

Sindh Curriculum for  
**SOCIAL STUDIES**

Grade VI-VIII

2015



**Education and Literacy Department**

**Government of Sindh**

**Karachi**

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## 1.1 Introduction to the social Studies Curriculum

Social studies has always been considered the least important subject in schools. The common perception that social studies is not an important subject has resulted in the belief that anybody can teach it. Research on the teaching of Social studies shows that social studies is limited to the transmission of textbook knowledge from teachers to students via lectures, recitation lessons and textbook assignments. Teaching in the classroom generally follows the formula of read-explain-question. The teacher or students read the text, the teacher explains it “expects students to answer the end- of- the- chapter questions”.. Information about names, dates, places, the structure and functions of governments, stereotyped description of people and their work is passed on to the students with the aim of passing examinations. In many schools, however, even this is not necessary as students can be promoted to the next class even if they fail in social studies.

Social studies is the systematic study of the interaction of people with their environment and with other people. Disciplinary knowledge of social studies is drawn primarily from the social science disciplines of history, geography, economics, political science/ civics, sociology and anthropology. The social studies curriculum is designed for students to acquire knowledge that facilitates understanding of the key concepts and ideas from the disciplines that comprise it. It also designed to develop the skills, such as critical thinking, inquiry, communication, conflict resolution and decision making necessary for living in the 21<sup>st</sup> century. The values required for living in a democratic society are also developed through it. Students learn the values of equality, social justice, fairness and inclusion. The social studies curriculum also helps young people learn how to use the knowledge, skills and values to become informed about public affairs, act to safeguard their rights and fulfill their responsibilities as citizens and engage in community service so as to improve their communities local, national and global.

### Curriculum Development

A total of three workshops were conducted each with a different set of expectations. The first one was held from January 28 – 30, 2015 at the premises of the VM Institute for Education. The purpose of this workshop was to bring together teachers, teacher educators and subject specialist to review the existing curriculum and to develop a new one.

As the social studies curriculum at the middle grades usually includes the subjects of history, geography, economics and political science/civics an effort was made to ensure that a mix of developers including experts from higher education (both public and private sector), members of the only professional group of teachers of the subject (the association of social studies educators and teachers ASSET), members of the curriculum development team that had developed the grades 1-3 general knowledge and the grades 4-5 national social studies curriculum and teachers who are currently teaching the middle grades were included in the workshops.

The first day of the two-day workshop began with participants introducing themselves. This was followed by an interactive input session by the consultant on a quick review of the aims

and objectives delineated in the National Education Policy 2009 that were of special importance for social studies, the stage of development of students in grades 6-8 and how they learn, the teaching and learning processes that facilitate learning during these years, the national curriculum framework and the framework for writing the curriculum for each subject.

The input session was followed by having participants with expertise in the same subject forming a group and deciding on a group leader. The grade 4-5 social studies curriculum, the grades 6-8 history and geography curriculum and the grades 9-10 Pakistan studies curriculum (soft and hard copies) were shared for all to become familiar with what already existed and the fact that we had to situate the 6-8 curriculum between that of the social studies curriculum for grades 4-5 and Pakistan studies curriculum of grade 9-10. In addition each group was provided a copy of the NCSS standards in ten areas which delineates the benchmarks at the primary, middle and high school levels. Each group was requested to develop a framework that would be used for grades 6-8 in their subject and to receive constructive feedback on the same. The day ended with each team receiving constructive feedback on the framework developed.

On day two the teams incorporated the feedback, made changes to the standards that had already been delineated in the grade 4-5 social studies curriculum, developed the benchmarks for the middle grades and developed SLOs. Team leaders presented the work done by the end of the day and received constructive feedback. The fact that the teams had team leaders with expertise in the subject, a member who had been involved in curriculum development, had access to the consultant, books and on-line materials facilitated the curriculum development process greatly.

The consultant was available to the teams both in person and via the email providing constructive feedback and useful materials that could be used by the teams to improve their work during the week.

The second workshop was held on January 23, 2015 when groups from the earlier session came together face-to-face to share and learn from each team. The one team that had the most difficulty was the team developing the history curriculum. They were helped to understand that in curriculum one had to make selections and that everything could not be covered. The need to include historical skills and values was also stressed as this would allow students to continue their study in areas of interest to them. There was still more work to be done by all groups so they were requested to work over the weekend and send their work to the consultant by Sunday afternoon so that she could review them and prepare a document fit to be reviewed by a team of experts.

The third session was the expert's review session held at the Regent Plaza Hotel. Experts from various fields such as sociology, political science, geography, history and economics were invited to give their opinions and comments on the curriculum designed as a result of the first two sessions. Classroom teachers from public and private schools also attended (a complete list of attendees is attached in the appendices). The session opened with an explanation of the 21<sup>st</sup> Century Skills that will be required by students to be successful in the future. The 8 Cs of education for the future were elucidated (they are Communication, Critical Thinking, Collaboration, Creativity and Innovation, Connectivity for Learning, Citizenship, Character and Cultural Diverstiy). This was followed by an introduction to the curriculum development

framework used to develop the National Curriculum 2006 and the framework for the development of the curriculum for each subject. Special emphasis was given to explaining the main terms: competencies, standards, benchmarks and learning outcomes to facilitate understanding and review of the developed curriculum.

Each team initially reviewed the curriculum of two subjects and then shared their findings. There was full participation from other groups with all round agreement on various themes. There was occasionally debate and discussion on the inclusion of some points. Following a break the participants reviewed the other two subjects and the skills that were to be included. The most important aspect of the meeting was the commitment of all the expert reviewers to reading and understanding the document and to identifying areas that should be included in the final document. Two areas that were stressed were the addition of aspects of the Pakistani culture, economics, government that makes it unique and they wanted the writers to ensure fair treatment of all groups especially when dealing with the struggle for self-rule in India.

Until now the social studies curriculum was based on the widening horizons curriculum. The widening horizon model begins with the study of self, then moves on to familiarize students with family, neighborhood, province and country in advancing grades. It was based on the idea that students should be gradually exposed to the world. Today, however, information technologies have revolutionized the process of learning and communication has exposed children from their early years to the wider world which means that while following of the widening horizons approach children must from the early years be taught about other peoples, places and times. This is the approach taken in the development of this curriculum.

Another concern regarding the existing curriculum is the repetition of topics in every class. For instance in grade 1, the topic weather is taught then the same topic with similar content will continue till higher classes with little variations. This made the curriculum repetitive and boring for students which are one of the reasons that students and teachers both have little liking for social studies. This social studies curriculum has been designed to do away with the repetition so as to keep students engaged in learning in each class.

This social studies curriculum has been developed by setting standards. Standards, benchmarks and students learning outcomes are indicators of what students should know, be able to do and to be and which all students are expected to meet. Each of the standards are pursued at each grade level of the curriculum. Benchmarks for each standard are identified so as to establish what students are expected to know, be able to do and be at the end of each school level, early childhood (ECE to class 3), primary grades (classes 4-5), middle grades (6-8) secondary grades (classes 9-10) and higher secondary grades (classes 11-12). The curriculum also identifies the students learning outcomes for students in the middle grades, that is, classes 6-8. Below are the standards and the benchmarks, for early childhood (ECE to class 3), primary grades (classes 4-5) and middle grades (6-8). The student learning outcomes for grades 6, 7 and 8 are also provided.

## 2.0

### Curriculum Standards and Benchmarks

#### HISTORY

History is the study of the past so as to understand the present and predict the future. It draws upon a variety of historical records and compares interpretations, provides students with different perspectives and promotes the appreciation of individual existence in a global context.

#### STANDARD -1

All students will learn and use chronological skills to sequence key historical events, to identify relationships, explain cause and effect and describe patterns of historical change and continuity.

#### BENCHMARK

I – III	IV – V	VI - VIII
<ul style="list-style-type: none"><li>• Construct timelines to show events of their lives, their families, and the city/village in chronological order.</li><li>• Use pictures to understand that transportation, tools and machines, schools and communities have changed over time.</li></ul>	<ul style="list-style-type: none"><li>• Measure chronology time by decades, centuries and millennia.</li><li>• Use solar and lunar calendar to differentiate intervals of time</li><li>• Construct and interpret timelines of major historical events and development of the province and country.</li></ul>	<ul style="list-style-type: none"><li>• Use key concepts such as chronology, causality, change, conflict and complexity to identify relationships and explain historical development by unfolding the process of continuity and change in historical events.</li></ul>

## Curriculum standards and Benchmarks

### STANDARD -2

All students will understand, interpret and reconstruct narratives of the past (identify people involved, describe setting, sequence events, compare interpretation of events, and create narratives from evidence) by using various sources of historical knowledge.

## BENCHMARKS

I – III	IV – V	VI – VIII
<ul style="list-style-type: none"> <li>• Identify the prominent personalities/ local heroes within your community and local area.</li>   <li>• Identify and explain how men and women in narratives of the local past demonstrate good character and personal virtues.</li>   <li>• Identify places/sides of historical importance in your area or region.</li>   <li>• Identify major events happened in your local past and construct narratives about your local past using the community as a source of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the role of prominent personalities of your province and country.</li>   <li>• Explain how men and women in different eras of the past demonstrated good character and personal virtues.</li>   <li>• Explain various features of historic places and describe the significance of these places in the history of province and country.</li>   <li>• Explain the cause and effect of major historical events of province and country.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the contribution of world leaders to the development of knowledge politics, sports, environment and human rights.</li>   <li>• Identify key people and events in selected historical periods and describe patterns of change within and across cultures such as the rise of civilizations, the growth and breakdown of colonial systems, etc.</li>   <li>• Evaluate the importance of famous places in the world history.</li>   <li>• Describe the impact of major events on the history of world.</li> </ul>

## Curriculum standards and Benchmarks

### GEOGRAPHY

Geography is the study of the physical and human environment and their influence on each other. It includes studying about the physical (land forms, locations, vegetation and natural resources) and human (people, culture and characteristics of places), so as to understand the processes involved and to make environment friendly decisions.

#### STANDARD -3:

All students will use resources, data sources and geographic tools (maps, aerial photographs and satellite images) to enhance geographic understanding (geographic patterns and relationships) and apply their understanding to make reasoned decisions regarding location, region and movement.

## BENCHMARKS

Grade I-III	Grades IV-V	Grades VI-VIII
<ul style="list-style-type: none"> <li>• Use cardinal directions</li> <li>• Locate on a map their own:               <ul style="list-style-type: none"> <li>– City</li> </ul> </li> </ul> <p>Landmarks such as:</p> <p style="padding-left: 40px;">Public Library Public Park Museum</p> <ul style="list-style-type: none"> <li>– Village</li> </ul> <p>Places such as:</p> <p style="padding-left: 40px;">Play Ground Mango Farm Fishing pond Canal and watercourse</p> <p>Places such as:</p> <ul style="list-style-type: none"> <li>– School Classroom Library Play ground</li> </ul>	<ul style="list-style-type: none"> <li>• Locate on Physical/ Administrative map or globe               <ul style="list-style-type: none"> <li>-Continents and Oceans</li> <li>-Provinces of Pakistan, Pakistan and important countries of the world</li> <li>-Mountains, deserts, forests, and rivers of Pakistan</li> <li>-Passes, peaks, valleys and lakes of Pakistan</li> </ul> </li> <li>• Main lines or Latitude and Longitude</li> <li>• Read, draw and interpret Equator, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Maps using mapping elements (symbols, key, cardinal and intermediate directions and scales) using accurate map vocabulary</li> <li>• Apply map skills in real life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Use resources, data sources and geographic tools (maps, photographs, aerial photographs, and satellite images ) to generate, manipulate and interpret information</li> <li>• Describe geographic relationships such as population density and spatial distribution patterns</li> <li>• Describe physical system changes (land, water, air) and identify geographic patterns associated with them</li> </ul>

## Curriculum standards and Benchmarks

### STANDARD -4

All students will describe, compare and explain the locations of places, the interactions between the physical and cultural characteristics of places, and the social, economic, political activities they engage in themselves and with others at the local, national and international levels.

## BENCHMARKS

Grade I-III	Grades IV-V	Grades VI-VIII
<p>-Gather information about the local community (village, city) from maps of the area</p> <p>-Describe and compare the physical and human characteristics of local places</p> <p>-Explain the ways in which communities benefit from or are limited by the physical environment (e.g., people making their living by farming on fertile land, fishing in local water, effects of weather, recreational activities, availability of water)</p>	<p>-Gather and interpret information, and draw conclusions using maps and other geographic tools about provinces and the country</p> <p>-locate and compare places and their environments (e.g. oceans, continents, river systems, islands, mountains or in areas where civilizations developed)</p> <p>-Explain the characteristics of places that are shaped by physical and human processes (e.g., effect of agriculture or changing land use).</p>	<p>- Locate and describe various landforms and geographic features (mountains, plateaus, islands, rainforests, deserts, oceans) and explain their relationship between and within the ecosystem</p> <p>Describe how people create places that reflect cultural values and ideals as they build neighbourhoods, parks, shopping centres and the like</p> <p>- Examine, interpret and analyse physical and cultural patterns and their interactions such as (land use, settlement patterns, cultural transmission of customs and ideas, ecosystem changes)</p> <p>- Identify the importance of sustainable development and the actions that can be taken to ensure sustainable development</p>

## Curriculum standards and Benchmarks

## POLITICAL SCIENCE/CIVICS

Political science provides understanding of the different purposes of the government, the decisions of its institutions, their organization functions. It equips students to make informed decisions about organizing and governing their communities, to evaluate domestic and national governments and ensure that the rights of individuals or communities are protected within these decisions.

### STANDARD -5

All students will identify the purpose of national, local, provincial and local governments and describe the political and legal processes that are used to make decisions, seek consensus and resolve conflicts.

All students will identify the importance of a constitution, the purpose of government, its institutions and processes and the effects of government actions on the individual and society.

## BENCHMARKS

Grade I-III	Grades IV-V	Grades VI-VIII
<ul style="list-style-type: none"> <li>▪ Make rules for their class and identify consequences of breaking of each rule.</li> <li>▪ Describe the importance of rules and consequences of not having or not observing rules.</li> <li>▪ Provide examples of local government's actions to improve their and local community's condition.</li> <li>▪ Identify ways in which conflicts are resolved at home, school and local community level. Explain how they might be resolved</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distinguish among local, provincial and national governments in Pakistan.</li> <li>▪ Explain the purpose of the government and distinguish between local, provincial and national governments in Pakistan.</li> <li>▪ Describe the way government is organized at the local, provincial and national levels.</li> <li>▪ Identify the government institutions at the local, provincial and national levels and describe the role of the institutions (legislature, executive and judiciaries).</li> <li>▪ Identify the limits and reasons for limiting the power of government.</li> <li>▪ Understand the importance of the constitution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the purpose of government and how its powers are acquired, used and justified.</li> <li>▪ Describe the factors that contribute to the effectiveness of Government in Pakistan i.e., administrative reform, accountability, transparency, fairness, quick delivery of services and free media.</li> <li>▪ Describe the structure and function of the legislative, the executive and the judiciary and the importance of the separation of powers.</li> <li>▪ Explain ideas and governmental mechanisms to meet needs and wants of citizens regulate territory, manage conflict and establish order and security.</li> </ul>

<p>if underpinned by core democratic values such as justice, equality and freedom.</p>	<ul style="list-style-type: none"> <li>▪ Interpret the meaning of specific rights and freedoms protected in the constitution particularly equal protection under the law and freedom of access to information and freedom of expression</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare the different forms of government and explain the role of citizens in the selected countries of South Asia, Asia and the World</li> </ul>
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## Curriculum standards and Benchmarks

### STANDARD -6:

All students will identify the key ideas and values in the Constitution of Pakistan and understand the rights and responsibilities of citizens at the local, national and global level.

All students will demonstrate an understanding of democratic citizenship, the rights and responsibilities of citizens and explain the roles of non-state actors (media and civil society, political parties) in influencing public policy decisions at the local, national and global levels.

## BENCHMARKS

Grade I-III	Grades IV-V	Grades VI-VIII
<ul style="list-style-type: none"> <li>• Identify the rights and responsibilities of young people in schools, “family,” and local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the responsibilities of citizens with respect to their rights in a democracy.</li> <li>• Describe the role of citizens in a democracy.</li> <li>• MISSING “Describe fundamental rights guaranteed under the constitution of Islamic Republic of Pakistan 1973”.</li> <li>• “The role of Judiciary in safeguarding the fundamental rights of citizens.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the rights, responsibilities and roles of citizens and explain how entitlement to rights and fulfilment of responsibilities facilitate the development of the individual and society at the local, national and global levels.</li> <li>▪ Describe the rights of women, children’s, senior citizens and special peoples.</li> </ul> <p>Describe Responsibilities of state.</p> <ul style="list-style-type: none"> <li>• “The role of electronic and print media in highlighting the violation of human</li> </ul>

		<p>rights in Pakistan.</p> <ul style="list-style-type: none"> <li>▪ Describe the evolution, development, role, and importance of media, civil society and political parties in a democratic society, especially in influencing public policy and decision-making.</li> <li>▪ “Describe the role of civil society and political parties in protecting the rights of people in democracy</li> <li>• Use inquiry to examine social issues and problems and identify, explain and take various forms of citizen action to influence public policy and decision-making.</li> </ul>
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## Curriculum standards and Benchmarks

### ECONOMICS

Economics deals with the ideas that wants are unlimited and the means to satisfy them are limited so choices needed to be made by individuals and societies in order to satisfy their wants for goods and services. It is important to foster economic awareness in students through newspapers, discussions, games and simulations in order to make them understand the basic economic functions and the importance of interdependence.

### STANDARD -7

All students will describe how scarcity of resources and choices regarding production, distribution and consumption of goods and services affect individuals and society and how competition and markets operate to determine prices.

## BENCHMARKS

Grades I-III	Grades IV-V	Grades VI-VIII
<ul style="list-style-type: none"> <li>• Identify and explain the idea of scarcity which leads to the need to of making choices regarding allocation of personal and family resources.</li> <li>• Describe ways in which we can conserve limited resources at the personal and family level</li> <li>• Identify the natural resources in the district/city you live in.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why people and societies must face scarcity when making economic decisions / opportunity cost in personal, local, provincial and national decision making situations.</li> <li>• Explain the importance of natural resources including oil, gas, coal, water etc.</li> <li>• Compare prices, quality and features of goods and services, and weigh/identify alternatives/opportunity cost in personal, local, provincial and national decision making situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how economic choices are made by individuals and groups regarding the production and distribution of goods and services and explain how values and beliefs influence different economic choices and decisions.</li> <li>• Explain the difference between private and public goods and services and describe the role that supply and demand, in decisions regarding production, consumption and distribution of goods and services.</li> <li>• List the sources of energy in Pakistan and suggest possible solutions to the energy crisis.</li> <li>• Explain how markets are structured and the role of competition in the demand and supply of most favorable goods and services</li> <li>• Demonstrate effective decision making skills as consumers, producers,</li> </ul>

		savers, investors and citizens
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## Curriculum standards and Benchmarks

### STANDARD 8

All students will describe how economic systems (including Pakistan's) work to facilitate production, distribution, consumption and exchange of goods and services, and describe the challenges and benefits of trade for consumers, producers and governments; locally, regionally and internationally.

## BENCHMARKS

I-III	IV-V	VI-VIII
<ul style="list-style-type: none"> <li>Identify markets and their role in the distribution of goods and services</li> <li>Distinguish between producers and consumers and explain their role in the market</li> <li>Explain how producers and consumers make decisions (what, how etc. to produce and consume)</li> <li>Identify the goods and services which they consume and describe a good or service provided by the local government and the method of payment/</li> </ul>	<ul style="list-style-type: none"> <li>Describe the economic policies of the local, provincial and federal governments.</li> <li>Describe how decisions about resource allocation affect the well being of a society (with respect to Pakistan) List the challenges and benefits of trade for consumers</li> <li>Describe how banks play the role of intermediaries in collecting the savings from many individuals and providing them to the producers /manufacturers for use at a cost</li> </ul>	<ul style="list-style-type: none"> <li>Describe the various institutions that make up economic systems such as households, businesses, banks, government agencies, and corporations, etc.</li> <li>Describe the role of specialization and trade in the economic process and explain the benefits of trade for consumers, producers and governments.</li> <li>Use economic concepts to explain issues in local, national and global contexts and use economic reasoning to compare different proposals for dealing with a contemporary social issue (eg. unemployment, acid rain, quality education)</li> <li>Describe the importance of entrepreneurship for the economic development of a country.</li> </ul>

## Curriculum standards and Benchmarks

## BENCHMARKS

I – III	IV – V	VI - VIII
<ul style="list-style-type: none"> <li>• Define the process of personality development and importance of socialization.</li> <li>• Explain the functions of family.</li> <li>• Distinguish between society, community and community service.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term culture and enumerate its various types.</li> <li>• Identify customs, norms, folkways and superstitions and describe the factors of cultural change.</li> <li>• Evaluate the importance of values.</li> <li>• </li> <li>• Explain the factors of social change.</li> </ul>	<p>Describe the various ways how individual identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences.</p> <p>Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a being which illustrates an integrated view of a specific culture.</p> <p>Describe the impact of ethnic, national and global influences on specific situations or events.</p> <p>Explain how the unique characteristics of the selected local, regional groups have contributed to the contemporary life (e.g., legal, social, economic and political).</p> <p>Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in South Asia, Asia and the world.</p>

## Curriculum standards and Benchmarks

### Sociology

Sociology is the scientific study of society, the study of culture, institutions and changes within a society. Basic sociological concepts include, how individuals in society meet to form groups, how communities and cultures are formed, what controls and influences the society, how individuals interact in communities, how individuals and communities influence culture and how institutions can be maintained or changed (e.g., individuals, groups, communities, and cultures). It examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods.

