

DRAFT

SNC - SOCIAL STUDIES

Suggested Guidelines (Grade 4)

Domain 1: Citizenship

Standard 1: All students will develop an understanding of citizenship, good character, responsibilities, diversity, and tolerance by observing some common etiquettes.

Student Learning Outcomes:

1. Students will be able to explain the rights and responsibilities of a citizen and global citizen, and practise digital/cyber citizenship.
2. Students will be able to identify basic human rights.

Knowledge:

Students will:

Define and identify the difference between the terms/concept citizen, global citizen, and digital/cyber citizenship.

Define the term 'Human Rights'.

Differentiate between rights and responsibilities.

Skills:

Students will be able to...

Differentiate between the terms/concept citizen, global citizen, and digital/cyber citizenship

Assessments**Formative Assessments**

Short answer question: Ask students to differentiate between rights and responsibilities between citizen, global citizen and digital citizenship. This will help teachers to identify the clarity with which students have grasped the distinctiveness of each term.

Summative Assessments

Situation-based question: Teachers share multiple scenarios with interactions between two or more people. Students are then asked about the following:

“Can you recognize the rights and responsibilities of different people involved in this scene?”

Learning Activities

Converting needs into actions: Students can write things that they think are important in their classroom. This means drinking water, paper, and pencil as well as intangible things like being heard when they speak and having the time to think before answering, etc. The students can then sort out the needs or 'rights' of an individual. They can then be asked to convert them into responsibilities for students in the classroom.

Students Learning Outcomes: Students will be able to distinguish between various forms of communication and assess their advantages and disadvantages.

Knowledge:

Students will define:

The term communication.

Means of communication – Letter, radio, phone, television, internet etc.

Skills:

Students will be able to...

Investigate how forms of communication have evolved over time.

Assess the advantages and disadvantages of various forms of communication.

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Assessments

Formative Assessments

Present students with multiple items in a row of objects such as television with phones, radio, and computer. Ask students the following: "Can you identify the means of communications in the rows of objects shown below?"

Summative Assessments

Numbering/Ordering: Teachers can present students with randomly ordered means of communication over a period of time. Students can be asked, "Can you re-order these forms of communications to show how they evolved/which came first?"

Learning Activities

Writing a letter: Students can write a letter to someone in the past e.g. Graham Bell to tell them how communication has changed over the years. What do we have now that they did not have in their respective times?

OR

Students can write a letter to their future self to tell them how they think means of communication will evolve further. Teachers can encourage their students to be as creative as they can and think out of the box during this activity.

Students Learning Outcomes: Students will be able to identify common etiquette for peace and harmony in society.

Students will be able to identify and explain the importance of Civic sense (traffic rules, keep the environment clean, WASH).

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Knowledge:

Students will define:

The term 'Tolerance'.

The concept of peace and conflict.

The advantages of living in harmony with groups of people of different gender, religion, ethnicity, and ability while practising etiquettes.

Civic Sense with examples (traffic rules, keep the environment clean, WASH).

Skills:

Students will be able to...

Identify the causes of disagreements at different levels such as personal, peer, neighbourhood and within a community

Present their view point on how to resolve conflict at different levels

Identify and practice common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline.

Assessments**Formative Assessments****Creative writing/speaking:**

Ask students the following question: "Can you share a story/an incident that you have seen where a problem/conflict was happening and how the people involved came up with a solution? Was it the best way to resolve it and why?"

Ask students to share their thoughts and can also come up with a creative writing on resolving conflicts.

Summative Assessments

Situation-based questions: Various scenarios are shared with students where they are asked to identify the peace maker or peace breaker characteristics. Students are asked to share reasons for their choice

Learning Activities

Celebrating diversity: Fill in the blanks – divide into pairs/groups and ask students to get to know each other and how they are different (skills, hobbies, favourite food, subject, etc).

Domain 2: Culture and Diversity

Standard 2: All students will learn about the coexistence of diverse groups of people in Pakistan as a nation.

