrilaterals, acute angles, obtuse angles, right angles, etc. Clarifies problems by listing all information given and related facts	among geometric figures (relation of sides and angles within each figure and relation of sides and angles among two or more figures) Makes, reads, and interprets simple graphs, tables and commonly used schedules Clarifies problems by listing those facts relevant to the solution of the problem Solves problems by making deductions, working simple sample problems, or checking assumptions Devises and uses alternate means to solve problems		
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National Education

The educational goals of the Federated States of Micronesia describe the qualities that the nation needs in its people. Fourteen educational goals have been developed based on curriculum materials from all FSM States and drafted jointly by representatives of the States and the national government Office of Education. They are intended to serve as a guide for curriculum development and delivery of instruction in the FSM's schools.

The following are the goals for all students in the Federated States of Micronesia:

1. Develop basic skills for learning and communication with others including basic learning skills, attitudes and knowledge in all subject areas
2. Develop positive self-concept and respect for cultural values
3. Develop decision-making and problem-solving skills
4. Develop independence in learning and a desire for lifelong learning
5. Develop physical and emotional health
6. Pursue career development as an integral part of personal growth and development
7. Develop a continually growing philosophy in order to be responsible to self as well as to others

8. Develop creative potential and aesthetic sensitivity
9. Develop vocational and academic skills which will be useful and applicable in daily life
10. Develop appreciation and respect for the environment
11. Understand the effects of population changes on the quality of life
12. Gain knowledge and appreciation of the FSM, the rest of the world and the role of the FSM in that world
13. Demonstrate interest in the economic and social life of the nation through active participation in the community, state and national development efforts
14. Develop skills to function effectively and successfully in a changing nation and world

SUBJECT AREA GOALS

Goals for students as a result of instruction in the core subject areas have been identified through a careful review of State curriculum documents, materials from other parts of the Pacific and the world, and the thoughtful work of area specialists in each State. Each subject area goal is also directly related to and supports the overall goals of education in the FSM.

Subject area goals represent the overall goals for all students upon completing grade 12. Because of the general way in which goals are stated, relating them directly to classroom instructions can be difficult. Therefore, Performance Expectations are provided to specify important competencies expected of students as they progress toward attainment of the Educational Goals.

Performance Expectations

The National Minimum Curriculum Standards includes Performance Expectations, which describe the common core of learning for all students in the Nation. Performance expectations within this document are the MINIMUM subject at the completion of each cluster of grade. Performance Expectations are directly related to the six instructional areas and form the basis for the development of a national student assessment program.

GRADE CLUSTERS

Student performance expectations are developed for grades 3, 6, 8, 10 and 12. These grades represent critical points in major stages of human development such as early childhood, pre-adolescence, adolescence, early adulthood and adulthood. Performance expectations identified for these grades reflect development through the preceding years and include the specified year. In other words, the expectations of students at the end of third grade are based on sequential development from grade 1 through grade 3. Likewise, the attainment of performance expectations of subsequent grades is dependent on the cumulative effect of instruction. Performance expectations are provided in a progression to assist the states in making the decision as to taking the learners to their fullest potential. All subject areas are important and significant student achievement must occur in each. It is recognized that every state has student reflecting a wide range of learning abilities and backgrounds. In a given state, therefore, student achievement levels may vary. Decisions about the specific level of acceptable achievement levels may vary. Decisions about the specific level of acceptable achievement for a State's student is a responsibility reserved to the States.

INSTRUCTIONAL PLANNING

The mission of the office of Education, FSM is "to provide educational services and opportunities for the development of all students in the Federated States of Micronesia to their maximum potential mentally, physically, and socially so that they will be contributing members of our society or of their own." In support of this mission, all State Departments of Education in the Federated States of Micronesia are expected to use the Minimum Curriculum Standards in planning and developing instructional programs and activities for their students. Instructional planning toward the overall educational goals of the nation Performance expectations provide the basis for

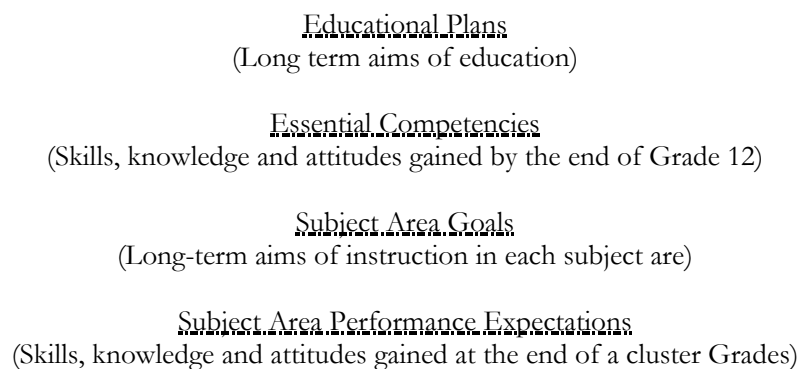
1. Relating instructional areas to subject area goals, essential competencies and overall national Educational Goals,
2. Developing more detailed grade by grade instructional objectives;
3. Measuring student progress and adjusting classroom instruction;
4. Securing related assessment information such as student background, interests, work habits and learning styles; and
5. Insuring appropriate and timely instruction for student.

Effective instructional planning and, more specifically, use of performance expectations will result from two important understandings: First, instructional planning and use of performance expectations must be based on the concept that meaningful instruction is learner-centered, where each student is viewed as an individual. Therefore, the performance expectations are not intended to prescribe the scope and sequence of learning for all students. Over the span of years, each student's learning sequence and achievement will differ within and among Educational Goals.

Second, effective use of performance expectations requires clear understanding of the relationship among the expectations, subject area goals, essential competencies and overall goals of education. Classroom use of the essential competencies should lead to effective planning of units and lessons that support the achievement of students.

The relationship among Educational Goals, Essential Competencies, Subject Area Goals and Performance Expectations is shown in the diagram below:

Figure 1.



FSM NATIONAL STANDARDIZED TESTING PROGRAM

The overall goal for the National testing and Evaluation program are to provide effective and efficient educational testing and evaluation services to both the National and State educational organizations, agencies and institutions. Such services may include, but are not limited to: technical assistance activities and coordinating consultancy services in the area of testing and evaluation.

It is also the overall plan of the FSM National testing and Evaluation Program to develop a standardized testing program, which shall be based on the FSM National Minimum Curriculum Standards. Assessment of student progress through this program is aimed at promoting school improvement throughout the nation

PURPOSES/USES:

The overall purpose of the FSM testing program is to determine the extent to which the performance expectations and essential competencies of the Minimum Curriculum Standards have been realized. Results of national assessment will:

1. Provide the Nation with the necessary information regarding student achievement in basic skills and subject area knowledge
2. Identify strengths and weaknesses within the instructional program