### Standard- 9

Students will come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

## BENCHMARKS

I-III	IV-V	VI-VII
<p>Demonstrate an understanding of self, family, neighborhood and schools.</p> <p>Demonstrate an understanding of the culture, festivals, and lifestyles of the people living in Pakistani society.</p> <p>Identify similarities and differences among families and social structures.</p> <p>Identify ways people work together in groups and contribute to a</p>	<ul style="list-style-type: none"> <li>Gather information on key factors in the development of Pakistani culture.</li> <li>Demonstrate an understanding of development of rural and urban set ups in Pakistan.</li> <li>Demonstrate an understanding of social conflicts and their solutions.</li> <li>Describe the role of social institutions in the upheaval of Pakistani society.</li> <li>Explain Pakistani identity and how individuals experience cultural influences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the various ways how individual identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences.</li> <li>Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior)</li> <li>Describe the impact of ethnic, national and global influences on specific situations or events.</li> <li>Explain how the unique characteristics of the selected local, regional groups have contributed to the contemporary life (e.g., legal, social, economic and</li> </ul>

community.  Acknowledge and appreciate the importance of communities	<ul style="list-style-type: none"> <li>Compare Pakistani society with other societies</li> </ul>	<ul style="list-style-type: none"> <li>political).</li> <li>Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in South Asia, Asia and the world.</li> </ul>
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## Curriculum standards and Benchmarks

### INQUIRY

It is a systematic investigative process that helps students in problem solving and decision making.

### STANDARD -10: SKILL DEVELOPMENT

All students will conduct inquiry/investigation to answer questions about society by asking questions, gathering information from a variety of sources (books, newspapers, community members, and institutions and internet) and interpreting the information to solve these problems and make decisions. They will report results in appropriate ways (oral presentation, timelines, graphs, charts, report, role plays etc). Electronic technologies such as computers and multimedia can be used to access and manage information and report results.

All students will collaborate to answer important questions, study problems and issues by gathering information from a variety of sources (books, newspapers, community members, institutions and the internet), identifying various perspectives, analysing the information to better understand problems and issues, solve problems, make decisions, reporting results in appropriate ways (oral presentations, timelines, graphs, charts tables, reports, role plays, etc) and taking ethically responsible actions for the common good. They will use appropriate tools and technologies to manage information, report results and take action.

## Benchmarks

Grades I-III	Grades IV-V	Grades VI-VIII
<ul style="list-style-type: none"> <li>Collaborate with others to carry out and accomplish group tasks and goals in a fair and</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with others to carry out and accomplish group tasks and goals</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with others to carry out and accomplish group tasks and goals in a fair and</li> </ul>

<p>responsible manner</p> <ul style="list-style-type: none"> <li>• Identify issues in their school and community that they have encountered or learnt about.</li> <li>• Gather information from books, their environment and community members to answer the question</li> <li>• Identify their own and others viewpoints.</li> <li>• Present the information through simple charts, pictographs, timelines and reports.</li> <li>• Identify ways to resolve the problems.</li> <li>• Identify the effects of their action on others.</li> </ul>	<p>in a fair and responsible manner</p> <ul style="list-style-type: none"> <li>• Identify local, provincial, and national issues.</li> <li>• Gather information using a variety of sources to answer their questions</li> <li>• Compare their viewpoint with that of others.</li> <li>• Manage and organize information.</li> <li>• Analyse the information to derive meaning out of it and draw conclusions on the basis of the analysis.</li> <li>• Present the inquiry in appropriate ways (oral presentations, graphs, reports)</li> <li>• Analyse possible solutions for these issues.</li> <li>• Take responsible actions (lawful, ethical)</li> </ul>	<p>responsible manner</p> <ul style="list-style-type: none"> <li>• Describe problems and issues facing the region of South Asia, Asia and World.</li> <li>• Gather information using a variety of sources including the internet to answer their questions</li> <li>• Manage and organize information using both traditional and digital tools</li> <li>• Analyse the information to derive meaning out of it and draw conclusions on the basis of the analysis.</li> <li>• Present the inquiry using verbal (oral presentations), written (articles, reports), graphic (graphs, tables, charts) and digital media (blogs, e-reports).</li> </ul>
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## Curriculum standards and Benchmarks

### STANDARD -11: MISSING

All students will trace the origins of local and national problems and issues, understand various perspectives and identify way to resolve the problems and issues about them and take ethically responsible actions to address them.

## BENCHMARKS

Grades I-III	Grades IV-V	Grades VI-VIII
<ul style="list-style-type: none"> <li>• Identify issues in their school, and community that they have encountered or learnt about.</li> <li>• Gather information about school &amp; community issues.</li> <li>• Identify their own and others viewpoints.</li> <li>• Identify ways to resolve them.</li> <li>• Identify the effects of their action on others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify local, provincial and national issues.</li> <li>• Gather information from a variety of sources.</li> <li>• Compare their viewpoint with that of others.</li> <li>• Analyze possible solutions for these issues.</li> <li>• Take responsible actions (lawful moral ).</li> </ul>	<p>Identify the strategies to resolve the problems.”</p> <p>“Find out the methods for conflict resolution i.e., compromise”..</p> <p>“Analyze the views of others and take decisions on the basis of facts.”</p> <p>“Find out the workable solutions of the problems after engaging the two parties in a process of dialogue.”</p> <p>“Explain the dialogue process.”</p>

### 3.0

### Learning Themes and Students’ Learning Outcomes

#### 3.1 Grade – VI

#### Learning Themes and Students’ Learning Outcomes Knowledge, Skills and Attitudes

Themes	Student’s Learning Outcomes
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<ul style="list-style-type: none"> <li>• <b>World view, Society and Civilizations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of knowing and understanding the past</li> <li>• Identify sources of historical evidence and information (eg. archeology, artifacts),</li> <li>• Define the terms decade, century, millennium, era/period.</li> <li>• Identify Primary (artefacts (things), pictorial (pictures), spoken (oral histories) written (documents, diaries) and secondary sources (films, art, literature (autobiographies and biographies), textbooks of history</li> <li>• Explain how the various sources of historical evidence and information facilitate our understanding of the past.</li> <li>• Define with examples the concept of world view, society and civilization.</li> <li>• Describe influences that create differences in worldview (eg. culture, time, place, cross-cultural interactions, media, and governance).</li> <li>• Give reasons why societies may stay the same or change over time disagreeing with ideas in an agreeable manner.</li> <li>• Describe ways in which societies organize, maintain and perpetuate themselves.</li> <li>• Relate various stories and theories of the origin of human life.</li> <li>• Identify the characteristics of the way of life of hunter-gatherers.</li> <li>• List the advantages and disadvantages of a hunter-gatherer way of life.</li> <li>• Identify the factors which contributed in modifying a hunter gatherer society into early agrarian societies.</li> <li>• Describe the development of agrarian society.</li> <li>• Explain how agrarian society differed from hunter-gatherer societies.</li> <li>• Identify by giving examples the influence of the natural environment on the development of societies (e.g. rivers).</li> <li>• Compare the concepts of society and civilization.</li> <li>• Define with examples the term culture.</li> <li>• Differentiate between culture and civilization</li> </ul>
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Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Indus Valley Civilization</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term civilization</li> <li>• Locate on a map the early civilizations (Indus Valley, Sumerian, Mesopotamia and Egypt).</li> <li>• Explain why the early civilizations all began in river valleys.</li> <li>• Identify the key cities of the IVC</li> <li>• Locate on a map the main towns/cities of the IVC.</li> <li>• Describe the organization of the city of Mohenjo-Daro (Citadel and the lower town)</li> <li>• Describe how the towns and cities of IVC were governed (political structures, military organization).</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the architecture of the Indus Valley Civilization.</li> <li>• Describe artefacts (Coins, seals, symbols and geometric designs )found by archeologists in Mohenjo-Daro and identify what they tell us about the past.</li> <li>• Describe life in the IVC (e.g. work people did, crops they grew, food they ate, clothes and jewellery they wore, the games they played)</li> <li>• Interpret the religious belief system of Indus valley civilization with the help of artifacts found there.</li> <li>• Give examples of the influence of the natural environment on the way of life in the IVC.</li> <li>• Describe the impact and significance of the development of writing in the IVC.</li> <li>• Describe trade within IVC and with foreign lands providing evidence for the same.</li> <li>• Using a model made describe a home in Mohenjo-Daro</li> <li>• Explain with the help of examples the continuity and change in the different features of culture of the people of the Indus Valley Civilization and people today.</li> <li>• Describe the tools and technologies used in the IVC (eg. animal and crop domestication, irrigation, weapons, transportation).</li> <li>• Describe the historical significance of early societies (eg. adaptation for survival, enduring human aspirations origins of social and political structures)</li> <li>• Identify the ways early society helps us understand contemporary society working together in groups.</li> <li>• Compare the town planning and architecture of Indus Valley Civilization with present day concept of good town planning.</li> <li>• Identify the trading activities of Indus valley civilization especially with reference to their exchanges of goods and items with other civilization.</li> <li>• State the different reasons for the decline of Indus valley Civilization providing support for the same.</li> <li>• Describe the concept of swimming, drainage, storage facility and town planning in IVC.</li> <li>• Describe the structure of houses, bricks and toys industry.</li> </ul>
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**Grade VI**

Themes	Student's Learning Outcomes
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<ul style="list-style-type: none"> <li>• <b>State (state, welfare state, democratic state)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms state, nation and nation-state</li> <li>• Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government)</li> <li>• Identify the key elements/features of the state (sovereignty, public, legitimate, instrument of domination, and territory).</li> <li>• Differentiate between nations as cultural communities and nations as political communities</li> <li>• Identify the kind of state Pakistan is</li> <li>• Define the term democracy</li> <li>• Describe the characteristics of a democratic state</li> <li>• Name democratic states in South Asia</li> <li>• Define the term welfare state</li> <li>• Identify the values that underline the concept of a welfare state (eg. equality, human dignity)</li> <li>• Identify the characteristics of a welfare state.</li> <li>• Identify the advantages of a welfare state.</li> <li>• Assess the extent to which Pakistan is a welfare state (using characteristics) working in groups present your view with reasons.</li> <li>• Identify what is required to make Pakistan a welfare state.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Government of Pakistan (Federal, Provincial and local</b></li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between state and government.</li> <li>• Describe the purpose of government.</li> <li>• Describe the main features of the government of Pakistan (federal, democratic, parliamentary)</li> <li>• Explain why Pakistan has a federal system of government.</li> <li>• Identify the organizational structure of the federal government of Pakistan (legislative, executive, and judicial branches).</li> <li>• Describe the powers and functions of each branch of government.</li> <li>• Describe how the Prime Minister, Members of the National Assembly and justices of the supreme court come to power (elections vs. appointments)</li> <li>• Explain why the powers of government are separated among the three branches.</li> <li>• Give examples of how the system of checks and balances limits the power of the federal government (e.g., senate not agreeing to legislation, courts declaring a law unconstitutional).</li> <li>• Differentiate between those branches and institutions of government that are permanent and temporary.</li> <li>• Identify the role of the civil and military bureaucracies.</li> <li>• Distinguish between federal and provincial government.</li> </ul>

Themes	Student's Learning Outcomes
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<ul style="list-style-type: none"> <li>• <b>Government of Pakistan (Federal, Provincial and local)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make a chart to show the relationships between courts in the judicial system of Pakistan.</li> <li>• Identify unjust situations and say how they can be made more just.</li> <li>• Discuss in groups the importance of ensuring justice to each member of the society.</li> <li>• Describe the powers of the federal (eg. minting money, declaring war), provincial (eg. providing education and health), and local governments in Pakistan (e.g., cleanliness).</li> <li>• Describe government policies and actions aimed at serving its citizens.</li> <li>• Identify key features of local government.</li> <li>• Name some local government institutions.</li> <li>• Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks, health, and cleanliness) and describe how they are funded (e.g., taxes, fees, fines).</li> <li>• Give examples to show how local government affects the lives of its citizens.</li> <li>• Recognize that people in authority are respected under some conditions (eg. when they are just, fair and respect others).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Elections ( role of citizens)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term elections, electorate and representatives</li> <li>• State the importance of elections in a democracy</li> <li>• State the importance of active citizens participation in the electoral process in a democracy</li> <li>• Describe ways people can participate in public life including voting, petitioning elected officials, and volunteering</li> <li>• Give examples of opportunities for citizens to participate in the electoral process (voting, observer in elections, stand for elections)</li> <li>• Identify the problem women citizens have in participating in the political process and suggest ways to address them</li> <li>• Prepare a manifesto of what they will do if they are elected class monitor, member and/or leader of the school council, head boy/head girl</li> <li>• Prepare election posters</li> <li>• Elect class monitor, members and leaders of the school council, head boy/head girl and identify the importance of the electoral process</li> <li>• Examine the role of media in the election process</li> <li>• Write and make an acceptance speech and a speech acknowledging defeat in elections</li> <li>• Describe the role of political parties in the electoral process in Pakistan</li> </ul>

Themes	Student's Learning Outcomes
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<ul style="list-style-type: none"> <li>• <b>Role of Media (media literacy)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'media'</li> <li>• Identify the various media forms</li> <li>• Describe the importance of media in a democratic society.</li> <li>• Describe the role of the media (print, electronic, social) in raising awareness about political, social and economic issues of importance to the public.</li> <li>• Explain how media contributes to the provision of the rights of information and freedom of expression in a society.</li> <li>• Describe the importance of a free and independent media</li> <li>• Identify the factors which lead governments to restrict media independence.</li> <li>• Describe how the media serves as a watchdog of the government</li> <li>• Identify and describe the function of the government bodies that regulate the electronic and print media</li> <li>• List the work done by the media to promote a democratic society</li> <li>• Identify a local issue raised in newspaper or TV and write a letter to the editor suggesting for the government to act on it</li> <li>• Identify those aspects of the media that need improvement</li> <li>• Identify how the media can help educate the public.</li> <li>• List the contributions of the media to promoting democracy in Pakistan.</li> <li>• Define with examples the terms bias, stereotyping and propaganda</li> <li>• Identify examples of bias, stereotyping and propaganda in the print and electronic media</li> <li>• Identify the advantages and disadvantages of social media</li> <li>• Identify how the internet serves as a source of information</li> <li>• Inquire how the internet (including social media) can be used to create bias, stereotype different groups, encourage cyber bullying and suggest ways that could be used to prevent</li> <li>• Identify facts and opinion in news articles</li> <li>• Identify bias in an advertisement and rewrite the advertisement to make it fair</li> <li>• Identify how advertisements stereotype men and women</li> <li>• Write a letter to the editor of a newspaper on a problem/issue in their neighbourhood community</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>People (population), place (physical features: focus on mountains, plateaus, hills, plains) and how people live there (work i.e. economic activities)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify where you live (start with your house number, street, village/town or city/country).</li> <li>• Describe and illustrate (make your own map) your local area (eg. identify the best friend's house, school, shops, farms) and identify the kind of area it is (village, town or city).</li> <li>• Locate South Asia (SA) on the map of Asia.</li> <li>• Locate the different countries of SA on a map.</li> <li>• Define the term region.</li> <li>• Describe the characteristics (human and physical) that make SA a region.</li> <li>• Name the countries that are part of South Asia.</li> <li>• Develop a case of a country of South Asia of your choice (eg provide information eg. flag, population...).</li> <li>• Describe how children live in each of the countries (eg. describe a day in the life of a child from a country of choice).</li> <li>• Describe your own life in the booklet (eg. make a timeline of your life, use description and photographs to narrate important events in your life).</li> <li>• Locate the different landforms of South Asia (e.g., mountains, plateaus, plains, deserts, rivers, islands, peninsula and coastal areas) on a map.</li> <li>• List the importance of mountains.</li> <li>• Describe how mountains are formed (fold, fault-block, dome, volcanic).</li> <li>• Name the major mountains and their location in SA.</li> <li>• Describe the vegetation and animal life in the mountains.</li> <li>• Describe the ways the people make use of mountains (eg. generating power, extracting minerals, farming, recreation).</li> <li>• Differentiate between mountains and plateaus.</li> <li>• Name the plateaus and their location in SA.</li> <li>• Describe the importance of plains.</li> <li>• Describe how plains are formed.</li> <li>• Explain why most people live on the plains.</li> <li>• Examine the ways people make use of plains (eg. agriculture, grazing livestock, and recreation).</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>The work people do</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why people work.</li> <li>• Define with examples the term work/ economic activity as geographers do.</li> <li>• Define primary, secondary and tertiary activities providing examples.</li> <li>• Describe why particular economic activities develop in particular places (eg. farming besides rivers, factories in a particular place).</li> <li>• Describe the major economic activities (primary, secondary and tertiary activities) the people of South Asia engage in.</li> <li>• Describe and illustrate on a chart a factory system (eg, inputs, processes and outputs).</li> <li>• Inquire into the work people do in Pakistan, represent your findings in a pie chart</li> <li>• Explain how occupations are influenced by the land where people live.</li> <li>• Identify the main occupational groups (agriculture, Industry, Mining and quarrying, Trade and commerce, service).</li> <li>• Identify the major economic activities and occupations that are the result of technological innovations.</li> <li>• Identify the major service industries in South Asian countries.</li> <li>• Explain how human activity (consumption, exploitation of resources) affects natural resources.</li> <li>• Identify the perspectives of the mining company, the environmentalist and the government on exploitation of the natural resources (mountains).</li> <li>• Identify how and why we need to cooperate with others in our daily life.</li> </ul>
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Themes	Student's Learning Outcomes
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<ul style="list-style-type: none"> <li>• <b>The Moving Earth</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locate on the world map (continents, other major land forms and major bodies of water).</li> <li>• Describe the composition of the Earth.</li> <li>• Explain the theory of tectonic plates.</li> <li>• On a map show the main tectonic plates and mark the areas where earthquakes and volcanic activity take place</li> <li>• Identify the continental plates on which South Asia is located</li> <li>• Explain how earthquakes occur Explain the effects of an earthquake</li> <li>• Identify places within South Asia that are subject to earthquakes</li> <li>• Prepare a scrap book using newspaper clippings of earthquakes in South Asia</li> <li>• Describe how government and people prepare for earthquakes</li> <li>• Write a guide for children of precautions to be taken during earthquakes</li> <li>• Explain how and why volcanoes erupt</li> <li>• Describe the effects of volcanic eruptions</li> <li>• Suggest ways in which the effects of a volcanic eruption can be reduced</li> </ul>
<p><b>Population</b></p>	<ul style="list-style-type: none"> <li>• Define with examples the terms population, densely populated, population distribution,</li> <li>• Provide reasons why people choose some places to live and not others</li> <li>• List the factors affecting population distribution</li> <li>• Show on a map of South Asia high density and low-density populated areas</li> <li>• Provide reasons for increasing population in South Asia and explain how this affects the natural systems of the world</li> <li>• Provide examples of how countries in South Asia are controlling population growth</li> <li>• Explain Population patterns in South Asia</li> <li>• Identify the growth of Population in Pakistan</li> <li>• Suggest reasons for why there are more men than women in Pakistan</li> <li>• Describe the problems caused by overpopulation</li> <li>• Suggest possible solutions to overpopulation</li> <li>• Describe the impact of various factors (eg. access to housing, food, water, and education, healthcare) on the quality of life of the people in South Asia.</li> <li>• Draw distribution maps of population of the world</li> <li>• Read a population pyramid to compare the aged population between Afghanistan and Pakistan</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Choices and opportunity cost/ Making choices</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms ‘ scarcity, choice, opportunity cost, trade off, Taxes’,</li> <li>• Explain how the conflict between limited means and unlimited wants leads to the need to make decisions</li> <li>• Describe how different values influence the choices people and groups make ( e.g., saving, getting a job...)</li> <li>• Explain how all economic decisions have an opportunity cost</li> <li>• Recognize that choices and opportunity costs are subjective; i.e., they differ across individuals and societies.</li> <li>• Explain ways in which cultural background influences decision making.</li> <li>• Describe the present and future consequences of the choices people and groups make (eg. drop out of school, )</li> <li>• Compare decisions to a common problem, such as where to go on a class trip, and explain why solutions and opportunity costs differ among students.</li> <li>• Identify some choices made and explain reasons for having to make the choices (personal).</li> <li>• Describe a situation that requires a choice to be made, make a decision and identify the opportunity cost (what you give up) and the benefits (e.g., buying a pet or a video game, going to a movie, eating a certain food, etc.)</li> <li>• Describe trade-offs and create a graph to represent alternatives and trade-offs.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Production of Goods and Services (Focus on production)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define with examples the terms producer, goods, services, public goods and services, private goods and service, firm, industry, interdependence.</li> <li>• Describe the individuals and groups who participate in the production of goods and services.</li> <li>• Give examples of different goods and services.</li> <li>• Differentiate between a firm and industry.</li> <li>• Explain the concept of interdependence in economics using a simple circular flow diagram.</li> <li>• Identify the various commercial and non commercial goals of produces.</li> <li>• List five private sector businesses and five voluntary organizations in the area in which you live.</li> <li>• Categorize goods and services available locally as public and private goods and services.</li> <li>• Describe what are collective goods and what are merit goods.</li> <li>• Explain why the government provides certain goods and services.</li> <li>• Explain how the government pays for public goods and services it provides.</li> <li>• Explain what is a state- owned enterprise.</li> <li>• Do an inquiry to find out the name of five state owned enterprises in Pakistan.</li> <li>• Choices and opportunity cost/ Making choices.</li> <li>• Differentiate between consumer goods and capital goods.</li> </ul>
<p><b>Individual in South Asian societies:</b></p>	<ul style="list-style-type: none"> <li>• Identify few characteristics unique to one’s self and other characteristics that all humans share in the selected countries of South Asia.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the influences that shape personal identity.</li> <li>• Explore factors that influence one's perception, attitudes, values and beliefs</li> <li>• identify the communities the he/she belongs to (for example, draw and describe pictures of the various groups they form a part of)</li> <li>• talk about the reasons that rules are necessary in the various communities to which he or she belongs</li> <li>•</li> </ul>
<b>People's belongingness to groups in the South Asian countries:</b>	<ul style="list-style-type: none"> <li>• Explain what a group is.</li> <li>• Describe a number of groups that people belong to.</li> <li>• Describe the functions of those groups.</li> <li>• Explain ways in which people are part of various communities.</li> <li>• List benefits of belonging to groups.</li> <li>• Describe roles that an individual can have within a group and across a range of groups.</li> <li>• Give examples of how people may acquire roles.</li> <li>• Explain what people do when they fulfil particular roles.</li> <li>• Identify the rights and responsibilities individuals have within a group</li> <li>• Explain how rights and responsibilities might vary in different groups.</li> </ul>
<b>Development of communities in the South Asian countries:</b>	<ul style="list-style-type: none"> <li>• Identify South Asian organisations (e.g. SAARC).</li> <li>• Describe its purposes and activities.</li> <li>• Assess the impact of South Asian on individuals, cultures, communities, and nations.</li> <li>• How communities and nations meet their responsibilities and exercise their rights.</li> <li>•</li> </ul>