Student Learning Outcomes:

- 1) Students will ~~to~~ be able to explain the concept of nation and nationalism.
- 2) Students will be able to recognise the importance of diversity in cultures, religion and people with different abilities in all the provinces of Pakistan

<p>Knowledge: Students will:</p> <p>Define the terms ‘Nation’ and ‘Nationalism’.</p> <p><u>Describe culture and its components,</u> describe the Elements of culture (crafts, languages, festivals, clothing, popular events, folk songs, food, and art)</p> <p>Define the term ‘diversity’ and key characteristics of Pakistani society comprising of people with mixed abilities, in different religious and ethnic groups.</p> <p>Recall the diverse cultural groups living in Pakistan.</p>	<p>Skills: <i>Students will be able to...</i></p> <p>Relate with being a proud part of a nation.</p> <p>Illustrate the cultural diversity of Pakistan with examples (religion, crafts, languages, festivals, clothing, popular events, folk songs, food, and art).</p> <p>Classify the major diverse groups and their key characteristics in Pakistani society.</p> <p><u>Recognize how different minorities celebrate their festivals.</u></p> <p><u>Explain how diversity aids society to prosper,</u></p>
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Assessments

Formative Assessments

Wheels of Provinces: Teachers prepare a spinning wheel that has multiple provinces/regions on the wheel. Next, the class is divided into groups. Each group spins the wheel and whatever province it lands on, they have to share cultural elements of that province such as dresses, foods, languages, etc.

Summative Assessments

Factual Informative Essay: Students write a factual report with examples on the various cultural and religious groups of Pakistan living in peace and harmony.

Learning Activities

Organise a full scale drama highlighting the events that led to the creation of Pakistan. Show scenarios how people with diverse backgrounds, religions in Pakistan live in peace and harmony.

Domain 3: State and Government

Standard 3: All students will identify the purpose of a government and constitution, and describe the components of a democratic government used to make decisions, seek consensus, and resolve conflicts. ~~All students will identify the purpose of a government and describe the components of a democratic government used to make decisions, seek consensus, and resolve conflicts.~~

Students Learning Outcomes: Students will be able to explain in simple terms how a democratic government operates.

Knowledge:

Students will ~~define~~:

~~Define and differentiate between 'state' and 'government'.~~

~~Describe the concept of a constitution.~~

~~Define the term 'General Elections'.~~

~~Describe the term 'leader'.~~

~~'State', constitution and 'government'~~

~~And explain the process of 'General Elections'.~~

~~The term 'leader'~~

Skills:

Students will be able to...

Explain the voting process and how the government is formed.

~~Differentiate between 'state' and 'government'.~~

Classify the qualities of a good leader.

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Assessments

Formative Assessments

Role-play: Organise elections in the classroom by making 3 groups of 2/3 people who will act as political parties and nominate a candidate – these candidates can share their strengths with an audience of voters and ballot voting will determine the winner. Observe whether each student understands their role and can perform related duties. Teachers can also ask concept clarifying questions in between e.g. “What happens now that we have our candidates?” or “What should we do with these votes that we have?”

Spot the differences: Ask students to detect three or more differences between state and government.

Summative Assessments

Situation-based questions: Students will have situations/interactions shared with them where one individual is acting well or poorly in the scenario such as lying, taking bribes, or placing an undeserving family member in an important position, and the prompt can ask students to decipher “Is this a characteristic of a good leader or bad leader?”

Learning Activities

Whom will you vote for?

Ask students to interview their parents and other adults to determine what are the main factors that are considered when they are voting. Students share this list with the class and try to come up with their own list of factors for choosing who to vote for.

Domain 4: History

Standard 4: All students will learn major historical events chronologically and enlist key historical events from pre-historic man and early civilizations to date. The students will also be able to recognize the international and national events and personalities.

Students Learning Outcomes: Students will be able to trace the advent of civilisations, their timelines, and the chronology of major historical events.

Knowledge:

Students will:

Define 'history' and recognize the importance of history.

Describe significant aspects of daily life, society and culture of the Indus Valley Civilization

Define civilisations and explain about major civilisations along the major rivers of the world (Mesopotamia/Nile Valley, Egyptian/Indus Valley/Gandhara) with their timelines.

Describe significant aspects of daily life and homes of the Indus Valley Civilisation

Skills:

Students will be able to...

Illustrate ancient civilizations along major rivers of the world such as Mesopotamia/Nile Valley Egyptian/ Indus valley on a timeline

Illustrate ancient civilisations along major rivers of the world such as Mesopotamia/Nile Valley Egyptian/Indus valley/Gandhara on a timeline/map

Identify and analyze the unique accomplishments of the Indus Valley civilization

Compare the life styles and homes of Indus Valley Civilisation with the modern day life and list the similarities and differences

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Assessments

Formative Assessments

Learning with maps: Show students the world map and ask to locate the rivers along which major ancient civilisations grew. Explain how all civilisations grew near the rivers.

Draw a timeline on the board and write time intervals of ancient civilisations. Students need to identify major events of that time interval.

Summative Assessments

Extended response questions:

Ask students to describe the daily life of the Indus Valley civilisation. They will illustrate the artifacts/objects used in daily life/buildings and make inferences about the use/purpose/beliefs of those things, e.g., what does the toy cart symbolise? What might be the role of the Priest King? State the purpose of building the Great Bath?