Themes	Student's Learning Outcomes
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<b>Inquiry Skills</b> <ul style="list-style-type: none"> <li>• Locating Information</li> </ul>	<ul style="list-style-type: none"> <li>• List various sources of information.</li> <li>• Identify the nature of information that could be elicited from each source.</li> <li>• Select information from a variety of oral, visual, material, print or electronic sources (eg. Maps, art, artifacts and manuscripts , narratives, legends, biographies, historical fiction...).</li> <li>• Distinguish between primary and secondary sources of information.</li> <li>• Select and use appropriate tools and technologies to locate and obtain information.</li> <li>• Organize and record information in a variety of formats and reference sources appropriately (eg. Maps, charts, tables ...).</li> </ul>
<ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different viewpoints while gathering information.</li> <li>• Distinguish between facts opinions and interpretation.</li> <li>• Assess the validity of information sources (eg, purpose, context, authenticity, origin, objectivity, evidence, reliability...).</li> <li>• Identify bias in information sources including the media.</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw conclusions based on information gathered.</li> </ul>
<ul style="list-style-type: none"> <li>• Communication/Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others to understand their point of views and perspectives</li> <li>• Use language that is respectful of diverse others</li> <li>• Persuasively express differing viewpoints regarding an issue</li> <li>• Present information and findings orally, visually, concretely or electronically</li> <li>• Seek to clarify questions and ideas in discussions and debates</li> <li>• Articulate one’s own beliefs and perspectives on issues</li> <li>• Support one’s own ideas and opinions with information</li> </ul>
<ul style="list-style-type: none"> <li>• Taking ethical and responsible action</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in projects designed to address a problem</li> <li>• Create a public service message on a current social or environmental issue for the newspaper</li> <li>• Present information aimed at providing knowledge to the community on how to deal with a current health problem</li> </ul>
<b>History Skills</b> <ul style="list-style-type: none"> <li>• Sources of Historical Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sources of historical evidence</li> <li>• Identify primary and secondary sources and describe the information that can be gathered from each</li> <li>• Interpret primary and secondary sources to increase understanding of the past.</li> <li>• Utilize different sources of history to reconstruct the past</li> <li>• Identify archival sources for history.</li> <li>• Highlight the importance of personal memories and diaries</li> </ul>
<ul style="list-style-type: none"> <li>• Chronological skills</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the two main periods of time in which historians have divided history</li> <li>• Develop a timeline to show the four major periods of human history and the give the starting and ending dates for each (prehistory, ancient history, Medieval history and modern history)</li> <li>• MISSING</li> </ul> <p>Make a list of historical events in chronological order</p> <p>Define the terms decade, century, millennia, eras or periods</p>

<b>Geography Skills</b> <ul style="list-style-type: none"> <li>• Reading and Interpreting Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Define what a map is and identify the uses of maps</li> <li>• Identify the elements of a map and how they facilitate reading and interpreting maps</li> <li>• Identify different kinds of maps (physical , administrative distribution, topographic) and the features that each of them show</li> <li>• Locate, interpret and present information about physical and cultural features on maps</li> <li>• Read and interpret maps to obtain information and answer questions</li> <li>• Locate places of your interest on map</li> </ul>
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## 3.2 Grade – VII

### Learning Themes and Students’ Learning Outcomes Knowledge, Skills and Attitudes

Themes	Student’s Learning Outcomes
<p><b>The Ancient World (500 BCE-500 CE)</b></p> <ul style="list-style-type: none"> <li>India (500 BC-500 AD)</li> </ul>	<ul style="list-style-type: none"> <li>Name the empires that existed in the world between 500BCE and 500 CE.</li> <li>Construct a timeline showing the different dynasties of India from 500BCE to 500 CE.</li> <li>Describe the rise of the Mauryan Empire.</li> <li>Explain the causes of the emergence of Buddhism in India.</li> <li>Analyze the effect of the religious policy of Ashoka (promotion of Buddhism) on the region.</li> <li>Describe the role of Ashoka in the development of Mauryan power and prestige.</li> <li>Describe how trade routes expanded during the Mauryan age.</li> <li>Describe the social life of the people during the Mauryan rule.</li> <li>Identify the contributing factors that brought about the rapid decline to The Mauryan Empire.</li> <li>Identify key events and personalities in the Mauryan Empire.</li> <li>Identify the defining characteristics of the Gupta Empire.</li> <li>Describe the cultural, scientific and mathematical advancements made at the time of the Gupta Empire.</li> <li>Trace Alexander’s expedition in North West India.</li> <li>Locate on a map of the world the land and sea routes through which trade and social contacts were established between India and the rest of the world during this period working together in pairs.</li> </ul>
<ul style="list-style-type: none"> <li>Persia(500 BCE – 500 CE)</li> </ul>	<ul style="list-style-type: none"> <li>On a world map show the Persian Empire at the time of King Darius the Great (522-485 BCE).</li> <li>Describe the achievement of King Darius.</li> <li>Identify the territories that were part of the Persian Empire in 500 CE.</li> <li>Explain why the Persian Empire was regarded at the largest empire in the ancient world in 500 CE.</li> <li>Describe the Impact of the Zoroastrian religion on Persian society.</li> <li>Explain the reasons for the Persian Wars.</li> <li>List the battles fought between the Persians and the Greeks from 490 to 479 BCE and identify who won the battles.</li> <li>State reasons for the rise and fall of Persian Empire.</li> </ul>

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>Persia(500 BCE – 500 CE)</li> </ul>	<ul style="list-style-type: none"> <li>Describe the achievements of ancient India, and Persia</li> <li>Describe the influence of the Persian Empire on social, political, cultural and religious life of the people.</li> <li>Illustrate on a map the expansion of the Persian Empire.</li> <li>Describe how the Persian Empire fared after the death of Alexander the Great.</li> <li>Describe how the Parthia Empire was affected by the Greek civilization.</li> <li>Describe and illustrate on a map how the Persian Empire remained divided amongst the Roman and Parthian empires.</li> <li>Inquire about another civilization (eg. Egyptian, Roman, Greek, Chinese) working together as a group. Present the information in the form of a booklet.</li> <li>Identify the effects of the development of empires in ancient times (e.g. more complex institutions of government resulted, empire as dominant form of political organization, increased social stratification).</li> </ul>
<p><b>Transition to the Modern World</b></p> <ul style="list-style-type: none"> <li>(Medieval history) (500 CE-1400 CE)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the consequences of the fall of the Western Roman Empire. (E.g. the Dark Ages, expansion of Arab Islamic Culture...).</li> <li>Define evolution of feudalism.</li> <li>Define features of feudalism.</li> <li>Describe how the responsibilities of the nobility differed from those of clergy and the peasantry during middle ages</li> <li>Describe and locate on a map the Arab conquests in the Middle East, North Africa, Europe and India and southern Europe in the Seventh and eighth centuries.</li> <li>Identify Islamic achievements from the 7th to 15th centuries (eg. Arabic numbers...).</li> <li>Describe the contributions of Ibn Sina (Avicenna) to medicine, philosophy, astronomy and mathematics.</li> <li>Describe the contribution of Muslim artists, architects and builders.</li> <li>Describe how the Islamic achievements influenced other societies. (E.g. artistic, literacy, intellectual, scientific, religious...).</li> <li>Give the meaning of the word “Crusades”.</li> <li>Identify the motivations for the Crusades.</li> <li>On a timeline show the battles of fought during the crusades.</li> <li>Describe the effects of the Crusades.</li> <li>Inquire to identify two major events in Europe, Africa, Asia and the Americas between the fifth to fifteenth centuries.</li> <li>Give examples of achievements in art, architecture, literature, and science in countries in Europe, Africa, Asia and the Americas between the fifth to fifteenth centuries.</li> <li>Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India and Europe from the fourteenth to sixteenth</li> </ul>

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Constitution</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term Constitution.</li> <li>• Identify the purpose (e.g. empower the state, establish unifying values and goals, provide government stability, protect rights and freedoms and legitimize regimes) of having a constitution.</li> <li>• Differentiate between written and unwritten constitutions.</li> <li>• List the strengths and weaknesses of a written constitution.</li> <li>• Identify the components of the constitution of Pakistan.</li> <li>• Identify the key ideas and principles in the constitution of Pakistan (eg. separation of powers, rule of law, representative government, sovereignty and fundamental rights).</li> <li>• Examine how the constitution promotes the equality of citizens (Identify relevant articles).</li> <li>• Identify how the constitution protects the liberty of citizens (identifying relevant articles).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Citizenship Rights, Responsibilities and role</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term citizen</li> <li>• Identify the rights and freedoms of citizens in the Constitution of Pakistan</li> <li>• Classify rights into civil, political, social and economic</li> <li>• Describe the functions and powers of supreme court under 1973 constitutions."</li> <li>• Highlight the role of supreme court in providing fundamental rights of people of Pakistan".</li> <li>• Identify responsibilities of citizens given in the constitution.</li> <li>• Describe how in fulfilling responsibilities citizens ensure others their rights</li> <li>• Choose a right or freedom and assess the extent to which it is met in Pakistan</li> <li>• Explain how rights and freedoms given in the constitution are ensured and denied through citing everyday examples</li> <li>• Describe the role of a citizen in a democratic state democracy</li> <li>• Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably).</li> <li>• Describe the relationship between citizenships rights and responsibilities.</li> <li>• Explain why rights have limits.</li> <li>• Describe ways citizens can work together to promote the values and principles of democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate oneself as a responsible citizen of Pakistan.</li> <li>• Identify situations in which a citizen might not be expected to fulfil his/her responsibilities.</li> <li>• Identify ways citizens can act to protect their rights.</li> <li>• Define the term advocacy.</li> <li>• Identify two advocacy strategies that you know of and give examples of how they are used.</li> <li>• Develop an advocacy strategy to advocate for a right of</li> </ul>

	<p>their choice.</p> <ul style="list-style-type: none"> <li>• Explain the importance of advocating for rights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Role of civil society (active citizenship)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term civil society.</li> <li>• Identify various Civil society organizations CSOs and the work each does in your neighbourhood community, nationally and globally.</li> <li>• Categorize CSOs based on their work.</li> <li>• Identify the role and functions of CSOs.</li> <li>• Identify what motivates people to join a CSO and work together for a cause.</li> <li>• Explain the role of CSOs in contributing to the welfare of the people.</li> <li>• Identify these factors which create the need for CSOs.</li> <li>• Describe how CSOs promote rights and strengthen democracy.</li> <li>• Inquire into a CSO of your choice identifying its goals and objectives, activities it engages in to realize its objectives and assess its impact. Share findings with your colleagues.</li> <li>• List the work CSOs have done to enhance the democratic culture in Pakistan.</li> <li>• Name CSOs that are formed by children (eg. scouts, girl guides, youth assembly of Pakistan).</li> <li>• Define the term volunteer.</li> <li>• Explain how volunteerism in a society facilitates the welfare of the common people.</li> <li>• Identify the extent to which young people volunteer their time and expertise in Pakistan.</li> <li>• Identify three things that can be done to encourage volunteerism in Pakistan.</li> </ul>

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Land and People of Asia (Interaction between people and land) (focus on forests, rainforests, deserts and coastal areas )</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locate Asia on a map of the world.</li> <li>• Locate and name the major physical features of Asia on a map.</li> <li>• Identify physical features of Asia using a topographic map.</li> <li>• Examine contour lines of selected places in Asia and find the highest and lowest points.</li> <li>• Match two aerial photographs of a location in Asia and compare it with the actual location.</li> <li>• Use two aerial photographs to examine the change in the use of forest area in a certain location in Asia.</li> <li>• Describe the physical and cultural characteristics of different regions of Asia (the Middle East, The South East Asian Region).</li> <li>• Justify the importance of studying the different cultures of Asia and World.</li> <li>• Name the major deserts of Asia.</li> <li>• Describe the features of the deserts of Asia.</li> <li>• Describe how deserts in some places are growing and in others shrinking.</li> <li>• Compare the characteristics of the Gobi Desert and the</li> </ul>

	<p>desert of the Arabian Peninsula.</p> <ul style="list-style-type: none"> <li>• Describe vegetation and animal life in the deserts.</li> <li>• Describe the changes people have made to the Arabian desert.</li> <li>• Identify major forests of Asia on a map.</li> <li>• Explain why the rainforests of Asia are located where they are.</li> <li>• Describe the importance of rainforests.</li> <li>• Compare past and present aerial photographs and satellite images of rainforests in Asia to show deforestation.</li> <li>• Highlight the causes of deforestation</li> <li>• Identify strategies to reduce deforestation.</li> <li>• Explain the causes and effects of coastal flooding in Bangladesh.</li> <li>• Compare the nature of coastlines of Britain and Bangladesh.</li> <li>• Conduct an inquiry on the measures taken to preserve rainforests in Malaysia and Brazil.</li> <li>• Describe the life of people in the rainforests of Malaysia and Indonesia.</li> <li>• Describe the life of people in the coastal regions of Bangladesh and Japan.</li> <li>• Use a variety of geographic tools such as aerial photographs and Geographic Information Systems (GIS) to compare places in the world and to analyze changes in landforms and human activity.</li> <li>• Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns.</li> <li>• Read, interpret, make and use data from tables, graphs, maps to draw conclusions about different landforms.</li> <li>• Compare physical and human characteristics of places using different maps to describe how environments in the world have changed (e.g. rainforests in Amazon Basin.</li> <li>• Classify and locate major natural (natural features of the land, vegetation, animals, and climate) and human environments (cities, farming areas) of the world.</li> </ul>
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<b>Themes</b>	<b>Student's Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• <b>The Power of Water</b></li> </ul>	<ul style="list-style-type: none"> <li>• List sources of fresh water.</li> <li>• Describe the water cycle (use the terms precipitation, condensation, evaporation, transpiration, run off through flow and ground water in the description).</li> <li>• Explain how the water cycle affects river systems.</li> <li>• Define the terms erosion, weathering, transportation and deposition.</li> <li>• Describe the importance of rivers.</li> <li>• Describe the effects of rivers on the landscape (e.g. weathering, erosion, transportation, deposition).</li> <li>• MISSING</li> <li>• Describe the upper course, middle course and lower</li> </ul>

	<p>course of a river.</p> <ul style="list-style-type: none"> <li>• MISSING</li> <li>• Describe the landscapes that are formed as the river runs its course (eg use the example of the Indus).</li> <li>• Explain people’s use of river in environments.</li> <li>• Explain how people affect a river’s flow.</li> <li>• Describe how water can be beneficial as well as destructive.</li> <li>• Explain how floods are caused.</li> <li>• Identify countries in Asia that are affected by floods.</li> <li>• Explain the process of rehabilitation of flood affectees in Sindh</li> <li>• Design a brochure for Sindh highlighting a strategy to minimize losses caused by floods .</li> <li>• Explain why dams are built.</li> <li>• Examine the social and human impact of large dams in Asia e.g. India’s Narmada river and China’s three Gorges dam project.</li> <li>• Explain irrigation system and the major problems caused by irrigation in Pakistan.</li> <li>• Describe the canal system and its types in Pakistan</li> <li>• Identify the causes of water logging and salinity</li> <li>• Highlight the measures taken by government to indicate the problems of water logging and salinity</li> <li>• Explain the functions of tube-well technology</li> <li>• Make a pamphlet for farmers on changing irrigation practices and identify benefits of these practices.</li> <li>• Explain cyclones/typhoons and how they occur.</li> <li>• Identify countries in Asia that are at risk from cyclones.</li> <li>• Identify the causes and effects of water pollution.</li> <li>• Suggest solutions to the problem of water pollution.</li> <li>• Suggest ways in which water can be conserved by individuals and communities.</li> <li>• Discuss the causes of drought</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The Moving People (migration and settlements)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locate on a world map the major population areas and the physical features of these areas.</li> <li>• Explain the relationship between population distribution and the natural environment.</li> <li>• Define migration, emigration and immigration.</li> <li>• Differentiate between emigration and immigration</li> <li>• Identify the reasons for emigration and the countries to which Pakistanis emigrate.</li> <li>• Identify the countries and reasons for which people immigrated to Pakistan (eg. 1947-1950 India, 1980s Afghanistan).</li> <li>• Inquire into families from your community that have emigrated and find out why and where they have emigrated.</li> <li>• Differentiate between voluntary and forced migration.</li> <li>• Define the term refugee.</li> <li>• Give reasons why refugees are forced to leave their homes.</li> <li>• Define rural-urban migration.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the rural push factors and the urban pull factors.</li> <li>• Explain how migration affects different countries.</li> <li>• Give reasons why people may move from one place to another</li> <li>• Define the term settlements and identify different kinds of settlements</li> <li>• Identify factors that influence the location of a settlement</li> <li>• Describe how sites for early settlements were chosen</li> <li>• Explain the different functions of settlements</li> <li>• Describe different settlement patterns (e.g. dispersed, nucleated, linear)</li> <li>• Explain how settlements change</li> <li>• Identify the best location for a settlement on a site map, reach consensus and present decision</li> <li>• Discuss the benefits and problems of settlement growth</li> </ul>
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### Grade VII

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Demand (focus on consumer)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define with examples the terms consumer, demand, individual demand, complementary and substitute goods, income.</li> <li>• Interpret a line graph for demand and supply.</li> <li>• Construct a demand schedule for an individual from given data.</li> <li>• Draw a demand curve for an individual using given data.</li> <li>• Illustrate and explain how a consumer will react to a change in price resulting in a change in quantity demanded.</li> <li>• Identify non-price factors that will affect demand (eg. changes in taste and preferences, change in prices of complementary goods and services, changes in prices of substitute goods, changes because income increases/decreases).</li> <li>• Illustrate and explain how consumers will react to a change in non-price factors affecting demand.</li> <li>• Define the terms household, necessities, luxury goods and savings.</li> <li>• Identify the impact of income on our demand for goods and services (eg. necessities and luxury goods and the amount of savings).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supply (focus on the producer)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms producer, supply, 'incentive', 'revenue', 'profit'.</li> <li>• Interpret the given table (supply schedule) and graph (supply curve) to explain how changes in price affect the quantity supplied.</li> <li>• Construct a supply curve for an individual producer from the data given in the supply schedule.</li> <li>• Explain how a producer will react to changes in the price of a good or service they supply.</li> <li>• Explain possible flow-on effects on producers (hiring more staff, using more resources, etc), households (more jobs, more income to spend) and firms (more</li> </ul>

	raw materials) of changes in quantity supplied.
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<b>Acquisition and exercise of leadership of groups:</b>	Identify leaders in different groups and situations. Describe ways people can become leaders (e.g., through inheritance, election, appointment, use of force, volunteering). Explain how different styles of leadership affect members of groups. Suggest ways leaders seek to resolve differences within and between groups.
<b>Organization of people in response to challenge in Asian countries:</b>	<ul style="list-style-type: none"> <li>• Identify types of challenges individuals face in the selected Asian societies.</li> <li>• Explain how groups and individuals can work together to deal with challenges.</li> </ul>
<b>Organization of people in response to crises in Asian countries:</b>	<ul style="list-style-type: none"> <li>• Identify crises that people face (e.g., social, technological, economic, political, cultural) in the selected Asian countries.</li> <li>• Identify groups developed to help in different types of crises.</li> </ul>
<b>Cause and effect of people exercising their rights and meeting their responsibilities in the Asian countries:</b>	<ul style="list-style-type: none"> <li>• Identify the rights people have at different ages and in different groups.</li> <li>• Describe processes that can be used to exercise rights within society.</li> <li>• Examine factors (e.g., economic, cultural, age-related, status-related, religious) that shape people's responsibilities and the ways in which people meet these responsibilities.</li> </ul>
<b>The different ideas about how the Asian society should be organized:</b>	<ul style="list-style-type: none"> <li>• Identify a range of ideas about how the Asian society should be organized.</li> <li>• Describe why individuals and groups (e.g., political parties, interest groups and minority groups) in the selected Asian countries hold differing ideas about how society should be organized.</li> <li>• Illustrate the consequences of people holding differing ideas about how society should be organized.</li> </ul>

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Supply (focus on the producer)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the factors of production.</li> <li>• Describe how the costs of inputs (factors of production) affect the cost of production.</li> </ul>

	<ul style="list-style-type: none"> <li>• Look at distribution.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaboration Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others to carry out group responsibilities so as to accomplish group goals.</li> <li>• Use a variety of strategies to resolve group conflicts peacefully (clarification, negotiation, compromise).</li> <li>• Make decisions that reflect fairness and equality in their interactions with group members and others.</li> <li>• Negotiate constructively within groups and with others to build consensus and solve problems.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Problem Solving and Decision Making</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify issues.</li> <li>• Describe key problems facing the region.</li> <li>• Identify the causes of the selected problems.</li> <li>• Identify the effects of the problems on individuals and society</li> <li>• Propose solutions to the problems studied.</li> <li>• Evaluate the advantage and disadvantages of solutions to a problem.</li> </ul>
<b>History Skills</b> <ul style="list-style-type: none"> <li>• Continuing development of sources of historical evidence and chronological skills through application.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify issues and problems in the past and analyze the interests, values, perspectives and points of view of those involved in the situation.</li> </ul>
<b>Geographic Skills</b> <ul style="list-style-type: none"> <li>• Aerial Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways to capture images of the Earth from above.</li> <li>• Compare the information that can be gathered from a map and an aerial photograph of a place in Asia.</li> <li>• Compare two aerial photographs of rainforests at different time intervals to identify changed in covered area of the rainforests.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Continuing reading and interpreting maps</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify urban and rural settlements on maps.</li> <li>• Examine contour lines of selected places in Asia to identify highest and lowest points.</li> <li>• Use atlases to identify, compare and examine various features of a place.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Interpreting and presenting information using graphs (e.g. application to demand and supply )</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term tables and graphs and state what they are used for.</li> <li>• Identify the important features of a graph.</li> <li>• Name different types of graphs (e.g. pictograph, bar graphs, line graphs, and pie graphs).</li> <li>• Read and interpret graphs to obtain information and answer questions.</li> <li>• Describe relationships represented in a graph.</li> <li>• Construct simple bar and line graphs to present information.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Interpreting and presenting information using graphs (e.g. application to demand and supply )</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide a title and name the axis</li> <li>• Select an appropriate graph and scale to present information (with help).</li> <li>• Plot two or more sets of data on the same graph and scale.</li> <li>• Construct simple pie graphs.</li> </ul>

	<ul style="list-style-type: none"><li>• Select an appropriate graph and scale to present information.</li><li>• Interpret info from a graph.</li><li>• Reach conclusions consistent with graphical evidence.</li></ul>
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### 3.3 Grade – VIII

## Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitudes

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Individuals, Ideas and Events that shaped the modern world</b></li> </ul>	<ul style="list-style-type: none"> <li>• Give the meaning of the word Renaissance and state why this period in history is known as the Renaissance.</li> <li>• Identify on a map where the Renaissance started and the countries in Europe to which it spread.</li> <li>• Explain why Italy was the centre of the Renaissance.</li> <li>• Explain why the invention of the printing press was important to acceleration of the Renaissance.</li> <li>• Identify some writers and artists from the Renaissance whose works are still studied today.</li> <li>• List three things artists focused on during the Renaissance (painting portraits, the natural world and the technique of perspective).</li> <li>• Describe the importance of Florence and the Medici family to the Renaissance.</li> <li>• Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science or technology from the fourteenth to sixteenth century.</li> <li>• Give the meaning of the term Reformation and state why this period in history is known as the Reformation.</li> <li>• Name the 7 people who contributed to the profound changes that took place during the Reformation (e.g. Johannes Gutenberg the German inventor, Martin Luther the German theologian, Ulrich Zwingli a Swiss priest, John Calvin the French scholar, Ignatius of Loyola the Spanish priest, Nicholas Copernicus, the Polish astronomer and Galileo the Italian scientist and astronomer).</li> <li>• Identify the profound changes that took place in communication, religion and science during the Reformation.</li> <li>• Describe the effects of the Reformation on the world today in a whole class discussion and identify the difference in views presented.</li> <li>• On a timeline show how the Age of Exploration progressed.</li> <li>• Identify the motives of the Europeans for exploration.</li> <li>• Name the famous European explorers.</li> <li>• Illustrate on a world map the voyages of European explorers from the fifteenth to the eighteenth centuries (eg. Christopher Columbus, Vasco Degama, Ferdinand Magellan, James Cook).</li> <li>• Do an inquiry on an explorer of your choice.</li> <li>• Describe the link between exploration and colonization by European countries.</li> <li>• Define the term Enlightenment.</li> <li>• Name the famous scientists (Galileo, Kepler, and Descartes, Newton and Philosophers (Rousseau and Voltaire, Locke) and their contributions to the Enlightenment.</li> </ul>

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Individuals, Ideas and Events that shaped the modern world</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the impact of the Enlightenment (identify what changes the ideas and teachings of scientists and philosophers brought).</li> <li>• Identify the revolutions that took place in Europe (French revolution and formation of modern nation states, American Revolution, farming revolution, industrial revolution).</li> <li>• Analyze the impact of technological developments e.g. wind power, gun powder, printing press, compass, steam engine and guns.</li> <li>• Describe the life and work of people before the industrial revolution.</li> <li>• Identify the important inventions that helped bring about the industrial revolution.</li> <li>• Differentiate between cloth making before and after the industrial revolution.</li> <li>• Describe the impact of the industrial revolution on individuals and society (eg. work, living conditions, urbanization, and education).</li> <li>• From historical sources identify the changing role of women from the 19th C.</li> <li>• Describe the significant advances in science and technology from the fifteen to twentieth century's (printing press, compass, telescope, steam engine, guns, the internet....).</li> <li>• Give examples of continuing influence of ideas and technologies of past societies on present societies.</li> <li>• Compare multiple historical narratives by historians and with the help of them draw their own conclusion.</li> <li>• Identify the role and influence of geographical location and features on political, social, cultural, religious and economic conditions on past societies and relate it with present.</li> <li>• Appreciate historical perspectives (considering the historical context).</li> <li>• Draw comparisons between eras, regions, beliefs etc.</li> <li>• Understand present in the light of Past.</li> <li>• Recognize the relevance and irrelevance of past institutions, ideas, norms and values to contemporary issues.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The struggle for self-rule in India</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the reasons for the arrival of the British (East India Company) in India</li> <li>• Explain when and by whom was the first charter of the East India Company was granted them permission to trade in India.</li> <li>• Describe and illustrate on a timeline and map the East India Company's gradual movement from being traders to settlers (eg the fight amongst the Europeans, the collapse of the Mughal empire, events in Carnatic, Hyderabad and Bengal, the arrival of Warren Hastings)</li> </ul>

<ul style="list-style-type: none"> <li>• <b>The struggle for self-rule in India</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the role of Haider Ali and Tipu Sultan in the struggle against the British</li> <li>• On a timeline identify the wars fought by Indians against the British who they saw as occupiers of India (eg. The Rohillas (1773-1774; The Marathas, 1775, 1803, 1804, 1817-1818; The Mysore Wars 1769, 1780, 1790-1792, 1798-99; The Gurkhas 1814-1816; The Sikhs 1845-1846, 1848-1849)</li> <li>• Identify the main reason for the British winning the wars fought between 1773-1849</li> <li>• Describe the changes which the East India Company brought in India (social, cultural, political, and economic) and the responses of the people to them.</li> <li>• Identify the causes of the war of Independence 1857</li> <li>• Provide reasons for the failure of the war of Independence</li> <li>• Describe the affects of the war of independence on the people of India (e.g. governance, new laws etc) and the relationship of the British with the Muslims and Hindus</li> <li>• Inquire into the contributions of Sir Syed Ahmed Khan to the development of the Muslims of India and present your inquiry in a one page article on him.</li> <li>• Identify the factors that led to the formation of the Indian National Congress (INC) and All India Muslim League (AML).</li> <li>• Describe the role of the INC in raising political awareness in India.</li> <li>• State the demands of the Simla deputation and their importance.</li> <li>• State the reasons for and objectives of establishment of the All India Muslim League(AIML)</li> <li>• Describe the reasons for the partition of Bengal and the Muslim and Hindu response to it.</li> <li>• Explain the importance of the Morley-Minto Reforms.</li> <li>• Explore the different views of the people of India about helping the British in WWI</li> <li>• Describe the significance of the Lucknow Pact, and identify why this pact failed.</li> <li>• Using a variety of sources (Dyers own words, the Hunter Committee). Identify whether Dyers Massacre of the people in Amritsar was spur of the moment or planned.</li> <li>• State the causes and results of the Khilafat Movement and the Non-Cooperation Movement on the people of India.</li> <li>• Describe the importance of the 14 points of MA Jinnah for the future of the Muslims of India.</li> <li>• Identify why the Round Table conferences were held and why they were not successful in achieving their objectives.</li> <li>• Explain Iqbal's proposal for a consolidated North- Western Muslim State and redistribution of provinces as a solution</li> </ul>
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Themes	Student's Learning Outcomes
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<ul style="list-style-type: none"> <li>• <b>The struggle for self-rule in India</b></li> </ul>	<p>to the Hindu- Muslim problem in India.</p> <ul style="list-style-type: none"> <li>• Identify the salient features of 1935 Act (eg. the grant of autonomy to the provinces).</li> <li>• Explain why both the Congress and ML parties pated in and what was the result and identify why it was approved to by all parties.</li> <li>• Describe the efforts to reorganize the AIML as the representative organization of Muslim India.</li> <li>• Analyze the impact of World War II on Britain Indian politics.</li> <li>• Explain why the ML rejected the Quit India Movement. Explain why the Jinnah Gandhi talks in 1942 failed.</li> <li>• Describe the result of the Central Assembly elections and, provincial elections in 1945-46.</li> <li>• Compare the performance of the ML in the elections of 1937 and 1945. Give reasons for difference.</li> <li>• Explain why the Muslim League first accepted the Cabinet Mission Plan in June 1946 and then rejected it, and decided to launch Direct Action.</li> <li>• Discuss the salient features of the 3rd June Plan (1947).</li> <li>• Make an oral presentation on the role of the Quaid-i-Azam as a leader of the Freedom Movement.</li> <li>• Describe the role of women in the Freedom Movement.</li> <li>• Explain role of Sindh in the struggle for self-rule</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Forms of Government and importance of Democracy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term political system.</li> <li>• Identify the key characteristics of the following kinds of political systems (who holds power): monarchy (absolute and constitutional), democracy (representative, direct), authoritarian.</li> <li>• Identify countries around the world with the following types of political system (two for each): monarchy (absolute and constitutional), democracy (representative, direct), authoritarian.</li> <li>• Describe the organization and functions of government in each political system.</li> <li>• Explain the basis for different forms of the government around the world.</li> <li>• Compare the role of citizens in monarchy, democracy and authoritarian regimes.</li> <li>• Define the term democracy.</li> <li>• Describe the principles of democracy (rule of law, freedom of the press, respect for human rights, political equality, majority rule and minority rights, active political process, enlightened citizens).</li> <li>• Differentiate between direct (Athens) and representative (many countries including Pakistan) democracy.</li> <li>• Assess the extent to which Pakistan is a democracy (use the principles to facilitate).</li> <li>• Describe the five changes that if made would improve democracy in Pakistan and identify the possible positive and negative consequences of each.</li> <li>• Identify the role of women in a democratic society.</li> <li>• Identify the role citizens can play in the development of</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Human Rights and role as global citizens</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the basic principles on which children’s rights are based (e.g. Best interest of the child, non-discrimination, survival and development and participation).</li> </ul>
	<ul style="list-style-type: none"> <li>• democracy in Pakistan.</li> <li>• Show how the provision of children’s rights have benefited the individual and society</li> </ul>
<p><b>Governing the world (Pakistan role)</b></p>	<ul style="list-style-type: none"> <li>• Show how the provision of children’s right to education can benefit the child and society</li> <li>• Identify the process of making international laws (eg. treaties among states, etc).</li> <li>• Identify the role of citizens in the protection and provision of children’s rights in countries of the region.</li> <li>• Identify the importance of international laws in maintaining peace and order in the world</li> <li>• Identify national, regional and international efforts to end modern day slavery (eg. child labour, bonded labour, ).</li> <li>• Identify the aims and objectives of UNO</li> <li>• Inquire into the current state of child labour in Pakistan and write an essay to persuade people to end child labour</li> <li>• MISSING</li> <li>• MISSING</li> <li>• Describe how the establishment of rights (e.g., through treaties, bills of rights, constitutions, declarations) places obligations on communities and nations.</li> <li>• Describe 5 important agencies of the UNO (UNICEF, UNESCO UNDP, WHO, ILO, FAO).</li> <li>• Analyze how nations exert pressure internationally to uphold individual and rights.</li> <li>• Do an inquiry to find out the role and functions of one of the UN agencies.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Human Rights and role as global citizens</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term human rights.</li> <li>• Classify human rights given in the UDHR into civil, political, social and economic and classify HR as individual and collective.</li> <li>• Distinguish between a declaration and convention Explain what is meant by the fact that universal rights are unalienable and indivisible, interdependent and interrelated.</li> <li>• Explain the key principles on which human rights are based (e.g. justice, freedom, equality, non-discrimination)</li> <li>• Identify the responsibilities that must be fulfilled to ensure others their human rights.</li> <li>• Identify how the provision of human rights promotes benefits individuals and promotes the welfare of society.</li> <li>• Identify the importance of human rights.</li> <li>• Compare the fundamental rights in the constitution with the human rights given in the UDHR.</li> <li>• Differentiate between legal and moral responsibilities.</li> <li>• Identify the responsibilities of global citizens.</li> <li>• Identify ways citizens can take action to further rights at the global level.</li> <li>• Evaluate oneself as a responsible global citizen.</li> <li>• Define the term ‘child’ as per CRC.</li> <li>• Explain the need for a convention on children’s rights when the UDHR already existed.</li> <li>• Classify children’s rights to show: protection, provision and participation.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Role of Political Parties (Role of citizens)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term political parties and identify the main political parties in Pakistan and their leaders.</li> <li>• Explain the importance of manifesto in the life and activities of political parties.</li> <li>• Assess the role of political parties in promoting democracy.</li> <li>• Assess the performance of three political parties (one from any three countries) in light of its manifesto after forming the government.</li> <li>• Describe how the organization and structure of a party influences the distribution of power, promotes party unity and ensures electoral credibility.</li> <li>• Explain the political spectrum (left, centre and right).</li> <li>• Place political parties on the political (China, Pakistan, USA, UK, India) spectrum.</li> <li>• Describe how political parties of a democratic system play their role in selected countries globally (select worldwide system, EU, US, UK, Russia, European states).</li> <li>• Identify the names of major political parties in Pakistan.</li> <li>• Assess the extent to which political parties are democratic in the way they are organized and function.</li> <li>• Identify the different kind of party systems in at least 3 countries globally.</li> <li>• List the steps politicians have taken to promote democracy in Pakistan.</li> <li>• Write a letter to the MNA/MPA asking him/her to address an issue/problem in their neighborhood community.</li> </ul>
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Themes	Student's Learning Outcomes
<p><b>Sustainable development and issues facing the land and people of the world</b></p> <ul style="list-style-type: none"> <li>• Development and sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term development.</li> <li>• Explain the effects of the industrial revolution on development of the world.</li> <li>• Explain the impact of development on the land, the air, water and other resources.</li> <li>• Discuss the need for sustainable development, and its importance for the future.</li> <li>• Suggest ways in which sustainable fishing and forestry can occur.</li> <li>• Provide examples of how the sun and wind can help provide our energy needs.</li> <li>• Identify groups that work for the development (education, health, social justice, and environment) of Pakistan and development globally.</li> <li>• Discuss what motivates people to work together for the development of Pakistan and the world.</li> <li>• Discuss the role of international agreements for sustainable development of rainforests and the reduction of</li> </ul>

	<p>greenhouse gases.</p> <ul style="list-style-type: none"> <li>• Make a brochure on how resources can be conserved and recycled.</li> <li>• Identify major issues impacting the land and people of the world (e.g. global warming, unsustainable practices, access to water, and food shortage).</li> </ul>
<ul style="list-style-type: none"> <li>• Global warming and climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is meant by global warming.</li> <li>• Draw a diagram to show the green house effect.</li> <li>• Explain how global warming is affecting the world's temperatures and sea-levels.</li> <li>• Suggest measures that countries can take to reduce greenhouse gases.</li> </ul>
<ul style="list-style-type: none"> <li>• Access to water</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why the availability of water is a problem in many countries around the world</li> <li>• Identify countries of the world where fewest people have access to clean water</li> <li>• Suggest why many water supplies may be contaminated in urban areas such as Karachi</li> <li>• Suggest possible ways/strategies to increase access to safe drinking water</li> <li>• Explain the term drought</li> <li>• What are the effects of drought</li> <li>• Compare measures taken by Ethiopia and UK to cope with droughts</li> </ul>
<ul style="list-style-type: none"> <li>• Food shortage</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main countries with a severe shortage of food.</li> <li>• Examine how uneven distribution of food causes issues of food shortage.</li> <li>• Discuss the issue of food security for developing countries e.g. sub-Saharan Africa.</li> <li>• Suggest possible strategies to increase food production.</li> </ul>

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>The need for interdependence</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine reasons for the need for interdependence between countries of the world.</li> <li>• Give examples of global cooperation to solve natural disasters, conflicts and other world issues impacting land and people.</li> <li>• Describe ways in which personal actions in one place affect the life of people elsewhere in the world (eg. consumer choices, conservation actions, sharing of resources, actions such as petitions and letters).</li> <li>• Explain how the oil crisis in one part of the world e.g. Middle East in the 1970's had an effect on the rest of the world.</li> <li>• Give examples of events and achievements that enhance understanding among peoples and nations of the world (eg. international sporting events, film, music and literary festivals, Nobel prizes).</li> <li>• Identify the contributions of various humanitarians (eg. Nelson Mandela, Mother Teresa, Kemal Attaturk, Dr. Martin Luther King, ), international agencies (eg UN, Oxfam,</li> </ul>

	<p>Amnesty International, Green peace) to improving the life of peoples around the world.</p> <ul style="list-style-type: none"> <li>• Inquire into the life of one humanitarian and identify the values that are reflected in their life and work.</li> <li>• Inquire into one international agency working to improve the life of people around the world and identify the values that their work promotes.</li> </ul>
Themes	Student's Learning Outcomes
<b>The world of Air</b>	<ul style="list-style-type: none"> <li>• Explain what causes air to move.</li> <li>• Define atmosphere and its structure (e.g. troposphere, stratosphere, mesosphere, thermosphere)</li> <li>• Explain the movements of hot and cold air to show how winds are formed.</li> <li>• Compare the different kinds of winds (e.g. trade, surface, upper atmosphere).</li> <li>• Differentiate between land breeze and sea breeze.</li> <li>• Identify and compare the instruments to show direction of wind and speed of wind.</li> <li>• Describe the effects winds have on the world's climate</li> <li>• Explain pressure systems.</li> <li>• Describe the relationship between atmospheric pressure and the movement of air across the earth's surface.</li> <li>• Explain high and low pressure systems and the weather conditions associated with them.</li> <li>• Differentiate between monsoons, cyclones and anticyclones.</li> </ul>

Themes	Student's Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Urbanization (people modifying the land to make places to live, cities, urban problems (shanty settlement/ unauthorized settlements/katchi abadis,) Urbanization</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term Urbanization.</li> <li>• Explain modifications to natural features of places made by urban land use (buildings, road networks, recreation areas) and its impacts on people.</li> <li>• Explain the factors that cause areas of world to have high, moderate and low-density population.</li> <li>• Identify factors that influence the movement of people around the world (e.g. environmental, economic, social, and political).</li> <li>• Compare a typical urban land use model from a country in the developed world and another from a developing context.</li> <li>• Describe the main urban problems in selected cities of the world (e.g. London, Karachi, Mumbai, and Dubai) (e.g. Shanty settlements, traffic, and pollution).</li> <li>• Conduct an inquiry on an issue of urbanization and suggest measures to improve life in urban centers.</li> <li>• Explain the process of urbanization (rural to urban).</li> <li>• State the reasons for increasing urbanization.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Markets and Prices</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term 'Market', market demand and market supply, shortages and surpluses</li> <li>• Identify a range of markets (eg. in which buyers and sellers meet face to face and other markets in which buyers and sellers never meet) stating who is the buyer and seller and what is produced</li> <li>• Differentiate between a shop and a market</li> <li>• Differentiate between individual supply and market supply and individual demand and market demand</li> <li>• Use the data provided of individual demand schedules for bananas (representing entire market) to graph the market demand for bananas</li> <li>• Use the data provided of individual supply schedules for oranges (representing entire market) to graph the market supply of oranges</li> <li>• Illustrate the market using the supply and demand model</li> <li>• Define and illustrate market equilibrium</li> <li>• Explain how a market reacts to a shortage and responds to a surplus</li> <li>• Explain with illustrations excess supply and excess demand</li> <li>• Explain how market forces work to bring the market into equilibrium</li> <li>• Identify consumer choices that affect the market (changes in price of complementary goods, changes in price of substitute goods, changes in income (increase and decrease, changes in tastes and preferences )</li> <li>• Explain with illustrations the direct effect of consumer choices ( each one) on the market using the supply and demand model</li> <li>• Identify producer choices that affect the market (increase and decrease) in cost of production</li> <li>• Explain with illustrations the direct affect of producers choices on the market using the supply and demand model</li> <li>• Explain how the market responds to changes in consumer and producer choices</li> <li>• Explain the flow-on effects to society of changes in consumer and producer choices</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trade</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the economic roles of (selected) individual countries in world economics</li> <li>• Describe the effects of international trade on Pakistani companies.</li> <li>• Identify the countries involved in trade with Pakistani firms.</li> <li>• List the major products exported to other countries by Pakistani firms.</li> <li>• Develop case studies of local and international firms using the examples provided, emphasizing the challenges faced and the benefits gained as a result of trade.</li> <li>• Describe the current and potential contributions of national and world trade regions to trade.</li> <li>• Identify the net benefits when a trade barrier such as sugar or automobile import quotas is eliminated.</li> <li>• Describe the benefits of trade to consumers and producers.</li> </ul>