Learning Activities

Learning Activity 1:

Show pictures of Indus Valley Civilisation. (A video on the civilisation can also be played if teachers and students have access to it) Explain students how it was a modern civilisation for its time and how people lived and have built resources for a better lifestyle. Ask students to identify the similarities with today's world by looking at pictures.

Ask students to design a poster presentation highlighting the lifestyle, trade, toys and gems of the civilisation.

Mapping Skills:

Identify the Indus Valley Civilisation and explain why it is known as one of the most important and developed civilisations in the world?

Students Learning Outcomes:

- 1) Students will be able to explain the key role of the historical personalities of Quaid e Azam Muhammad Ali Jinnah, Allama Muhammad Iqbal, Mohtarma Fatima Jinnah, main events and major contributions that led to the formation of Pakistan.
- 2) Students will be able to recognise the role of minorities and regions/provinces in the formation of Pakistan.

Knowledge:

Students will:

be able to describe the role of following key personalities in the creation of Pakistan: Quaid e Azam Muhammad Ali Jinnah, Allama Muhammad Iqbal, Mohtarma Fatima Jinnah.

Describe events briefly that led to the creation of Pakistan with a focus on regional and provincial contributions.

Describe the role of certain historical personalities in the creation of Pakistan (Sir Syed A. Khan, Allama Iqbal, Maulana Mohammad Ali Johar, Fatima Jinnah, Liaquat Ali Khan etc).

Recognise the role of minorities in the creation of Pakistan.

Additional/Advanced SLO:

Describe the major historical events of the province or area (AJK, GB, ICT)

Identify contributions (social, political, religious) of key personalities for the development of the province or area (AJK, GB, ICT)

Skills:

Students will be able to...

Analyze and discuss the role of the following key personalities in the creation of Pakistan: Quaid e Azam Muhammad Ali Jinnah, Allama Muhammad Iqbal, Mohtarma Fatima Jinnah.

State the main events that led to the creation of Pakistan.

Explain the regions'/provinces' contribution to the creation of Pakistan.

Explain the role of minorities in the creation of Pakistan.

Examine the role of two historical personalities in the creation of Pakistan (Sir Syed Ahmed Khan, Allama Iqbal, Maulana Mohammad Ali Johar, Liaquat Ali Khan, Fatima Jinnah)

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Assessments

Formative Assessments

Ask students to:

- Complete a chronological timeline of the historical events that led to the creation of Pakistan on the board.
- Appreciate the participation of the minorities in the creation of Pakistan.
- Name the important personalities of the Pakistan movement.

Summative Assessments

Encourage students to:

- Describe key historical events in their notebooks. Explain the significance of these events and how they led to the creation of Pakistan.
- Assess the role of minorities in the creation of Pakistan.
- Explain how each of the historical personalities (Sir Syed A. Khan, Mualana Mohammad Ali Johar, Fatima Jinnah, and Liaqat Ali Khan) contributed towards the formation of Pakistan.

Learning Activities

Research on Pakistan Movement: Research from newspapers, books, etc. about some other key personalities of the Pakistan Movement (including minorities) from different provinces.

Students listen/read Quaid-e-Azam's speeches and select one to read aloud in their classes.

Role-play: Organise a role-play about the Pakistan Movement with the help of their teachers on Pakistan Day or Independence Day.

Domain 5: Geography

Standard 5: Students will learn to read the globe/map, along with the ability to use it to enhance their understanding of geography, landforms, and various physical features of Pakistan. They will understand the interaction between land and its people, weather, and climate. They will develop an awareness of the prevalence and management of natural disasters and the required safety measures. Students will be able to develop an understanding of population and its implications. Teachers will adopt standards and benchmarks according to the individual needs of the students.

Students Learning Outcomes: Find and locate places on a map using BOLTSS, scale, longitudes, and latitudes.

Knowledge:

Students will:

~~*Describe the terms: maps and globes.*~~

~~*Enlist the uses of maps and globes.*~~

~~*Identify the key elements in a map/globe.*~~

~~*Learn to read and interpret information from maps and a globe.*~~

~~*Describe the key features of maps i.e. continents and oceans.*~~

~~*Develop the concept of BOLTSS, use of compass and cardinal points.*~~

Skills:

Students will be able to...