	<ul style="list-style-type: none"> <li>• List the challenges of trade---domestic and international to consumers and producers.</li> <li>• Negotiate exchanges with their peers and identify the gains to themselves and others.</li> <li>• Describe how their daily lives would be different if people in the Pakistan did not trade with people in other countries.</li> <li>• Define trade barriers (tariffs, sanctions, quotas, embargo, etc.)</li> <li>• Recognize that many nations employ trade barriers to restrict free trade for national defense reasons, to protect key industries, or because some companies and workers are hurt by free trade.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Entrepreneurship</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define ‘entrepreneur’, ‘risk taking’.</li> <li>• List the qualities of an entrepreneur.</li> <li>• Identify risks and rewards of being an entrepreneur.</li> <li>• Distinguish between businesses that produce goods and those that provide services.</li> <li>• Research a real life entrepreneur (eg. Bundu Khan, The owner of Student Biryani, Hilal Sweets, etc.) by visiting your library and Internet locating some information about entrepreneurs. Present a written report (eg. write a summary about the entrepreneur, identify the risks and rewards the entrepreneur encountered, whether the entrepreneur started big or small, whether he/she produced a good or provided a service and whether the entrepreneur reached his or her personal goals).</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• <b>How and why people organize themselves into institutions and systems in societies of the world:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify institutions in society (e.g., families, political parties, religious institutions, educational institutions).</li> <li>• Analyze reasons for social changes in the society.</li> <li>• Determine people’s motivations for seeking change.</li> <li>• Devise ways of making changes (e.g., through referenda, petitions, marches, conferences).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The effects of changes in the societies of the world on people’s rights, roles and responsibilities:</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify changes in society (e.g., technological, social, political, economic) that have affected people’s rights, roles, and responsibilities.</li> <li>• Highlight ways in which rights, roles, and responsibilities have changed in response to changes in society.</li> <li>• Analyze how changes in rights, roles, and responsibilities affect the interactions of people.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Establishment of local, regional and international organizations and their influence on people and societies:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify a variety of local, regional and international organisations.</li> <li>• Describe their purposes and activities.</li> <li>• Describe the development of international organisations (UN, WB, CTBTO, NATO, ASIAN, OIC).</li> <li>• Assess the impact of international organisations (UN, World Bank, ASIAN and EU) on individuals, cultures, communities, and nations.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>How communities and nations of the world meet their responsibilities and exercise their rights:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the establishment of rights (e.g., through treaties, bills of rights, constitutions, declarations) places obligations on communities and nations.</li> <li>• Explain how communities within a nation can exert pressure to uphold rights.</li> <li>• Analyze how nations exert pressure internationally to uphold individual and national rights.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Development of Cultures in the societies of the world:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the components of culture.</li> <li>• Recognize how rituals and traditions contribute to cultural identity.</li> <li>• Interpret cultural beliefs and values of the selected cultures of the world by using the evidence provided by rituals, traditions and artifacts.</li> <li>• Reflect on the influence of the arts and technology throughout history in the representation of culture of the selected countries of the world.</li> <li>• Explore how cultures may have certain expectations of how to act and dress.</li> <li>• Describe advantages and disadvantages of cultural and individual diversity.</li> <li>• Analyze information about societal systems (civilizations) of the selected countries of the world.</li> <li>• Assess which aspects of the selected past civilizations of the world have had the most impact on the present day, using evidence from a variety of sources.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Conflict Resolution and Peace Building Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the term conflict and identify its various levels (interpersonal, intrapersonal, intra group and intergroup).</li> <li>• Identify different ways of managing and resolving conflict (accommodation, communication, negotiation, compromising).</li> <li>• Identify the positive and negative consequences of conflict</li> <li>• Identify conflicts that have arisen from social and political injustices in world.</li> <li>• Use the negotiation process for resolving political, economic &amp; diversity issues in the world.</li> <li>• Identify the positions &amp; interests of those involved in a conflict.</li> <li>• List the process of negotiation, mediation and arbitration.</li> <li>• Suggest ways to take action against the groups creating conflict.</li> <li>• Identify instances in which conflict resolution strategies (negotiation, mediation, arbitration) were used to resolve conflict peacefully.</li> <li>• Identify current and historical conflict.</li> <li>• Identify reasons for international conflict.</li> <li>• Negotiate constructively with others to build consensus and solve problems.</li> </ul>

<p><b>History Skills</b></p> <ul style="list-style-type: none"> <li>Continuing development of sources of historical evidence and chronological skills through application</li> </ul>	<ul style="list-style-type: none"> <li>Recognize difference in the narratives of a past event, personality etc and role of interpretation in explaining evidences.</li> <li>Compare and contrast different narratives about past events, people, places and situations and identifying how they contribute to our understanding of the past.</li> </ul>
<p><b>Conserving our Heritage</b></p>	<ul style="list-style-type: none"> <li>Define the term cultural heritage.</li> <li>Identify the importance of conservation of natural and cultural sites and the forms conservation can take.</li> <li>Identify possible threats to natural and cultural heritage sites.</li> <li>Identify the criteria used by UNESCO to determine that a site is of 'natural' and 'cultural' importance and should be placed on its World Heritage list.</li> <li>List three ways heritage sites can be conserved.</li> <li>Identify two major world heritage sites on each continent.</li> <li>Inquire to find out which sites in Pakistan have been classified as world heritage sites and identify the features that have made them a world heritage site.</li> </ul>

<b>Themes</b>	<b>Student's Learning Outcomes</b>
<p><b>Geographic skills</b> Satellite Images</p>	<ul style="list-style-type: none"> <li>Recognize satellite images as one more way of viewing the Earth from above.</li> <li>Compare past and present satellite images of different places on Earth to identify changes.</li> <li>Compare the information that can be gathered from a map and a satellite image.</li> <li>Identify how satellite images can be used by people, government and businesses.</li> <li>Use satellite images available on the internet (eg. Google earth) to identify changes in your town/city.</li> </ul>
<p><b>Continuing reading, interpreting and creating maps</b></p>	<ul style="list-style-type: none"> <li>Identify patters of trade and urbanization using maps.</li> <li>Interpret urbanization patterns using maps and draw conclusion consistent with the evidence in the map.</li> <li>Create a map to show densely and sparsely populated places in Pakistan.</li> </ul>
<p><b>Continuing Interpreting and presenting information</b></p>	<ul style="list-style-type: none"> <li>Independently construct a range of graphs</li> <li>Recognize and explain inconsistency on a graph</li> <li>Reach conclusions consistent with graphical evidence</li> </ul>

Evidence from most Pakistani classrooms indicate that teaching and learning follows what Freire (1970) calls “The banking concept of education” in which teachers “transmit” textbook facts to students who are expected to memorize and regurgitate these facts in examinations. This is because teachers have themselves, as students, learned in this way, have been trained in this way, and have found that the methods of lecture and recitation are a good way of helping students in large classrooms, to memorize textbook facts so as to do well in examinations. While it is important that we ensure students do well in examinations, it is also necessary that the education we provide prepares students for life in a modern society, enhances students' chances of employability and develops their social consciousness so that they become agents of positive social change (Hoodbhoy, 1998).

One of the ways in which we can prepare students for the varied roles they will play in the modern society is through the use of instructional strategies that not only facilitate students' academic learning but also aid the development of a number of skills and values, promote their psychological health and prepare them to take responsible actions to improve society. We know that within any class of students there will be a range of interests, abilities and styles of learning. Therefore, the teaching strategies we use should vary so that we facilitate the learning of all students.

We begin this section with the lecture method as it is the method teachers are most familiar with.

**A lecture** is a method in which the teacher transmits ideas, concepts and information to the students. A lecture allows a teacher to provide knowledge and explain key concepts quickly to large groups of students. The lack of active mental engagement by students makes the lecture boring and students lose interest which hinders learning. We suggest that teachers should add some activities to stimulate the students' active engagement in the lecture.

**Discussion** is a form of group interaction in which students come together to address questions regarding something which they need to understand, appreciate or decide (Dillon, 1994). There are several benefits of discussion: students increase their knowledge of the topic discussed; explore a diversity of ideas, views and experiences; learn to respect others' views and opinions; gain communicative competence (Dillon, 1994) and learn the art of democratic discourse.

**Role-playing** is a teaching strategy in which students learn by acting and observing. Students learn the content being presented in the role-play. In addition, role-playing

facilitates the development of problem-solving, communication and social skills (Blatner, 2002).

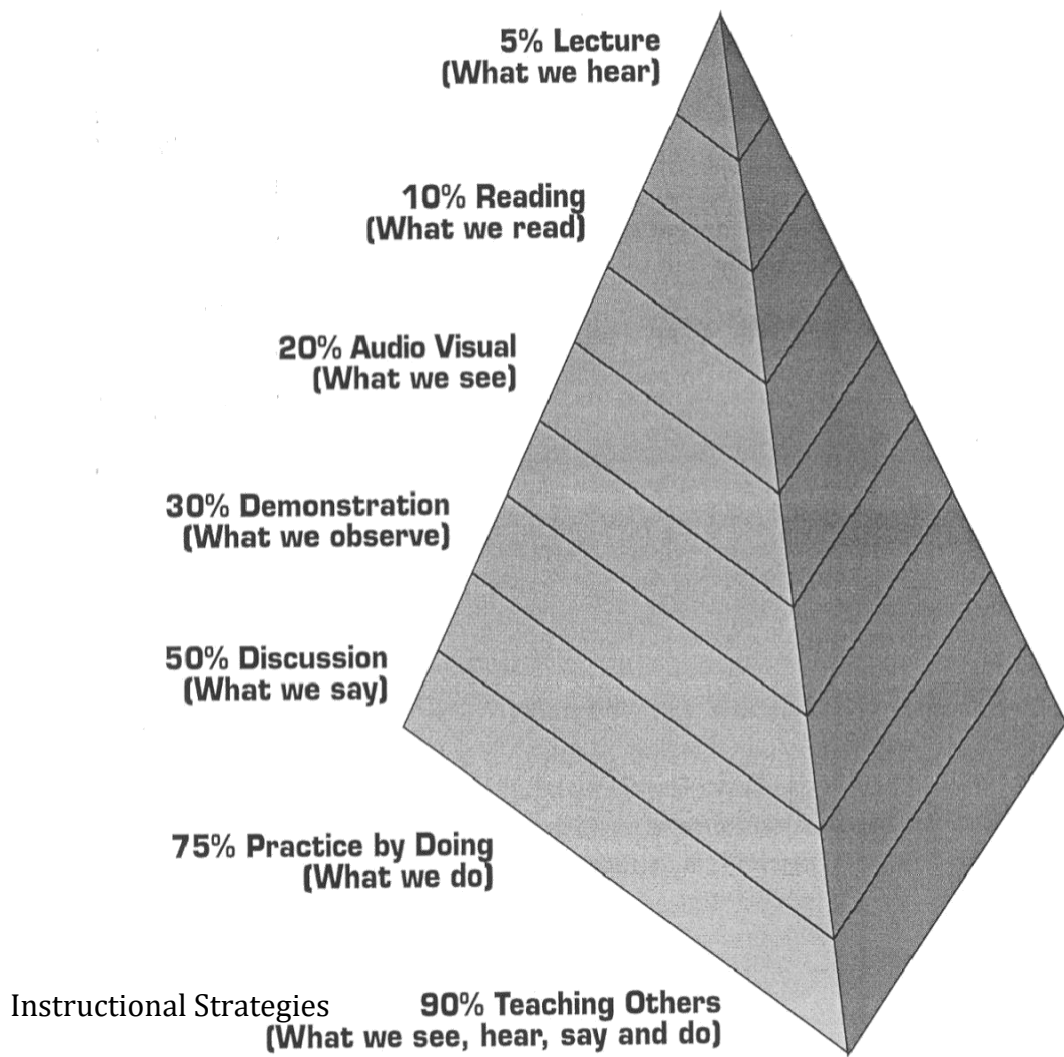
**Cooperative learning** involves the instructional use of small groups in which students work together to maximize their own and each other's learning's. Academic, social and psychological benefits are associated with working collaboratively in groups. Research shows that there is increased higher order thinking, better understanding of the material, and improved attitudes towards self, school and teachers (Johnson, Johnson and Holubec 1993; Dean, 1995).

### Instructional Strategies

**Inquiry** is a process of framing questions, gathering and analysing information and drawing conclusions. Inquiry encourages students to find information in order to answer questions, understand issues or solve problems. Inquiry helps students to develop the skills of gathering information, thinking critically about the information, analyzing and synthesizing the information, answer questions or solve problems, and learning to present the findings in creative ways.

These strategies besides promoting academic achievement, allow students to explore a range of views on a topic, to gather information to answer questions, develop problem-solving and communication skills, learn to work as teams, increase higher order thinking and improve attitudes towards the self, learning and school.

You are professionals. You must know a range of strategies and draw on one or use a combination of strategies that will best enable you to meet the objectives you have set yourself to achieve.



**The Learning Pyramid**

# Outcomes for Traditional Learning Methodology vs. Outcome for Active/Experiential Learning Methodology

## Instructional Strategies

### A. Lecture Method

#### Effective Lecturing Strategy

##### What is a lecture?

A lecture is a direct instructional method. In a lecture, the teacher usually uses speech to transfer ideas, concepts and information to the students. For the teacher, the main benefit of using a lecture is the transfer of important concepts, ideas and information in a limited time to a large group of students.

##### What are the benefits of the lecture strategy?

Through lectures, teachers can provide core knowledge; explain concepts, and direct students' learning. Traditional lecturing "...spoon-feeds the students without developing their power of reasoning. A lecture may become monotonous to the students after a while" (Aggarwal, 1996, p. 117). However, if used with different activities and exercises that call for student's participation, the lecture can stimulate the students' active mental engagement and learning.

##### How is an effective lecture delivered?

Generally, teachers do not plan a lecture. They just share all they know on a topic with the students. In order to have an effective lecture, the teacher needs to plan it. In planning a lecture, the teacher should identify the purpose of the lecture. The procedure of the lecture will follow from the purpose. If the purpose is to introduce new knowledge and concepts, the teacher can structure it in the classic way. However, if the purpose of the lecture is to make students aware of different approaches to a particular problem, the problem-oriented structure can be used.

##### Classic structure lecture

In a classic structure lecture, the teacher outlines the purpose of the lecture. He/she then states the main themes that will be covered. The first theme is explained and examples provided. He/she then continues to explain the second theme and so on. At the end, the teacher summarizes each theme and concludes the lecture.

##### Problem-oriented lecture

In a problem-oriented lecture, the teacher states the problem and then offers one positive solution followed by a discussion of the weaknesses and strengths of the solution. Then he/she continues with the second solution and discusses its strengths and weaknesses. At the end, the teacher makes some concluding remarks.

As noted above, while these lectures provide knowledge and explain concepts, they often become monotonous and, as students are not active participants they often do

not learn much. In order to involve students, the teacher must make the lecture interactive. Activities like brainstorming and buzz groups can be planned to involve students.

### **Some ways to make a lecture interactive**

There are several means to make a lecture more interactive and create an opportunity for the students to learn by interacting with each other and/or with the teacher. Here are some suggestions.

#### Instructional Strategies

##### **Use of diagrams, photos, graphics etc.**

A lecture can be made more effective by the use of diagrams, photos, graphics, etc. This can be facilitated by the use of multimedia or an overhead projector. Following the presentation of diagrams, photos or graphics, ask students to explain, share observations and discuss what they saw.

##### **Posing questions**

In order to keep students engaged in a lecture, the teacher can ask a question at strategic intervals. The teacher should give time to the students to come up with the answer, ask a few students to share their answers, sum up and move on. You could also use the think-pair-share strategy; students team up rather than answering individually.

Alternatively, use Buzz groups. Buzz groups are small groups of three to five students who engage in discussions for a few minutes on a question posed by the teacher. Usually, this activity requires students to quickly process and use newly presented information to solve the problem or answer the question. The teacher should give clear instructions on what to do, for how long and what is expected at the end of 'buzzing'. The teacher and students can agree on the general signal for stopping the buzz, for instance, the teacher can switch on/off the light in the room. After groups 'buzz', the teacher should randomly choose a student from 2-3 buzz groups and instruct them to share their groups' discussion points or solutions. The teacher should then sum up and move on.

##### **Inviting students' questions**

Teachers can encourage students to ask questions on completion of one part of a lecture.

However, some students may be shy or feel embarrassed to ask questions. In this case, teacher can encourage students to write down their questions in pairs or in small groups and then direct questions to the teacher. Students' questions can be directed by the teacher to other students inviting them to answer rather than immediately answering himself /herself. Hence, students can interact with each other.

The above exercises should help the teacher to involve students in the lecture. Moreover, they should help extend students attention span, facilitate learning and develop students' communication skills.

### **How to assess students' learning from a lecture?**

If a teacher wants to assess students' learning, he/she can ask students some oral questions based on the lecture. Alternatively, students' notes on a lecture can be reviewed. The teacher can also give a test to find out what students learned. Students can also be encouraged to fill in a 'one-minute' worksheet which asks them to write down the most important thing they learnt in the lecture, what questions remain at the end of the lecture, and what were the least useful points addressed in the lecture.

## **B. Class Discussion Strategy**

### **What is discussion?**

Discussion is a unique form of group interaction where students join together to address questions regarding something which they need to understand, appreciate or decide (Dillon, 1994). In the discussion method, a group of students consider a topic or questions. They exchange and examine different views, experiences, ideas, opinions, reactions and conclusions with one another during the discussion (Williams, 1989).

### **What are the benefits of discussion?**

There are several benefits of discussion. Students increase their knowledge of the topic discussed. Discussion helps students to explore a diversity of views and enables them to recognize and investigate their assumptions in the light of different perspectives. Discussion also leads to the development of students' ability to listen attentively and respectfully, speak distinctly, respect other's ideas, share interests, ask pertinent questions, and try to understand the topic or question better. Hence, students gain communicative competence (Dillon, 1994) and learn the art of democratic discourse.

### **How is whole class discussion carried out in the classroom?**

#### **Preparation for discussion**

In order to have an effective discussion, the teacher should carefully plan the discussion (Dillon, 1994). The teacher can review the material and choose a topic, a problem or a question to discuss. It is important that students have some knowledge of the topic chosen for discussion. Good ways of ensuring this are; asking students to read on the topic, interview concerned individuals, and engage in observation. The discussion topic should usually be presented in an interrogative question instead of a statement or a phrase. For example, 'What do you think are the major reasons

(causes) for the high unemployment rate among women in developing countries?  
'How can we stop discrimination against women and children in our country?'

Questions like 'what do you think.....?' enables students to share some facts, meanings, experiences, beliefs and assumptions, whereas questions starting with 'How should we act .... ?' enable students to share suggestions, solutions, decisions, resolutions and actions. What to think/how to act type of questions promote integration of thought and action where students are encouraged to share their emotions, values, beliefs and attitudes? The teacher should also prepare the classroom setting to promote better interaction between the students. The seating arrangements can be organized either in a circle or semicircle.

### **Conducting the discussion**

Discussion starts when a teacher presents a question. The question should be presented clearly. It should also be written on the board to enable students to read and understand the question. The teacher may give students time to think and note down ideas in response to the question before starting the discussion.

The teacher can indicate the start of the discussion by repeating the question. Students share their own views and experiences or refer to their readings. The teacher should write down some answers so that

She / he can track the discussion and guide it. If there is a long pause during the discussion, the teacher can ask probing questions such as "What do you think?" "Can you elaborate further?" Or the teacher can draw a conclusion and raise a new question.

In this part of discussion students should be given an equitable opportunity (as equal as possible) to participate and contribute to the discussion. Remember, participation can be through active listening to each other, speaking, responding to different ideas and also sharing some questions to deepen understanding of the matter discussed.

### **Concluding the discussion**

The discussion should be concluded by summarizing all the ideas shared and identifying questions for further inquiry or discussion. Summaries should be short but accurate. The conclusion can be made initially by the teacher until the students learn to do it themselves. Students can conclude by providing a summary either orally or in written form, individually or in groups.

### **How are students assessed in discussion?**

Assessing discussion can be done using different assessment strategies. For instance, the teacher can use a checklist to record the presence or absence of desired behaviours. He/she can convert the checklist into a tally sheet to indicate how often the desired behaviour was demonstrated. Behaviours a teacher should look for include: presents factual research-based information, seeks clarifications, extends a presented idea, recognizes and investigates one's assumptions, listens attentively and communicates clearly and openly. Based on data from the checklist or tally sheet, the

teacher can give feedback to the students for improvement. If data on the tally sheet is converted into scores the teachers could share the results in the next class. In addition, if the purpose is to assess students' knowledge and understanding, the teacher can prepare tests based on the discussion.

### **Notes for the teacher**

Initially, the teacher can select the discussion questions but, gradually, students can put up questions for the discussion themselves. Moreover, students should be given some time after the question so as to collect their thoughts. They can also be instructed to write some ideas down before sharing so as to enable all students to participate in the discussion. Some rules should be framed for students to follow while discussing. They should also be taught social skills and provided opportunity to practice and process.

Gradually, the teacher should encourage students to lead the discussion, disappearing from their sight by sitting in the group or just observing, and by looking away when students are addressing him/her rather than the rest of the students in the class.

Instructional Strategies

## **Role Play**

### **What is role-play?**

Role-playing is a teaching strategy in which students learn by acting and observing. It is a form of theatre or drama where students act out the scenario in front of the class.

### **What are the benefits of role-play?**

Students learn the content being presented in the role-play. Role-playing facilitates the development of problem-solving, communication, initiative and social skills (Blatner, 2002). Students also learn to examine their own feelings, attitudes and perspectives as well as those of others, thus, developing an understanding of themselves and the ability to empathize with others. Teachers can encourage students to do a small-scale research or investigation and write down the script for a role-play from their findings and act it out. This develops students' abilities in collecting and processing information, it enables students to be creative and empowers them to work out the content for role-plays rather than simply enacting roles handed to them.

### **How to Role-Play?**

#### **Preparation**

- Determine the purpose of the role-play and appropriateness to objectives.

- If the role-play has written, established roles, study and confirm how suitable it is for the group.
- If the role-play is not a prepared one, take the following steps:
  - Develop a situation (it should be realistic and can be developed by the teacher or students)
  - Define the problem or issues in the situation that the role-players have to deal with
  - Determine the number of role-players needed
  - Develop specific roles for each person (These may be briefly written – as short as a sentence or two, or as long as a few paragraphs). What should the person be like? What characteristics and background should he/she have? How does this person feel about the other person(s) in the situation? What is the problem?
- Determine the time for each role-play.
- Develop a set of questions for the post role-play discussion.

### **Introduction**

- Describe the purpose of the role-play to students.
- Describe the story, situation or problem briefly and clearly, even if you have prepared handouts with a description of the role-play and each character.
- Select role-players. Take care in assigning roles (e.g. do not choose students who might over-identify with the problem, etc.). Choose fictitious names for the role-play characters and give each participant a nametag. This helps ensure that other students do not confuse the players and their roles.

### **Instructional Strategies**

- Brief the role-players. Allow enough time for students to read and understand their roles. Tell role-players how much time they will have to complete the role-play and discussion.
- Assign tasks or structure what the audience or observers should look for. Encourage students to become intellectually involved by examining and evaluating the action and to watch for key points in the role-play. In addition, encourage students to make notes or write down questions depending on the task following the role-play.

### **Enacting and monitoring the role-play**

- Start the action. While students are acting, the teacher should quietly observe the role-play.
- Allow the role-play to come to its natural end. If the role-play does not come to a natural end at the specified time, cut it gently. Just a few minutes' interaction will provide enough data for a long discussion.
- Thank the role-players using their real names. This removes students from their roles and provides a bridge for the discussion that follows.

### **Discussion following the role-play**

- All the students review the role-play and describe the story, situation or problem dramatized.
- Open the discussion to the audience and/or observers. (It is important to engage students in discussing the content of the role-play rather than discussing students' ability to act.)
- If discussing a problem, students can suggest alternative solutions which can be explored as well.
- Summarize the role-play. Focus on what the role-play contributed to the understanding of the problem that was being dramatized and/or attempt to solve the problem.
- Follow-up the general discussion with an assignment. For instance, students can write a reflective essay or identify the process for implementing the suggested solution.

### **How can students be assessed?**

Students can be asked to write an assignment following the role-play. The assignment could focus on outlining the arguments in the discussion of an issue/problem or identifying the feelings, attitudes and perspectives of one of the characters. If students did the research and developed the role-play scripts themselves, the teacher can assess the script for its content, ability to communicate an issue/problem, problem-solving skills, etc. The social skills developed in preparing and conducting the role-play can be assessed through a checklist. Teachers can also assess the actors' or actresses' performance based on their understanding of the character, their ability to demonstrate the character's perspective, and how they project the character to the class audience.

### **Notes for the teacher**

There are various role-playing activities that can be conducted depending on the purpose and topic of the role-play. Newscast is a role-play where the anchorperson introduces news events and reporters share their findings as if they were 'on the scene'. This activity can be used either for current events or historical events. A press conference is another form of role-playing, where highly important people come together to share their views or describe the situation to the audience. These people should be knowledgeable about the area of their specialization or position.

### **Instructional Strategies**

Students who are portraying these persons should study the persons' beliefs and actions related to the issues. Observers can develop questions to make the conference informative and interactive. A public interview is another role-playing activity, where students are interviewed by their peers on different issues to explore their views. Students can also organize a courtroom scenario describing and discussing controversial issues. Some students can act as lawyers, judges, eyewitnesses, etc. A puppet show is an

activity where students can use puppets to discuss the issues. Students can make puppets easily out of stockings, paper and other materials. Puppet shows can be used with students of all ages and can involve those students who hesitate to take on acting roles.

Remember, most of the common problems in managing role-plays can be avoided with a carefully prepared and delivered introduction.

## **B. Cooperative Learning**

### **What is cooperative learning?**

Cooperative learning is an instructional strategy that involves the instructional use of small groups so that students work together to maximize their own and each others' learning. In the cooperative classroom students are given two responsibilities: (i) to learn and complete assigned material and, (ii) to make sure that all other members of the group do so as well. Cooperative groups are structured by the teacher so that group members feel that they need one another in order to complete group tasks, can individually demonstrate what has been learned in the group, reflect on group effectiveness and suggest improvement, use social skills, and promote one another's success by encouraging, teaching, and helping one another through face-to-face interaction. In cooperative groups all members are better off in the group than they would be by working alone.

### **What are the benefits of cooperative learning?**

Recently, there has been a shift in education from a purely academic focus to promoting the development of well-rounded individuals who will grow up to be successful members of society. Teachers today must play an active role in facilitating not only the academic but also the social and psychological development of their students. A score of *academic, social and psychological* benefits are associated with working collaboratively in groups such as improved self-esteem, increased on-task time, increased higher order thinking, better understanding of material, and improved attitudes towards school and teachers. Cooperative learning creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

### **How is cooperative learning used in the classroom?**

There are a number of cooperative learning structures that can be used to facilitate cooperation in any lesson. We will study four such structures:

#### **Roundtable (Kagan, 1990)**

**Roundtable** is a simple cooperative structure that can be used with any subject matter and is composed of two basic stages or steps:

**Step 1:** Divide the students into groups of three or four. Pose a question



Instructional Strategies

that has many possible answers. For example, you can ask students to list all the qualities a citizen should have or the ways they can resolve conflict peacefully

**Step 2:** Ask students to make a list of possible answers on one sheet of paper, by having each student write one answer and then pass the paper on to the person on his or her left. Roundtable gets its name from the fact that the paper literally goes round the table.

The primary function of Roundtable, in terms of structuring cooperation, is that it ensures that all group members are participating equally, but it also allows the teacher to note individual contributions.

The oral version of Roundtable is called **Round robin** (Kagan, 1990). Instead of each student in the group writing his/her response, each group member verbally makes his or her contribution to the group.

### **Think Pair Share (Frank Lyman et.al)**

**Think Pair Share** is a cooperative structure made up of three steps—‘Think’, ‘Pair’ and ‘Share’. To begin Think Pair Share you must first pose a question to the class. Choose a question that encourages/requires students to engage in critical thinking or analysis.

**Step 1 ‘Think’:** Students ‘Think’ alone about the answer to the question for a specified amount of time.

**Step 2 ‘Pair’:** Students ‘Pair’ up with a partner to discuss the question. Partners must listen to and expand on one another’s ideas and points of view.

**Step 3 ‘Share’:** Students ‘Share’ their answers to the question with the entire class.

To ensure that each student attempts to answer the question during the ‘Think’ phase you can have them write down their individual answers on a sheet of paper (**Think Write Pair Share**, Kagan, 1990). To ensure that students listen and discuss with their partners during the ‘Pair’ phase, you could ask students to give the answers they heard from their partners during the ‘Share’ phase.

Think Pair Share structures are effective only when students participate equally (that is, there is no free-riding or loafing), practice social skills, and individually demonstrate what they have learned from their partners.

### **Three-Step Interview (Kagan, 1990)**

Three-Step Interview is useful for getting students to share information and ideas, and it works best with groups of four. As its name suggests, Three-Step Interview is composed of three basic steps:

**Step 1:** Divide the class into groups of four. Two members of the same group pair up with one another. One student must interview the other on an assigned topic (that is, student A interviews student B on topic X).

#### **Possible Questions**

- What do you think the world would be like without electricity?
- Imagine you are lost in the city. What kind of things would you do to find your way home?

**Step 2:** Students reverse roles (that is, student B interviews student A on topic X).

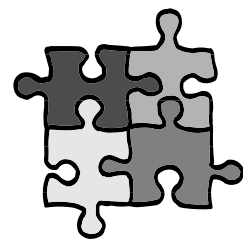
### Instructional Strategies

**Step 3:** Students do a Round robin with each student sharing what he or she learned in the interview with the group.

Three-Step Interview structures cooperation by ensuring that students practice a range of social skills, particularly communication skills, participate equally, are interdependent on their partners, and are accountable for demonstrating what they have learned from their partners.

### **Jigsaw (Aronson, 1980; Johnson, Johnson, & Houlebec, 1990, Kagan, 1990)**

The cooperative structure Jigsaw is a highly effective cooperative structure that can be used with any lesson or subject area. Research indicates that students learn best when they teach what they have learnt to others. Jigsaw can be used to facilitate students learning assigned material and teaching it to group members. Jigsaw is also an effective cooperative structure for topics requiring higher order thinking, problem-solving, analysis, and the exchange of unique ideas.



Jigsaw is composed of four basic steps:

**Step 1:** Students are assigned to cooperative groups of three to four members or work in the groups they are already members of. This is their HOME group. Each member in the HOME group is allotted different material to learn and teach to the rest of the group on a group assigned topic of study. For example, the first group member must learn Page 1 of an assigned text, the second member Page 2, the third member Page 3, etc. To ensure that students attempt to learn the material at this stage you can provide them with study questions to guide their learning, and ask them to write out their answers to these questions before participating in the next step.

**Step 2:** EXPERT groups are formed by grouping students with the same assigned material together (e.g. student in group A assigned Page 1, student in group B assigned Page 1, student in group C assigned Page 1, meet together etc). In their expert groups, members must read and study their material together, plan useful ways to teach the material to their HOME group members, and plan ways to check for understanding. As you monitor the groups you should give pointers on how to teach. For example, you can suggest to students that they use charts or other visual aids to convey information.

**Note:** If you have 8 or 10 HOME groups instead of making one EXPERT group of 8-10 members, form two EXPERT groups of 4-5 members each.

**Step 3:** Students must then return to their HOME groups and take turns teaching their HOME group members the material they were assigned and are now experts on. The group goal is for every member of the group to master all the material presented.

**Step 4:** Check student mastery of the material and how well they have worked together. Remember groups are accountable for making sure that all members master all of the material. You can ensure this by checking student mastery of the material. For example, you can have students individually take an exam, respond orally to questions, or make a presentation on material taught by other group members. Have students spend a few minutes reflecting on how well they worked in their HOME groups and identify ways to improve in the future.

Jigsaw ensures cooperation as all group members are interdependent in it; they rely on one another to learn the assigned material. Group members are also accountable for ensuring that all members learn the material and must help, encourage, and teach one another. They are made accountable as each will be individually assessed on material learned. Furthermore, Jigsaw is effective for practicing a range of valuable social skills. The result is that students work together effectively to maximize their own success as well as the success of other group members.

### **The Learning Together Model of Cooperative Learning**

Instead of just using a cooperative structure in an otherwise individualistic or competitive setting, you can structure the entire lesson to foster cooperation. For students to work together cooperatively, teachers must structure the five essential elements of cooperative learning into Cooperative Learning group activities.

An easy way to remember the five essential elements of cooperative learning is by the mnemonic **PIPS Face**:

**P**ositive Interdependence

**I**ndividual Accountability

**P**rocessing

**S**ocial Skills

**F**ace-to-Face Interaction

### **Positive interdependence**

Positive interdependence exists when students believe that they will achieve their cooperative learning group goals if and only if the other members of the learning group achieve their goals. In other words, students believe they 'sink' or 'swim' together.

You can structure in positive interdependence by:

- Setting a goal students can only achieve if they work together cooperatively
- Providing a group a single set of materials
- Assigning roles to each member of the group
- Allocating time for the assigned task

- Promising rewards to successful groups.

### Individual Accountability

The second essential element of cooperative learning is individual accountability. That is, after completing a cooperative activity in a group each member should be able to complete a similar assignment on his/her own.

#### Individual Accountability

Each group member should be able to complete a task similar to the one learned in the group on his/her own.

- A simple way of showing students that they are accountable for their group's work is by calling on individual students at random to answer a question on some part of the work they did in their cooperative learning groups.
- You can structure individual accountability by conducting regular quizzes and tests that group members must take individually on material learned in their groups.

### Processing

Processing, the third element of cooperative learning is when group members discuss and evaluate how well they are achieving their goals and maintaining successful working relationships.

#### Processing

Groups discuss and evaluate their achievements and working relationships.

In order to ensure successful processing in your classroom, you should allow groups sufficient time, after a cooperative activity, for processing to take place. A simple way of guiding group processing is by asking student to do tasks such as:

- 'List three things that were done by group members that helped the group become successful, and list one thing that could be done to make the group even more successful tomorrow.'
- 'Think of something that each one of your group members did to make the task more successful. Tell them what it is.'
- 'Tell your group members how much you appreciate their contributions to the task.'

### Social Skills

The fourth essential element of cooperative learning is the appropriate use of interpersonal or social skills. Many students do not have the social skills required for working in cooperative learning groups. Begin by teaching them an important skill or two such as using quiet voices, listening actively and taking turns.

#### Social Skills

Using quiet voices; listening actively; taking turns.

Steps to teaching social skills

- Help students see the need for the skill.
- Ensure students understand what the skill is.
- Create situations where students can practice the skill, and encourage mastery of the skill.

- Ensure that students process use of the skill.
- Ensure that students continue to practice the skill.

### **Face-to-Face Promotive Interaction**

The fifth and final aspect of cooperative learning is face-to-face Promotive interaction. Promotive interaction exists when students encourage and facilitate one another's efforts to complete group tasks, and is characterized by students sharing information and materials, providing one another with feedback, challenging one another's conclusions and reasoning, motivating one another to achieve group goals, and acting in trusting and trustworthy ways.

**F2F Promotive Interaction**  
 Sharing of information, providing feedback, challenging each other's conclusions, motivating each other, and building trust.

### **How are students assessed in cooperative learning?**

Success on the academic task is assessed by randomly asking students questions, checking their work, or by giving students individual tests or quizzes. For the social skills task, students are evaluated on both what the teacher observes during monitoring as well as students' evaluation of their own and group

### **Instructional Strategies**

effectiveness. This they do by listing one thing that they and their partner(s) did to help the group be successful, and one thing group members could do to make the group more successful in the future.

## **C. Inquiry**

### **What is inquiry?**

Inquiry is a teaching and learning strategy used in a process-oriented classroom, where the emphasis is given to the process of learning as well as the products of students' work. Inquiry is a process of framing questions, gathering and analyzing information and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems, instead of a classroom where the teacher controls the information by using the textbook and the students are the passive recipients of knowledge.

### **What are the benefits of inquiry?**

Inquiry encourages students to find information in order to answer questions, understand issues or solve problems. Inquiry helps students to develop the skills of gathering information from a variety of sources which often takes them beyond the classroom into investigations in the school and community, thus facilitating learning about and from their environment. It requires students to think critically about the information being gathered and consequently improves their cognitive processes. Students are generally asked to present the findings of their inquiry in creative ways, thus learning to think creatively as well as learning a variety of presentation skills.

### How to conduct an inquiry?

There are two main types of inquiry: knowledge-based inquiry and problem-based inquiry. Knowledge-based inquiry is aimed at enabling learners to raise some questions to enhance their understanding of the content and learn about it from different perspectives. Problem-based inquiry encourages learners to better understand local, national or global problems and engage in actions in order to address them.

Steps	How to do it?	Examples
Choose a topic for inquiry and frame a question for the inquiry.	Make a list of questions to ask about your topic/problem.	<ul style="list-style-type: none"> <li>• What were the contributions of the Mughals to the Sub-continent?</li> <li>• What are the causes and effects of unemployment in Karachi?</li> </ul>
Formulate a hypothesis.	Provide a possible explanation or an educated guess to your question.	<ul style="list-style-type: none"> <li>• Mughals contributed to art, architecture and administration</li> <li>• The causes of unemployment are: poverty, lack of jobs or lack of skills.</li> </ul>
Plan the inquiry.	Decide how you might conduct the inquiry.	<ul style="list-style-type: none"> <li>• What is the best place to find data on the topic?</li> <li>• How much time do I have?</li> <li>• Whom can I consult?</li> </ul>

### Instructional Strategies

Locate information.	<ul style="list-style-type: none"> <li>• Find a variety of sources such as textbooks, reference books, films, internet, data bases, etc. that will provide you with the current information/ data. The people in your community, observation of actual events, or visits to different places can also be sources of information.</li> <li>• Decide what materials are related to your topic and reliable to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Read books on the Mughals; Visit a museum; Search the internet.</li> <li>• Interview unemployed people; Read the economic review journal; Read newspapers.</li> </ul>
Record information	<p>If using books, find the main idea and supporting evidence and make notes of the information using abbreviations and symbols. (Note down the reference for future use)</p> <p>If using people; as a source of information, prepare an interview guide leaving opportunity to add questions that may come to mind during the interview.</p>	

Think critically about the information you have gathered.	Determine whether the information is a fact or opinion. Identify point of view and detect bias in the information.	Fact: The Taj Mahal was built by Shah Jahan. Opinion: The Mughals were the greatest of rulers to rule the Sub-continent.
Evaluate your findings and draw conclusions.	<ul style="list-style-type: none"> <li>Look for the relationship in the information gathered. Analyze the information and try to find out the answer of the inquiry question. Ask yourself: How appropriate is the hypothesis based on the data? What conclusions can be drawn from the information?</li> <li>How useful is the conclusion? What opinion can be formed? What evidence supports the opinion?</li> </ul>	The Mughals made significant contribution in _____, _____, _____. However, _____, _____, _____ areas were left unattended.... There is no single cause of unemployment. It is caused by _____, _____, _____ . . . Its effects are _____, _____, _____.
Communicate your findings	Decide on the best way to communicate your findings. You can communicate your findings in a variety of ways. For example, in the form of a report, poster, article, oral presentation, role-play etc.	<ul style="list-style-type: none"> <li>A power point presentation showing the contributions of the Mughals.</li> <li>A role-play on the causes and effects of unemployment.</li> </ul>

### Instructional Strategies

Most classrooms inquires end with students communicating their findings in a variety of ways. If studying a problem/issue,, we encourage you to move the inquiry forward to having students take informed and responsible action to address it.

Step	How to do it	Examples
Suggest possible actions based on findings.	Brainstorm possible actions. Select actions that are doable. Look at possible consequences of each action. Choose the best action.	<ul style="list-style-type: none"> <li>Raise money to retrain a person who is unemployed because he/she lacks skills.</li> </ul> Write a letter to the editor expressing your concern about growing unemployment and suggesting what can be

		done to address it.
Make an action plan.	Prepare an action plan: <ul style="list-style-type: none"> <li>• What has to be done?</li> <li>• Who will do it?</li> <li>• By when?</li> <li>• Who else can be involved?</li> </ul>	Organize a Mela in school on March 15.
Take the action.	Act	Hold the Mela. Give the money for the cause it was raised for.
Reflect on the action and decide on next steps.	<ul style="list-style-type: none"> <li>• Reflect on successes and challenges.</li> <li>• What could have been done better? How?</li> </ul>	Most students came to the Mela without their parents who could have spent money. The parents did not come as the Mela was held at a time when most parents were working.

### How to assess inquiry?

Inquiry can be assessed through various ways. Teachers must focus on the process as well as products of inquiry. Inquiry can be done by individual students or assigned to small groups. The individual or group's performance at different stages of the inquiry can be assessed using one or more of the ways suggested below.

**Observation:** Students' abilities and skills can be observed during each stage of the inquiry. For example, you can observe a student conducting an interview or looking for relevant information in the library. Teachers can provide detailed descriptive feedback to the students on their abilities and skills observed.