~~*List down the uses of maps and globes.*~~

~~*Learn to read and interpret information from maps and a globe.*~~

~~*Locate and mark various continents and major oceans/seas.*~~

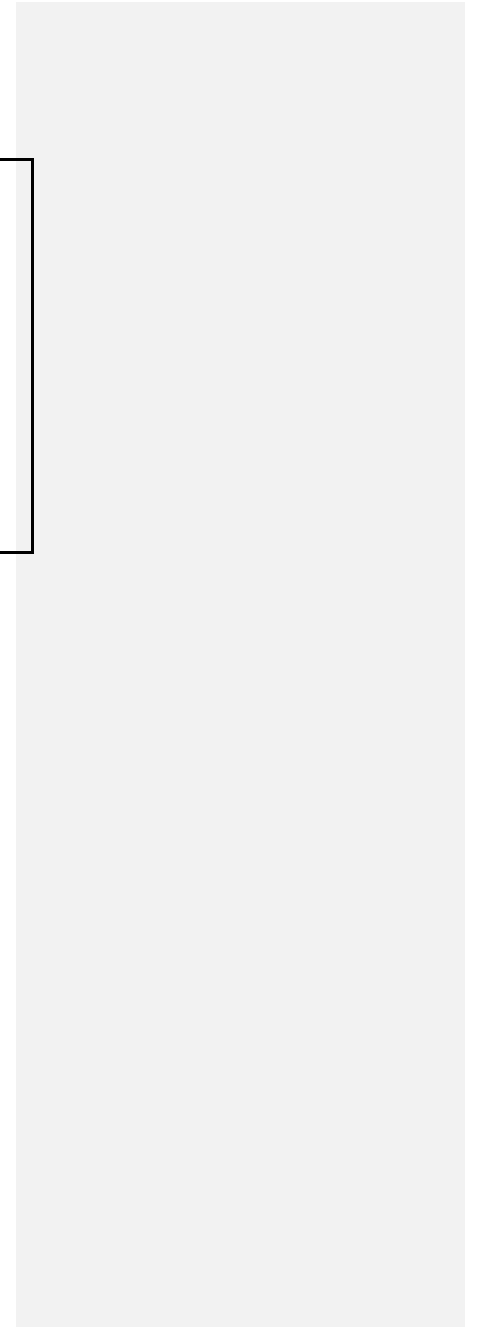
~~*Recognise the concept of directions with the help of cardinal points and compass.*~~

~~*Describe and label borders, orientation, legend, title, scale and source or BOLTSS with the help of a map.*~~

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Assessments

Formative Assessments

Teacher will

- Bring a world map or a globe to class and ask students to tell the uses of maps.
- Ask students to name the key elements of the map and tell what BOLTSS stands for.
- Ask students to locate the five oceans and seven continents of the world on the map or the globe.
- Ask students to tell the purpose of using a compass while reading a map.
- Name the cardinal directions and give examples using a map.

Summative Assessments

Students will

- Describe the uses of maps giving examples of situations from their daily life.
- Locate the oceans and continents on a blank map of the world.
- Label the cardinal directions of different places shown on a map.
- Draw a map of their neighborhood and apply the concept of BOLTSS.

Learning Activities

Learning with maps: Use a city guide map to locate different places around the school.

Pakistan and neighbouring countries: Study the political map of Pakistan on an atlas and locate the neighbouring countries. Ask them to identify the directions where the neighbouring countries are located, e.g. Afghanistan is located in the West of Pakistan; China is located in the north-east of Pakistan, etc.

Students Learning Outcomes:

Students will be able to identify various landforms ~~in Pakistan and their distinctive features.~~

Knowledge:

Students will:

~~Identify major landforms and their types in Pakistan.~~

~~Explain physical regions of Pakistan.~~

~~Identify major landforms and their types in Pakistan:~~ plains, plateaus, mountains, valleys, hills, deserts, glaciers, rivers, islands etc

Skills:

Students will be able to...

Classify major landforms, their types and physical regions of Pakistan, ~~with their distinctive characteristics.~~

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Assessments

Formative Assessments

Maps:

- Show the physical map of Pakistan in an atlas or online and ask students to locate the various physical regions of Pakistan.
- Ask students to use the legend of the map and tell the height of different physical features of Pakistan.

Summative Assessments

Labelling on maps:

- Label the physical features of Pakistan on a given map of Pakistan.
- Describe the types of the physical features (plain, plateau, mountain, valley, hill, desert, glacier, river, and island) in terms of their height, vegetation, the lifestyle of people, etc.

Learning Activities

Picture identification: Teachers will bring pictures of mountains, plains, plateaus, rivers, deserts, valleys, islands, etc to class or show them online. Students will work in groups and note down their observations in terms of the type of the landform (U-shaped or V-shaped valley, etc.), type of land (fertile, barren), etc.