**Documents analysis:** Teachers can ask students to share anything they have documented during the process of inquiry. This can include the inquiry questions, the notes made from material read, analysis of findings, etc. Teachers can give marks on the clarity of the questions, relevance of material accessed, analysis of information etc.

**Reflection on their experience:** Students could be asked to write their reflection on the process of doing the inquiry and the learning's that accrued to them.

**Written or Oral presentations:** Students either individually or in small groups could be asked to prepare a written report. This report could include the process as well as the outcome of the inquiry. Alternatively, students could be asked to present their inquiry findings to the whole class in the form of oral presentations, role-plays, panel discussions etc. Teachers may mark their presentations in terms of the quality of content, creativity in the presentations, or actions taken

## **5.0 Guideline for Using Teaching Learning Resources**

In most classrooms student-teacher interaction is limited to reading, writing and speaking. Students remember some of what they hear, much of what they read and more of what they see. However, if students are remember, understand and embody what they learn, they need to experience their learning. Because each student is unique and learns differently, some students must touch or do in order to experience learning. Using multiple and varies teaching learning resources then integral so that student's experience as they learn and also develop their multiple intelligences.

There are a number of teaching and learning materials required for effective teaching of particular subjects. For Social Studies some examples are:

Primary and secondary source material: Maps/Globe (different kinds), case studies, encyclopedias, documentaries, museums, and newspaper / news magazines.

## **Other Educational Resources**

### **Educational Tour (visits)**

#### *What to do*

- Plan the tour;
- Identify and contact appropriate authorities (seek parents' and principal's written permission at school and of management at place of visit)
- Develop program for the visit;
- Develop a task sheet;
- Brief the learners;
- Visit the place;
- Exchange views; and
- Evaluate and report.

#### *Resources*

- Transport;
- Places to be visited; and
- Contact person at place to be visited.

#### *Cautions*

- Use language (jargon); appropriate to the subject matter at hand;
- Avoid discriminatory language;
- Time allocation;
- Students may need special clothing, food and water, etc. depending on the venue of visit; and
- Ensure that they know program and its requirement beforehand.

### **Guest Speaker**

#### *What to do*

- Identify and contact appropriate guest speaker;

- Agree on time, duration and venue;
- Give information about student, outcomes of learning to be covered;
- Brief the learners on what they are expected to do;
- Inform the relevant authority (Principal, HOD);
- Receive and introduce speaker to the relevant management and learners;
- Allow speaker to take charge of the session, instruct students to pay attention, note down questions for question-answer session;
- Facilitate question-answer session and have students(s) thank speaker also thank speaker yourself; and
- Follow up activity with learners; relate session to the outcomes of learning.

#### *Resources*

- Arrange venue with required equipment;
- Guest speaker; and
- Task sheet.

#### *Cautions*

- Ensure materials are appropriate for the audience (if possible preview the material);
- Be aware of sensitivity; and
- Inform speaker about the language level of the target group.

### **Video**

#### *What to do*

- Preview video and edit (take numbers on counter to mark sections to be viewed);
- Prepare task sheets and handouts;
- Show video pausing at appropriate intervals/points;
- Give learners time to complete task; and
- Summarize discussions relating to outcomes of learning.

#### *Resources*

- Video;
- Video equipment;
- Task sheet; and
- Handouts.

### *Cautions*

- Try out equipment before use;
- Rehearse prior to session; and

Be sensitive to learners.

## **6.0 Assessment**

### **WHAT IS ASSESSMENT?**

Assessment is gathering quantitative and qualitative information, using a variety of tools and techniques that are easy to understand and interpret.

### **WHY DO WE NEED AN ASSESSMENT SYSTEM?**

- To assess teaching and learning
- To show proficiency in a wide variety of tasks at a class level.
- To provide information to different people on how well standards are being met.

### **WHAT IS AN ASSESSMENT SYSTEM?**

Using a coordinated process of gathering information to improve student learning forms an assessment system. Such a system must include

- The specific purpose(s) for which the assessment is being carried out;
- A wide variety of tools and techniques that measure what students know, value, and are able to do;
- How the assessment can be interpreted and used to evaluate the standards and learning outcomes;
- What criteria will be used to determine performance levels for the standard

Partially proficient  
Proficient  
Exceptional



## TYPES OF ASSESSMENT METHODS

Four methods that can be used to assess teaching and learning are:

- The **selected response** - students select the answer to a question from two or more given choices. Such items are easy to develop. Their short response time allows more information to be assessed in a short time. However, since answer choices are provided, students can guess the correct answer without knowing the material. Scoring is quick and objective, since the teacher need only check if the single correct or best answer was identified for each item.
- A **constructed response** format requires students to create or produce their own answer in response to a question or task. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking. However, such items are time-consuming to answer and score. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain validity. Below three types of constructed response items:

Brief constructed response items, especially the fill-in type, have students provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified.

### Different Assessment Methods

Selected-Response	Constructed-Response		Teacher Observation	Student Self-Assessment	
<ul style="list-style-type: none"> <li>• Multiple-choice</li> <li>• Binary-choice (e.g., true/false)</li> <li>• Matching</li> <li>• Interpretive</li> </ul>	<i>Brief Constructed-Response Items</i>	<i>Performance Tasks</i>	<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul>	<i>Self-Report</i>	
	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Products</i> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Project</li> <li>• Poem</li> <li>• Portfolio</li> <li>• Video/audio-tape</li> <li>• Spreadsheet</li> <li>• Web page</li> <li>• Exhibition</li> <li>• Reflection</li> <li>• Journal</li> <li>• Graph</li> <li>• Table</li> <li>• Illustration</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <i>Skills</i> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Demonstration</li> <li>• Dramatic reading</li> <li>• Debate</li> <li>• Recital</li> <li>• Enactment</li> </ul> </td> </tr> </table>		<i>Products</i> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Project</li> <li>• Poem</li> <li>• Portfolio</li> <li>• Video/audio-tape</li> <li>• Spreadsheet</li> <li>• Web page</li> <li>• Exhibition</li> <li>• Reflection</li> <li>• Journal</li> <li>• Graph</li> <li>• Table</li> <li>• Illustration</li> </ul>	<i>Skills</i> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Demonstration</li> <li>• Dramatic reading</li> <li>• Debate</li> <li>• Recital</li> <li>• Enactment</li> </ul>
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Essay Items may have students construct restricted-responses that limit the length, content and nature of the answer; or extended-responses that allow greater freedom in response.

Performance assessments require students to construct a more extensive response to a well-defined task, often involving real-world application of knowledge and skills. Performance assessments can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example a play.

- **Teacher observations** are so common that they are often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. In addition, nonverbal communication, such as inattention, looks of frustration, and other cues, gives greater insight than verbal feedback. Observation is also important in assessing performance tasks, classroom climate, teacher effectiveness, and other dimensions of the classroom.
- **Self-assessment** refers to students evaluating themselves. In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. Students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students as part of their self-reporting.

Within the four types of assessment methods, some commonly used formats have been briefly described below:

## **Selected Response**

### **Multiple-Choice Items**

What is it?

Multiple choice items have a short question, followed by multiple answer choices from which students must pick the correct or best answer. The question is called the stem, and the answer choices are called options. The options contain one correct or best answer, and two or more distracters.

#### **Format**

After reading each question, circle the letter representing the choice you think is the best answer:

Which of the following is a mammal?

- a. Bird
- b. Frog
- c. Fish
- d. Dog
- e. Lizard

## **Strengths and Weaknesses**

- Relatively difficult to write, especially good distracters.
- Having students pick the 'correct' answer assesses knowledge and understanding.
- Having students pick the 'best' answer measures higher order thinking such as reasoning and critical analysis.
- With answer choices provided, students focus on recognizing information rather than recalling or memorizing it.
- By evaluating students' wrong answers, teachers can see what students misunderstood or need clarified.

Hints for designing better multiple-choice items (Teachers should be able to answer 'yes' to each checklist question).

- Does each stem contain a single, main problem stated simply and incorporating **all** the relevant information?
- Is each stem a question rather than an incomplete statement? (This prevents different grammar in the alternatives from giving away the correct answer).
- Have excess wordiness and overly complex language been avoided?
- Have negatives like "no," "never," "none," "not" been avoided? (Students tend to overlook these. If such words must be used, bold and/or capitalize them)
- Is the correct answer unquestionably right and complete? Is it the **ONLY** correct or best choice?

- Are all the options plausible or reasonable? Have obviously ridiculous options, options that say the same thing, or those that are clearly opposite in meaning, been revised? (Students should not be able to guess the answer by elimination)
- Are the options arranged systematically i.e. in alphabetical/chronological/numerical order? (This ensures students cannot guess the position of the correct answer).
- Are the numbers of options for each item appropriate to the students' age/grade levels? (2 or 3 options for lower grades and 4 or 5 options for older students).
- Have “clues” to the correct answer been avoided (making the correct option longer, more complex, or grammatically different from other options, using a/an to show if the correct option begins with a vowel)?
- Are all options for an item as brief and as clearly stated as possible? (measure knowledge not reading ability)
- Has “all of the above” been avoided as an option? (If students find one WRONG answer, “all of the above” cannot be correct. If students find two RIGHT answers “all of the above” must be correct)
- Has “none of the above” been avoided as an option?

Examples from subject areas

### ***Binary Choice Items***

What is it?

A question with only two response categories is a binary-choice item. In such items, a declarative sentence that makes a claim about content or relationships among content is followed by the two choices. The most popular binary-choice item is the true/false question; other examples include correct/incorrect, yes/no, fact/opinion, agree/disagree, etc.

#### **Format**

Circle ‘T’ if you think the statement is true. Circle ‘F’ if you think the statement is false.

- |  |     |
|--|-----|
| 1. Plants need water to grow.                                      | T/F |
| 2. The area of a square is found by squaring the length of a side. | T/F |

### **Strengths and Weaknesses**

- Can be used to assess knowledge, values, opinions (depending on which binary choices are given)
- Restrict students' response to two opposing choices, so cannot show a range of values or opinions

- Guessing allows students a 50% chance of being right!

*Hints* for designing more effective binary choice items (Teachers should be able to answer 'yes' to each checklist question).

- Have **important** knowledge targets, values or opinions been assessed (versus tricky, trivial or irrelevant material)?
- Is each item expressed in a single, short statement in clear, simple language?
- Have items using 'no', 'not' or negative prefixes (un – as in unimportant) been omitted? (Difficult to understand especially if the “false” option is being considered).
- Have vague statements that are partly true, partly false or use words with different interpretations (“sometimes”, “a few”) been avoided?
- Have generalizations such as “all,” “none,” “impossible,” “always,” “never,” etc., been avoided? (Items using such words are likely to be seen as false)
- Do the items avoid copying from textbooks? (Students assume that these statements are true)
- Is the answer type consistent with the statement (e.g. agree/disagree for questions about the students’ opinion)?
- Can students pick one of the two choices as the absolute and complete answer? This is critical!
  - Are there approximately the same numbers of true and false items?
  - Have patterns of the answers been avoided?
- Is the format clear?

Examples from subject areas

### ***Matching Items***

What is it?

In a matching item, the items on the left are called the premises. In the right-hand column are the options. The students’ task is to match the correct option with each of the premi

#### **Format of a typical matching item**

Match the historical event on the left with the year in which it happened on the right. (Put the letter of your chosen answer in the blank next to the number).

- |   |         |
|---|---------|
| —1. Jinnah issued his fourteen points       | A. 1914 |
| —2. Pakistan became an independent country  | B. 1920 |
| —3. World War I began                       | C. 1929 |
| —4. Zia-ul-Haq became President of Pakistan | D. 1947 |
| —5. World War II began                      | E. 1955 |

Hints for designing better matching items (Teachers should be able to answer 'yes' to each checklist question)

- Is the exercise presented in a clear format (premises on the left numbered, options on the right and ordered by letters)?
- Are the instructions clear and explicit (saying how and where students put their answer, and whether each option can be used only once, more than once or not at all)?
- Are all premises, and all options, of the same category (e.g. all premises are shapes, and all options are formulas used to find areas of shapes)
- Are there 5-10 premises?
- Are there 3-4 more options than premises?
- Are the premises longer and more complex than the options (but clear to understand)?
- Are the premises and options arranged in some systematic order (alphabetical, chronological, etc.)?
- Is there only one correct option for each premise?
- Do both lists (premises and options) appear on the same page?
- Are the lists as free of irrelevant clues as possible?

Examples from subject areas

### **Interpretive Exercises**

What is it?

Interpretive exercises contain brief information or data, followed by several questions. The questions are based on the information or data, which can take the form of maps,

paragraphs, charts, figures, a story, tables or pictures.

## Format

Pakistan: Three day forecast											
In °C	Today				Tomorrow			Day after			
Cities	Min	Max	Outlook	*Humidity%	Min	Max	Outlook	Min	Max	Outlook	
Islamabad	21	32	Sunny	78	21	33	Sunny	21	33	Sunny	
Karachi	25	31	Sunny	74	26	32	Sunny	26	32	Th-Storms	
Lahore	21	31	Sunny	78	21	31	Sunny	21	33	Sunny	
Multan	25	36	Sunny	49	25	37	Sunny	25	40	Sunny	

- Students must use the reasoning skill the exercise asks for, thus teachers can see which skills individual students need more practice with
- Exercises are time-consuming to construct (appropriate material must be located/developed, along with multiple questions)
- Disadvantages students with poor reading ability
- Cannot see students' ideas or reasoning methods

Hints for writing better Interpretive Exercises (Teachers should be able to answer 'yes' to each checklist question).

- Does the exercise test reasoning (rather than recall or simple understanding)?
- Before the exercise was written, were reasoning skills to be assessed (critical thinking, predicting, comparison, etc.) decided upon?
- Is introductory material new for the students?
- Is introductory material brief? (not more than students need to answer the questions, 2-3 paragraphs at most for older students)
- Are there several questions for each exercise?

(Note: Questions in interpretive exercises can also be of the short answer or fill-in type especially for older students)

Examples from subject areas

### Constructed Response

#### Fill-in Items

What is it?

Fill-in items assess knowledge by having students complete a statement. They can also ask students to label diagrams or write a one word answer to a short question.

### **Format of a typical fill-in item**

What type of rock is formed when magma cools beneath the earth's surface?

---

### **Strengths and Weaknesses**

- Cannot check understanding or higher order thinking
- Easy to construct
- Responses can be words, numbers or symbols
- Responses are short, so students can be tested on more information in less time
- Offer least freedom of student response, so ideal to check factual recall
- Quick and reliable scoring
- Be careful though-poorly written questions can leave students confused as to the correct answer!

Hints for designing better fill-in items (Teachers should be able to answer 'yes' to each checklist question).

- Have direct questions been used, where feasible, rather than incomplete statements?
- Are questions and directions clear, brief and easy to understand?
- Do the items avoid copying textbook language? (Copying tends to encourage rote learning).
- Have clues been avoided? (A/an, blanks of different lengths, verbs in plural form, etc.)
  - Have two or less fill-in blanks been used?
  - Are blanks at the end of the statement? (Multiple blanks at many places confuse students)
- Is it clear that each answer must be short? (one word, number or symbol)
  - Is there only one agreed-upon correct answer?
  - Is the specificity of the answer clear? (For numerical answers, the units should be given. For 'where' questions, indicate if a city or country is required).

Examples from subject areas

### **Short Answer**

What is it?

Short-answer items are questions that call for students to write short answers (3-4 sentences at most), such as definitions or showing working in math problems.

### **Format**

#### **1. What do plants need to grow?**

---

---

---

#### **2. List three characteristics of mammals?**

- ---
- ---
- ---

### **Strengths and Weaknesses**

- Good for assessing knowledge.
- Can also assess understanding and reasoning.
- Easy to construct since structure similar to instruction (question-and-answer) in class, so natural to teacher and student.

Hints for designing better short answer items (Teachers should be able to answer 'yes' to each checklist question).

- Is it clear to the teacher whether knowledge, understanding or reasoning is being assessed?
- Are textbook questions avoided?
- Is the question brief and easy to understand?
- Is it clear to students that the answer must be short? (Use lines to indicate the maximum length of the answer)
- Is the specificity of the answer clear?

### **Essay Items**

What is it?

Such items literally have students answer a question by writing an essay. The length, nature and content of the essay are dependent on the question posed, so responses may be restricted or extended.

### **Format**

‘Describe the major events leading to the formation of Pakistan, showing how the independence movement evolved’ (Extended).

‘What differences exist between the 1956 and 1962 constitutions with respect to their Islamic provisions?’ (Restricted)

### **Strengths and Weaknesses**

- Require students to sequence and integrate many separate ideas into a meaningful whole, interpret information, give arguments, give explanations, evaluate the merit of ideas, and conduct other types of reasoning
- Help students see themes, patterns, relationships
- Allow flexibility in responses
- Can evaluate students’ ability to communicate their ideas
- Reading and scoring answers is time-consuming, especially if done so that meaningful feedback is given to students
- A single person, the teacher, judges the answers, so variations in mood, expectations, the order in which students are evaluated, and other factors, affect the professional judgments that are made
- Cannot assess lots of information or multiple reasoning skills at once

Hints for writing essay items (Teachers should be able to answer ‘yes’ to each checklist question).

- Can the targeted reasoning skill be measured by an essay (e.g. comparison, analysis, deduction etc)?
- Does the question clearly indicate the desired response? (Students should know exactly what and how much information to use and should not be confused as to what aspect is asked for).
- Does the question allow for more than a right or wrong answer and/or process, justification, examples?
- Is there enough time to answer the questions?
- Are choices among several questions avoided?
- Has the teacher drafted many possible responses so she/he knows what to expect?
- Are the scoring criteria clear to teachers and students?

### **Scoring Essays**

Scoring is difficult because each essay is unique. Obviously scoring is subjective, so it is important to practice a few procedures to ensure that professional judgements are accurate.

- After constructing the essay question, even before administering it to students, outline what would be the best answer to the question. (Doing this now lets teachers further clarify the question and prevents their being influenced by the first responses they read).
- Then, select an appropriate scoring method – here you can proceed in 3 ways:
- Holistic/Rating Method: Using the outline as the best answer, the teacher reads each essay as a whole, forms a general impression and puts it in one of the rating categories (exceptional, proficient, partially proficient, etc.).
  - **Advantages:** simpler and quicker than the analytical methods.
  - **Disadvantages:** more subjective than the analytical method, no clear justification for the assigned grade, no specific feedback to students about problem areas.

Recommended for: shorter essay items (half page) which are more likely to elicit uniformly structured responses.

- In between Method: Using the outline as the best answer, teachers construct samples of different answer categories (partially proficient, proficient, exceptional, etc.). They use these samples to decide criteria for each category. These criteria are used to separate and score student essays.
  - **Advantages** and **disadvantages** are similar to those for the holistic method except that this way is more objective.
- Analytical (point-score) Method: The outline for best answer is broken down into points of information. Each point is assigned a score (awarded to student if essay contains that point). Targeted writing skills are also assigned point values. Making a checklist with criteria and points is the most objective way to score an essay.
  - **Advantages:** increases objectivity and reliability of scoring, makes it easier for the teacher to discuss and justify marks with students and parents.
  - **Disadvantages:** laborious and time-consuming to prepare the checklist and score the responses

Recommended for: extended type essay questions (2-3 pages long)

Hints for more valid scoring Essays (Teachers should be able to answer ‘yes’ to each checklist question).

- Is the answer outlined before testing students?
- Is the scoring method–holistic or analytic–appropriate?
- Has it been decided exactly how important writing skills are? (Does each skill get point, does better writing change the category of a response, or are spelling mistakes irrelevant?)
- Are writing skills, vocabulary, spelling, neatness important? (e.g. for math’s, it isn’t important if students misspell a word)
- Is the identity of the student anonymous where possible?

- When scoring many essays, has one item been checked for all papers in one sitting (i.e. all question 1's, then all question 2's, and so on)? This allows teachers to apply criteria more consistently.
- When scoring many papers has the order of papers been changed between items (after checking all question 1's, were papers shuffled before checking all question 2's)? This prevents teachers' fatigue and the quality of students' first replies from influencing further scoring.

### Sample scoring checklist

<b>Content:</b> Convincing, pertinent, specific, perceptive	<b>4</b>
<b>Point of View:</b> Clear, consistent, appropriate in approach	<b>3</b>
<b>Essay Organization:</b> Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion	<b>5</b>
<b>Paragraph Organization:</b> Precise statement of topic, effective development.	<b>1</b>
<b>Style:</b> Interesting, original, expression suited to content, flow	<b>3</b>
<b>Sentence Structure:</b> Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation).	<b>1</b>
<b>Diction:</b> Vocabulary appropriate for grade level, vivid, precise.	<b>2</b>
<b>Use of Language Conventions:</b> Correctness in punctuation, spelling, and grammar	<b>1</b>
<b>TOTAL</b>	<b>20</b>

### Performance-based Assessments

What is it?

Performance-based assessments involve teachers observing and assessing students' demonstration of a skill/process and/or competency in creating a product/making a presentation as a result of a skill/process.