Field trip: Teachers will organize a field trip for students to observe the physical features of the region they live in. Students will record their observations, in the form of notes, sketches, photographs, etc. They will use this information to create a presentation.

Students Learning Outcomes:

Explain how the physical environment affects the lifestyle of people.

Determine how people affect the physical environment.

Knowledge:

Students will:

Define and distinguish between weather and climate.

Describe the effects of physical environment on the lifestyle of people in Pakistan.

Identify ways in which human activities can have a positive and negative impact on the environment.

Describe the importance and interconnectedness of Water Sanitation and Hygiene (WASH).

Skills:

Students will be able to ...

Differentiate between weather and climate.

Explain the effect of the physical environment on the lifestyle of people in Pakistan.

Demonstrate an understanding of how human activities have changed the natural environment e.g. deforestation, building dams, industry, etc (positive and negative impact).

Identify the importance and interconnectedness of Water Sanitation and Hygiene (WASH).

Additional/Advanced SLOs

Emphasise the importance of sustainability and global warming in how people interact with their natural environment.

Describe the consequences of non-sustainable actions.

Assessments

Formative Assessments

Ask students to:

- Tell what they understand by the terms weather and climate.
- Give examples from their daily life of how the physical environment affects their lifestyle, e.g. types of clothes, food, jobs, etc.
- Give at least one example of the positive and one of the negative impacts of human activities on the environment.
- Ask students what they understand by WASH.

Summative Assessments

Students will:

- Write the definitions of weather and climate in their notebooks.
- Give examples of different regions of Pakistan to show how the physical environment affects the lifestyle of the people, e.g. people in the mountains do not have flat land to grow crops so they mostly rear domestic animals. People living near the coasts are engaged in fishing, etc.
- Make a list of at least three human activities that harm the environment.
- Make a list of at least three human activities that benefit the environment.
- Explain the importance of Water, Sanitation, and Hygiene for a healthy lifestyle. Give examples to show how these are linked to each other.

Learning Activities

Recording the weather: Ask students to record the weather of their city and another city of their choice for 2 weeks. Compare the weather of these cities and describe how it is similar or different.

OR

Pictures that show the weather, people, types of houses, vegetation, etc of all regions of Pakistan. Draw inferences from these pictures about how the physical environment affects the lifestyle of people, e.g., the children in Gilgit-Baltistan are wearing woollen caps because the climate is cold for most of the year.

Research: Ask students to create a presentation about human activities that impact the environment positively and negatively.

OR

Research in groups about the United Nations WASH programme in Pakistan. Write the actions that can solve the problem of poor sanitation in Pakistan.

Students Learning Outcomes: Students will be able to explain the effects of overpopulation and scarcity of resources. Give examples of other highly populated countries like China, Japan etc and how they are managing their resources with huge populations

Knowledge:

Students will:

Define the terms 'Population' and 'Census'.

Define the term 'Growth Rate' and 'Population Density'.

Describe the factors affecting population increase in Pakistan.

Determine the impact of population increase on the quality of daily life in the students' community. Define:

'Population', 'Census', Growth Rate and Population Density and their importance

Describe the factors and problems affecting population and the problems caused by overpopulation

Skills:

Students will be able to...

Explain the importance of 'census'.

Survey the distribution of population in the region and give a map of the region/province.

~~State the factors affecting population increase in Pakistan.~~

Enlist the major problems caused by overpopulation.

Classify the impact of population increase on the quality of daily life in the students' community.

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Assessments

Formative Assessments

Ask students to:

- Tell what they understand about census and population.
- Define the terms growth rate and population density.
- Give at least 2 examples of factors affecting the population.
- Give at least 2 examples of problems caused by overpopulation.
- Locate the areas with high population density using a population density map in an atlas or online.

Summative Assessments

- Describe the importance of the census for a country.
- Differentiate between densely and scarcely populated areas.
- Describe the factors that cause an increase in the population.
- List the problems caused by overpopulation.

Learning Activities

- Conduct a census in class.
- Show a population density map of the world and ask students to identify the densely populated countries of the world.
- Research the impact of a growing population on food and water supply, availability of jobs, etc.

Assessments

Formative Assessments

Spot the difference: Show students two images, one of which is a need and the other is a want, with some basic context. This can be a bottle of water or a toy. Students are told that they have only Rs. 10 for example and can only buy one item. Which of the two should they buy? How did they decide?

Summative Assessments

Situation-based questions: Students are given scenarios that explain various situations with limited resources and multiple choices. Teachers will ask the students to make their choice and explain their reasons for doing so. Students are marked based on their reasoning and how well they can support their choice.

Learning Activities

Set up a marketplace in the classroom:

Ask students to volunteer to pick an item from home that they want to sell to their classroom. They will set up stalls and the rest of the students will be given fake paper money to help them purchase an item they like. This active marketplace will help students understand how there are producers and consumers and how their interaction takes place.

Students Learning Outcomes:

Students will be able to:

- Inquire what is ‘entrepreneurship’ and demonstrate their entrepreneurial skills.
- Discuss the importance of money management and how banks help in this process.

Knowledge:

Students will:

Define the concept of banking and identify the services provided by bank

Learn and identify different types of entrepreneurship (production, trade, services, manufacturing).

State success stories of at least one male and one female entrepreneur from Pakistan and/or from the world.

Skills:

Students will be able to...

Differentiate between different types of entrepreneurship (production, trade, services, manufacturing) with examples of businesses from Pakistan.

Describe the role and importance of money in peoples’ lives.

Apply economics and money management in personal life (pocket money, expenditure, and savings).

Assessments

Formative Assessments

Case study with successful businesses: Provide students with a few interesting case studies (age-appropriate) and ask them to identify the type of entrepreneurship it is based on, the key success elements etc

Summative Assessments

Extended response question: Students develop a response to the following questions: “Identify the role of money using examples from your day-to-day life.”

Learning Activities

Spending and Saving: Divide students into groups and given them fake money in different quantities. Share price of some important items on the board encouraging students to come up with a budget for buying the necessary items only. Explain how people earn money in different quantities. Some earn more and some less and based on that necessities change and it is essential to save money for difficult times.

Ask them to pick up their necessities based on the money they have and the budget they have designed.

DRAFT

SNC - SOCIAL STUDIES

Suggested Guidelines (Grade 5)

Domain 1: Citizenship

Standard 1: All students will develop an understanding of citizenship, good character, responsibilities, diversity, and tolerance by observing some common etiquettes.

Student Learning Outcomes:

Students will be able to:

Describe and practice the rights and responsibilities of a citizen, global citizen, and digital/cyber citizenship.

Identify basic human rights.

Identify and practice common etiquette for peace and harmony in society.

Knowledge:*Students will:*

Recognise the rights and responsibilities of a Pakistani citizen; responsibilities can include:

- Demonstrate character traits such as respect, truthfulness, humility, justice, inclusion, respect of women and ethics of digital citizenship

- Identify their rights to practise freedom of speech.

Skills:*Students will be able to:*

Discuss the fact that all individuals have equal rights, irrespective of religious and ethnic differences.

Demonstrate an understanding of freedom of speech and respect of others' opinions by being an aware listener and accepting others view point

Recognise the ethics of being digital citizens when connected online, and how to deal with differences of opinion.

Recommend ways to create peace and harmony in society

Contribute new ideas to group discussions and negotiation as tools for resolving conflicts at home and school.

Examine their own and society's common etiquettes in today's world and recommend changes

Additional/Advanced SLOs

Identify the fundamental human rights as stated by UN Charter.

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Assessments

Formative Assessments

Role-play: Divide students into groups and each is given a different issue for potential conflict to write and present a dialogue. Each group comes up turn by turn and shows the best way to deal with the issue to achieve peace and harmony. The teacher can give feedback on, how perceptive the students were in analysing the issue and what ways were considered to create harmony in the event of such an issue.

Summative Assessments

Short answer question: Students will be asked to “Enlist the principles to be followed while using the internet” to ascertain their level of understanding of responsible digital citizenship.

Learning Activities

Creative conflict resolution using storybooks: Storybooks and fairytales are filled with examples of conflicts/disagreements. Choose a storybook or fairy tale to examine, and read it over as you think about the conflict in the story. Answer the following questions as a class:

- What is the conflict in the story?
- How do the main characters feel about the conflict?
- What does each of the characters want or need?

Guided conflict resolution: Present ways to students to solve problems without fighting by discussing the following questions with students in a friendly environment:

- Describe a disagreement, argument or fight you’ve had with someone. How did that conflict end? How did the problem make you feel, from beginning to end?
- Conflicts like arguments can make you angry and frustrated, but conflicts aren't always such bad things. Let's talk about ways having disagreements and arguments can be helpful sometimes.
- Why is it best for people to be able to talk and listen to each other. Why is it important to talk and not keep your feelings inside to yourself?

Students Learning Outcomes: Students will be able to distinguish between various forms of communication and assess their advantages and disadvantages.

Knowledge:

Students will:

Understand the concepts of mass media and social media.