#### Characteristics of Performance-based Assessments

- Students perform, create, construct, produce, or do something
- Deep understanding and/ or higher order thinking skills are needed
- Involves significant work that usually takes days to weeks to complete
- Calls on students to explain, justify, and defend
- Performance is directly observable
- Involves engaging ideas of importance and substance
- Criteria and standards are specified and explained to students along with the task

- There is no single best product or correct process
- Usually students work with real-world contexts and constraints

<b>Strengths and Weaknesses of Performance –based Assessment</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Can assess communication, presentation, psychomotor skill</li> </ul>	<ul style="list-style-type: none"> <li>• Scoring may be very subjective.</li> </ul>
<ul style="list-style-type: none"> <li>• Through products, can assess performance of process/skill, and also see what learning students got from it.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent student performance across time may result in inaccurate conclusions.</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching and learning occur during the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Few samples of student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• Students find real-life application and contexts engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires considerable teacher time to prepare and student time to complete.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide a different way for students to show what they know and can do.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to plan for amount of time needed because new method, students work at different paces, use different processes.</li> </ul>
<ul style="list-style-type: none"> <li>• Students learn how to ask questions, and since such tasks often involve group work, to work effectively with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot generalize proficiency to include other knowledge or skills.</li> </ul>
<ul style="list-style-type: none"> <li>• Emphasis on higher order thinking and application – allows in-depth assessment of main content ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult with time constraints to give each student meaningful feedback at different times as they work on the process.</li> </ul>
<ul style="list-style-type: none"> <li>• Forces teachers to establish specific criteria to identify successful performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs significant energy and resources from both teacher and students.</li> </ul>
<ul style="list-style-type: none"> <li>• Encourages re-examination of instructional goals and the purpose of schooling.</li> </ul>	

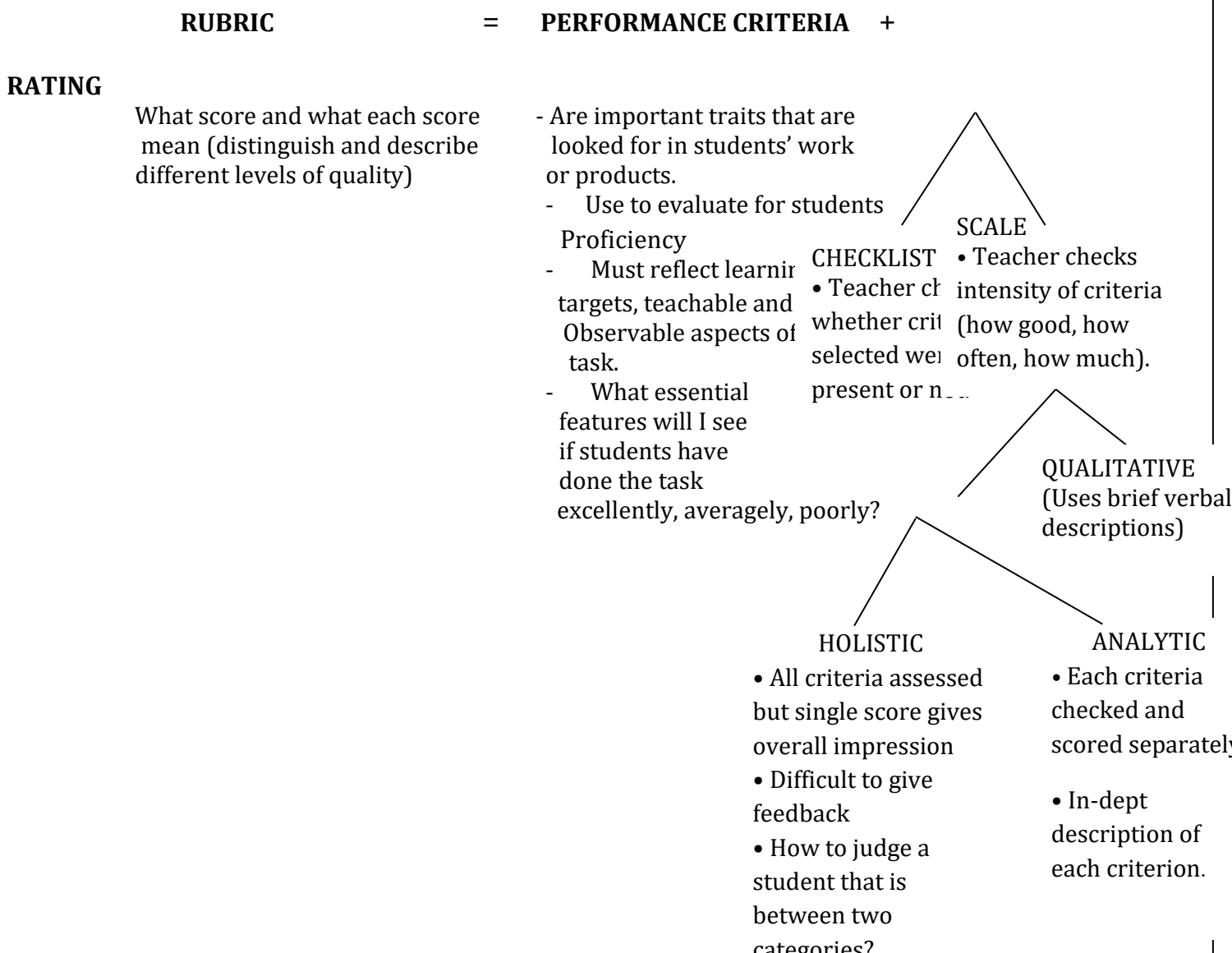
Hints for creating engaging, real-world performance-based tasks with real teaching and learning benefits (Teachers should be able to answer ‘yes’ to each checklist question).

- Is performance-based assessment appropriate for learning targets?
- What essential content and skills targets should be integrated?
- Are multiple targets included?
- Has the kind of task been decided/Restricted? (Targets a narrowly defined skill with a brief response) or extended (more complex, involve more skills and knowledge)?
- Have clear, detailed descriptions of the task and its context been developed to indicate what process (es) and/or products(s) are wanted, whether work is individual or in groups, if help is allowed, what resources are needed, what the teacher’s role will be?

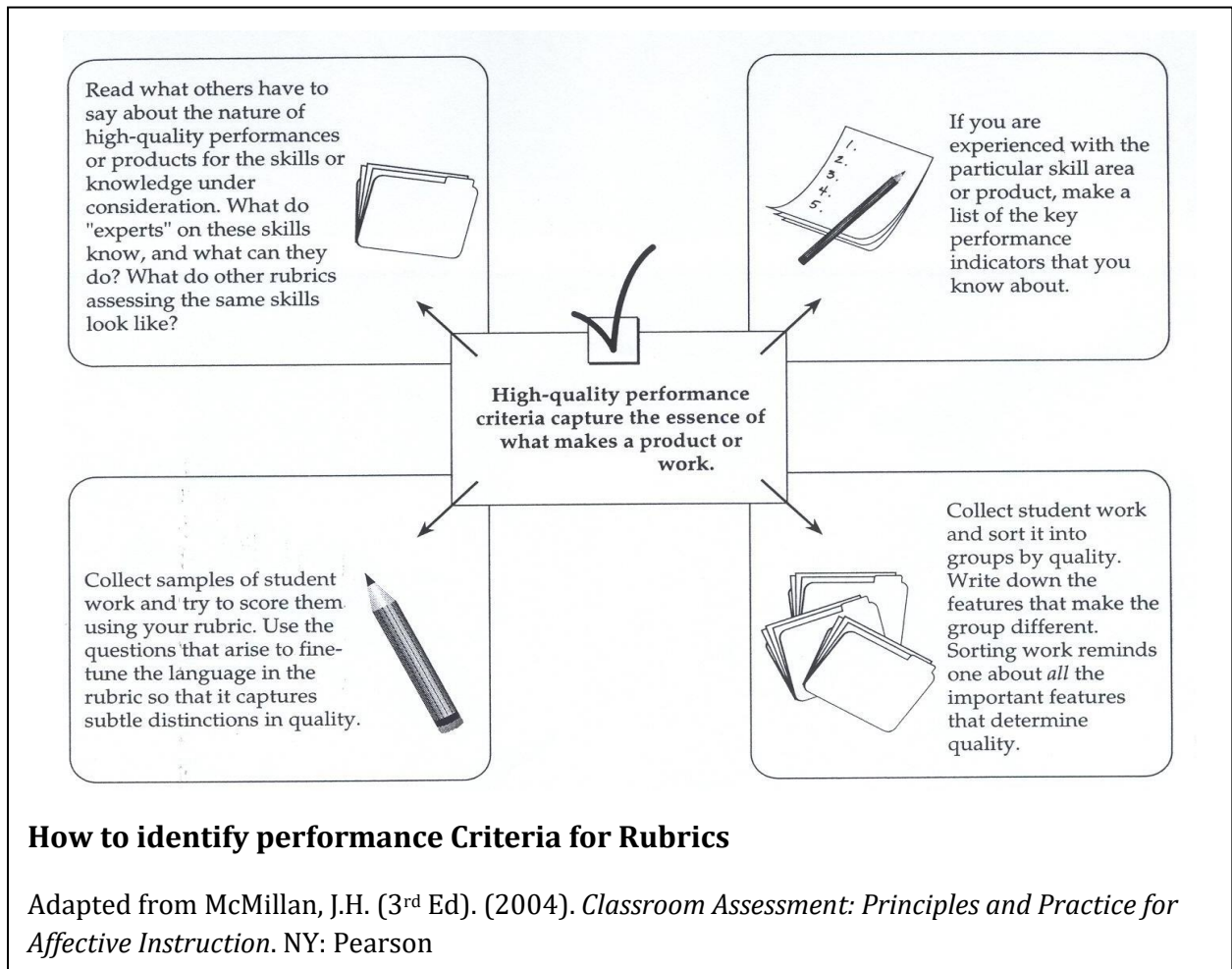
- Does the task question given to students identify the context, the final outcome, what students should do, and the scoring criteria?
- Is the task feasible? Will students be able to complete it successfully?
- Are multiple products and processes possible so that exploration and judgement are necessary?
- Is the task integrative, challenging, stimulating, requiring inquiry and innovation?
- Is the task cyclic, with repeated performance-feedback-revision occurring?
- Does the task have long-term value beyond school?
- Are constraints for completing the task included?
- Are criteria for scoring included?

### Scoring Rubrics

In performance-based assessment, teachers must be able to evaluate the process and/or the product. To do this validly, reliably and fairly, teachers must establish scoring rubrics and share these with students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.



## Assessment



Hints for Writing and Implementing Rubrics (Teachers should be able to answer 'yes' to each checklist question).

- Do criteria focus on the most important aspects of the performance?
- Is the type of rating matched with purpose of the assessment?
- Are the traits directly observable? (Have criteria such as attitude, interest and effort, that are easily \_\_\_\_\_ or subject to bias been avoided?)
- Are the criteria understandable? (teachers can give students examples of work that shows criteria they are looking for)
- Are the traits clearly defined?
- Is bias minimized? (teachers can use colleagues' reviews and students self-evaluation or peer evaluation)
- Is the scoring system feasible?

### Performance-based Task

- Ask students to pair up with a partner. Ask each pair to choose a social issue and collect information about it to prepare an oral presentation.
- Provide each student a copy of the student handout, "Making An Oral Presentation" and ask students to prepare for their presentation using it as a guide. Encourage

students to use a visual aid such as a chart, photographs, an OHP or power point. Remind students of the time for each presentation and that they should be prepared for a short question-answer session.

- Encourage each pair to rehearse the presentation on their own or present it to their friends and get constructive feedback to improve: content, structure, time, clarity and audibility of voice and use of visual aids.
- Have each pair make their oral presentations to the class. Encourage the audience (students) to listen to the presentations attentively. Provide each student a copy of the student handout “Peer Evaluation of Oral Presentations” and ask them to evaluate the presentations of their fellow students, using the handout. Use the Teacher Resource “Evaluation of Oral Presentation” to evaluate the presentations and provide constructive feedback to each pair.

### **Making an oral presentation**

#### **Preparing an oral presentation**

- Select a topic
- Identify the objectives
- Carry out research
- Make an outline, review it, add important and remove irrelevant information
- Make notes on the cards of important points to cover (These should serve as reminders only and are not to be read)
- Plan an effective and interesting opening

#### **Practice**

- Speak clearly and distinctly
- Time the length of the report
- Make sure you are audible
- Vary your voice, avoid monotonous pattern
- Speak slowly rather than quickly, pausing occasionally
- Practice in front of those who can give constructive feedback

#### **Delivery of the presentation**

- Look at the audience (establish eye contact)
- Start slowly
- Aim voice at someone at the back of the room
- Be enthusiastic and confident as this helps to keep the attention of the audience.

## **Evaluation of Students' Oral Presentations using a rubric**

### **Performance Criteria**

Put a (✓) in the column when students demonstrate the skills	Students name	Students name	Students name
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids( charts, OHP, slides) effectively			
9. Handled questions and comments properly			
Note: this can be adapted as • “Agree/Disagree/Don’t Know” for peer evaluation. • Description and points for criteria 1-9 for analytic format			

**NOTE: The next two sections, observation and self-assessment are particularly useful in performance-based assessment.**

### ***Assessing Affective Traits and Dispositions***

What is it?

Attitudes, values, motivation, social relationships, classroom environment, concept of one’s own academic ability – these are affective traits and dispositions. They are those factors (of the student, teacher, and classroom) that AFFECT the way students learn.

(NOTE: All teachers know that students with positive affective traits learn better, are more confident, and enjoy learning. But few, if any, teachers assess affective targets. Reasons include the subject matter-knowledge and skills – are seen as the primary focus education in school; the difficulty of defining affective targets because they are private and different for individual students; assessment is influenced by transient moods especially for younger students; students take self-reporting lightly or take results to please teachers).

Why do it?

Positive, well-developed affective traits motivate students to learn effectively now and in the long-term. Students have a better self-concept, higher productivity and become more involved citizens of their society. In addition, they learn and analyze themselves and refine behaviours and disposition.

How to do it?

Once students are assured anonymity, affective traits can be assessed through self-reporting, teacher observation and peer evaluation.

## **Observation**

What is it?

Observation is watching, listening and recording what a student says and/or does. Planned observation focuses on specific behaviour(s). It can be done as a spectator or as a participant. Observational tools include:

### **What tool to use?**

#### **Anecdotal Tools**

Anecdotal tool are ways of recording descriptions of what the student says and does. Anecdotal recording may be done as a spectator or as a participant. Three anecdotal tools frequently used by teacher are:

- At-A-Glance: Very brief anecdotal jottings made on each student on a regular basis (e.g., weekly)

#### **At-A-Glance Sheet**

This tool is especially useful for doing a regular observational “scan” of all your students. It provides a format for recording very brief anecdotal observations on each student, and it allows you to see “at-a-glance” which of your students have not yet been observed.

You should try for weekly observation of each student. An at-a-glance approach can be used for recording either planned or incidental observations. If you are using this as a new approach, start small! Target only a few students, and limit the number of behaviours you observe.

#### **Checklist**

A listing of pre-selected behaviours/skills. After observing, the teacher checks off whether each item listed was shown or not shown.

#### **Rating Scale**

Like the checklist, a listing of pre-selected behaviour/skills. However, after observing, the teacher makes a decision about the degree or frequency with which each listed item was shown.

Assessment

- **Checklist** except
  - **Rating scale** performance
- } same as in performance-based assessment (scoring rubrics),  
pre-selected behaviours to be observed are assessed, instead of  
criteria.

### Strengths and Weaknesses

- Requires background knowledge of individual students
- Cannot gauge all behaviours for all students through just one observation – time must be invested
- Especially useful for assessing young children, students needing special attention and in performance-based tasks (process).
- Done as a continuous process, gives deeper understanding into students' growth (or lack of it)
- Gives specific examples of actual, spontaneous behaviour
- Difficult to stay objective
- Anecdotal recording usually unstructured, unsystematic – especially if behaviours not prep-selected.
- Tendency to emphasize negative behaviour
- Helpful in planning and reporting instruction and outcomes.

Hints for better Observation (Teachers should be able to answer 'yes' to each checklist question).

- Is observation appropriate to assess the behaviours specified?
- Are the behaviours to be focused on easily observable, clearly specified, and appropriate (considering students' age, background and grade)?
- Are the number of behaviours and students, to be observed manageable?
- Are unusual, positive and negative, absent behaviours also noted?
- Have all students been observed at some point?
- Has each student been observed at different times in different situations (so that exceptional behaviour is not generalized)?
- Is the tool for observation (anecdotal, rating scale, checklist) appropriate for the specified behaviours?

## **Guideline for writing a textbook**

This curriculum has been prepared to develop students' Knowledge, Skills and dispositions and encourages them to take actions to address personal and social problems and issues.

This curriculum requires a new way of writing a text book. The textbook author is free to decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes is developing the content of the chapter. For example, a chapter could be entitled "Famous explorers". In writing the chapter some of the students' learning outcomes from this theme, also from other themes such as map skills or interdependence could be included.

The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the Curriculum). These SLOs could be realized through questions and practical activities at the end of the chapter exercise.

For example, students could be given a question that asks them to predict future explorations & potential changes. Similarly, an activity could ask students to engage in an inquiry and prepare a tourist guide book as a product of the inquiry.

A textbook is an important teaching and learning resource and one of the most extensively used resources in Pakistani classrooms. Both the quality of content and physical qualities of textbooks have been criticized. It is therefore important that both of them be improved.

### **Basic features of a textbook**

- The textbooks serve as a framework for teaching through the year.
- Must have accurate and up-to-date material.
- The material must be sufficient to give students the knowledge they need to understand the concepts, develop the skills and engage in higher order thinking.
- The material should help students understand the world in which they live, prepare for exams, prepare for life, and raise their standard.
- The materials must be mistake free so it can be trusted.
- The material must be unbiased.
- The book must be attractive and engaging.
- Illustrations must vary from page to page.
- Activities suggested must vary from page to page.

Guideline for Writing a Textbook

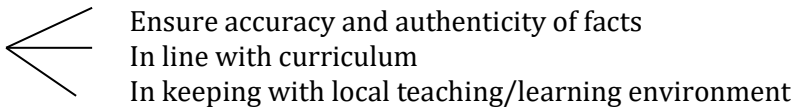
- End-of-the-chapter exercise must vary from chapter to chapter. They should encourage students to think, develop skills, and use information for a variety of purpose.
- Table of contents including subtopics.
- Index
- Glossary
- Introduction to textbook explaining how to use the textbook.
- Must be contextually relevant (feasible to use in classrooms, affordable, examples from context to increase relevance and meaning)

## **How to start writing textbook**

### *Planning*

- Decide on a topic (in relation to the curriculum)
- Review Curriculum to identify learning outcomes that are to be met for each chapter.
- Decide on the key ideas to be included in each chapter.
- Organize the key ideas.
- Decide which facts and concepts are to be included, what vocabulary/terms will be used, what values and skills can be developed.
- Decide which illustrations are to be used and prepare an art brief for the illustrator and designer.
- Decide which activities would develop further understanding of the concepts

### *Writing*

- Write as if talking to a group.
- Edit 
  - Ensure accuracy and authenticity of facts
  - In line with curriculum
  - In keeping with local teaching/learning environment
- Check meaning hasn't changed even if words have.
- Include activities.

### *Design*

- Designer finalizes layout of the text. Illustrator prepares illustrations.
- To make writing and studying the textbook easy, colour coding, different levels of headings, etc. can be used.

### *Edit*

- Check clarity of illustration, captions, activities etc.

- Do they show what they are supposed to show?
- Do they add anything to the text?

*Review*

- Have peers (experts) review and provide critico-constructive feedback?
- Incorporate relevant feedback.

*Pilot Test*

- Have teachers teach, observe, made changes as required.


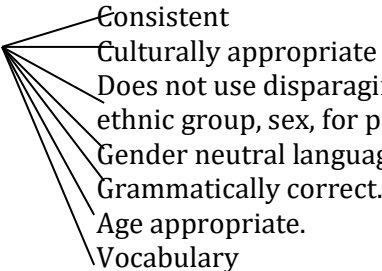
**Guideline for writing a Chapter**

**How to write**

*Planning*

- Learning outcomes chapter will realize (put at beginning of chapter)
- Identify topics and subtopics that will be included (develop outline)
- Decide on key ideas, facts, concepts, skills, values that can be developed.
- Decide potential illustrations.
- Activities-nature of activities that call student to do inquiry.

*Writing*

- Ensure that content is up to date, accurate and developmentally appropriate.
- Inclusion of otherwise excluded 
  - Women
  - Minorities
  - Other perspectives
- Language 
  - Consistent
  - Culturally appropriate
  - Does not use disparaging, patronizing language or stereotypes about any religion, ethnic group, sex, for people of differing ability or any other community.
  - Gender neutral language.
  - Grammatically correct.
  - Age appropriate.
  - Vocabulary
- Engage and hold readers attention.
- Recall previous learning, where possible.
- Structure writing so sentences are simple, paragraphs deal with single idea etc.
- Write a summary/ concept map at the end of chapter reviewing key knowledge and skills.
- Decide illustrations required

## Guideline for Writing a Textbook

- End-of-chapter exercises:
  - Recall and integrate previous learning
  - Engage students and develop their creativity.
  - Move from lower to higher order thinking.
  - Develop multiple intelligences
  - Contextually relevant in keeping with local teaching and learning

(Note: answer to higher order thinking questions, problems, experiment not in text or book)

(Note: Specific structure for Math, Physics, and all other subjects to ensure students can do on their own)

- Explanation
- Examples
- At the end of chapter, rules required.
- After 2-3 units a test.
- End of book sample exam papers.

↳ Ensure accuracy and authenticity in line with chapter outcomes spellings. Example for tests, exams in any subject.

## 8.0 Acknowledgements

### Social Studies Curriculum Development Team

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