Additional/Advanced SLOs

Ways to verify information received through social media and mass media.

Skills:

Students will be able to:

Investigate the advantages and disadvantages of mass media and social media.

Additional/Advanced SLOs

Recognise the need to verify information received through social media and mass media.

Assessments

Formative Assessments

Sorting: Provide instances of positive and negative social media interactions and students are supposed to determine which is which while also providing reasons.

Summative Assessments

Creative Writing: Students will develop a short story or essay to demonstrate either the advantages or disadvantages of social or mass media

Learning Activities

Storytelling: Teachers can use newspaper clippings of 3 or 4 images and distribute them across the class with one image being allotted to more than one child. Every student will write a short news article about what they think happened in the image. Later, the teachers sort how many different perspectives are provided using one image, effectively presenting one of the major potential disadvantages of media of giving us limited perspective.

Domain 2: Culture and Diversity

Standard 2: Students will learn about the coexistence of diverse groups of people in Pakistan as a nation.	
Students Learning Outcomes: Explain the concept of nation and nationalism. Understand and appreciate the diversity of cultures, gender, religion, ethnicities, differently-abled in Pakistan.	
Knowledge: <i>Students will:</i> Describe the term "Interfaith Harmony" and explore what it means within the context of Pakistan. Recognise the concept of nationalism, multi-cultural society, inter-faith harmony and inclusion. Describe inclusion and explain its benefits for a nation. Learn about shared values and norms amongst diverse cultures of Pakistan (hospitality, sports, events, resilience).	Skills: List ways in which Pakistan can be made more inclusive for women, transgender community, religious and ethnic minorities, and mixed abilities individuals. Explain shared values and norms amongst diverse cultures of Pakistan (hospitality, sports, events, resilience). Identify the norms and advantages of a multicultural society. Discuss ways in which different religions can coexist peacefully in Pakistan.

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Assessments

Formative Assessments

Biography of a famous personality: Suggest to pick a personality that they think is different from them. Write about who they are, their background, and other information on their profession. They can discuss as a class how they are similar and different to them to exchange ideas about how being different makes you contribute to society in your own special way and similarities are what bind us together.

Summative Assessments

Extended-response question: The teacher will provide a prompt as follows: “Can you identify some practices that can help make our society more inclusive? Choose two groups you would like to focus on and write two practices each. Make sure to include your reasons!”

Learning Activities

Getting to know different faiths: Sit with students in a circle and discuss ways in which different religions and faiths are similar in promoting peace and humanity. Ask questions about people and cultures unfamiliar to them. Provide a safe space for students to probe through questions and get to know more about other religions and how it is important to live with respect and harmony. Provide simple, age-appropriate explanations and answer questions in honest, matter-of-fact ways. Encourage students’ natural curiosity while initiating conversations about the world around them. For example, on questions about mixed abilities: “*Some people with disabilities may walk, talk, listen, think, or behave differently, but we have many similar feelings and share many things in common.*”

Standard 3: Students will identify the purpose of a government and describe the components of a democratic government used to make decisions, seek consensus, and resolve conflicts.

Students Learning Outcomes: Students will be able to describe the components of government.
Students will be able to describe how the government is organised (including differences in local, provincial, and national governments).

Knowledge:

Students will:

Give reasons for the need for a federal government.

Describe the components of a government: Legislature, Executive, Judiciary.

Describe the concept of democracy and its importance for the people.

Explain the interdependence between federal, provincial, and local governments in Pakistan.

Concept of democracy

Additional/Advanced SLOs

Discuss the components of a democratic government i.e. legislature, executive, and judiciary.

Skills:

Explain the interdependence between federal, provincial, and local governments in Pakistan. Identify the concept of provincial and federal governments and their interdependence and state reasons.

Additional/Advanced SLOs

Describe the concept of democracy as the most popular system of government and describe why it is the preferred form.

Discuss the rights and responsibilities of a Pakistani citizen according to the 1973 Constitution.

Describe the Importance of Rule of law against unjust and illegal activities.

Describe the structures of a government: Legislature, Executive, Judiciary.

Describe the formation and function of political parties and how do they contest elections according to their Manifesto.

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Assessments

Formative Assessments

Sorting: Give students a jumbled-up list of federal, provincial, and local government activities and responsibilities of Pakistani citizens and ask them to identify each.

Summative Assessments

Debate and discuss: Students will argue for and discuss the merits and demerits of the need for a Federal government with examples. They will be required to pick one position and use examples and evidence to justify their position.

Learning Activities

Field trip: One possible lesson may be to plan a field trip to a local government meeting. Students can have the opportunity to witness how important decisions are made for their city or town and how votes are collected. They can also be given assignments to attend a local school board meeting. The school board directly affects the lives of the students and watching this board in action will allow the students to see how democratic actions shape their future.

Guest Speaker:

Invite a guest speaker who works either for the government or has a strong understanding of how government operates. Ask the guest speaker to talk to students about these affairs by providing simple examples using simple language. Encourage students to ask meaningful questions. This will help them develop better critical thinking skills.

Students Learning Outcomes: Students will be able to describe how the government is organized (including differences in local, provincial, and national governments).

Sub-domain: Constitution

Knowledge:

Students will:

Define the ~~term~~**concept** of the constitution.

Skills:

Describe and analyze the need and importance of a constitution.

Additional/Advanced SLOs

Distinguish between rules and laws and how they help create a just and healthy political environment in a country.

Assessments

Formative Assessments

Debate and discuss: Debate on what is a constitution and how do they help maintain law and order.

Summative Assessments

Extended-response questions: Research on the amendments in Pakistan and choose one which you would want to add to or eliminate from the constitution. Explain and give reasons for your choice in no more than 200 words or through illustration.

Learning Activities

Build your own constitution: Divide students into groups and ask them to build a constitution for their classroom. Students should write at least 5 points.

Domain 4: History

Standard 4: All students will learn major historical events chronologically and list key historical events from pre-historic man and early civilizations to date. The students will also be able to recognize the international and national events and personalities.

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Students Learning Outcomes:

Students will be able to trace the ~~advent of civilizations, their~~ timelines of ancient civilizations (Mesopotamian, Egyptian, Indus Valley, Gandhara).
~~Students will be able to describe significant aspects of daily life, society and culture of the Egyptian civilization _ and the chronology of major historical events.~~

Knowledge:

Students will:

Describe significant aspects of daily life, society and culture of the Egyptian civilization

Additional/Advanced SLO:

Describe significant aspects of daily life, society and culture of the following early civilizations: Mesopotamia/Chinese/Gandhara.

Describe the salient characteristics of Indus Valley.

Additional/Advanced SLOs

Discuss and describe the salient characteristics of other ancient civilisations: Mesopotamia, Nile Valley, etc.

Skills:

Illustrate ancient civilizations such as Mesopotamian, Egyptian, Indus Valley, Gandhara on a timeline

Identify and analyze the unique accomplishments of the Egyptian civilization

Describe the salient characteristics such as geographic boundaries, cultural characteristics, political and economic institutions, etc. of the Indus Valley civilisation

Identify and analyse the unique accomplishments and limitations of early civilisations

Additional/Advanced SLO:

Describe the salient characteristics such as geographic boundaries, cultural characteristics, political and economic institutions, etc. of the following early civilisations: Mesopotamia/Chinese/Egyptian/Indus valley.

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Assessments

Formative Assessments

Short answer questions: Ask students to:

“Recall the location of Indus Valley civilisation.”

“Recall the daily life of the people of the Indus Valley civilisation.”

“Talk about the prominent features of the Indus Valley civilisation.”

Summative Assessments

Extended Response Questions: Describe the salient features of the Indus Valley civilisation. Analyse by providing examples of how advanced this civilisation was in terms of architecture, trade, gems and jewels etc

Learning Activities

Make students watch documentaries about the Indus Valley civilisation or read about it and have a class discussion on this.

Organise a field trip to a museum where artifacts of the Indus Valley civilisation are displayed. Students will record their observations in the form of notes and sketches.

Refer to books/articles/websites to explore other ancient civilisations like Mesopotamia, Nile Valley, etc. Students can prepare presentations in the form of groups.

Standard 4: All students will learn major historical events chronologically and list key historical events from pre-historic man and early civilizations to date. The students will also be able to recognize the international and national events and personalities.

Students Learning Outcomes:

Students will be able to analyze and discuss the key contributions of the historical personalities of Sir Syed Ahmed Khan and Begum Rana Liaquat Ali Khan.

Students will be able to explain the region's/province's contribution to the creation of Pakistan.

Knowledge:

Learn about the key contributions of the following national heroes:

Sir Syed Ahmed Khan, Begum Rana Liaquat Ali Khan.

Explain the region's/province's contribution to the creation of Pakistan.

Describe the role of minorities in the creation and development of Pakistan.

Skills:

Analyze and discuss the key contributions of the following national heroes:

Sir Syed Ahmed Khan, Begum Rana Liaquat Ali Khan.

Additional SLOs:

Analyze and discuss the key contributions of the following national heroes: Begum Jahanara Shahnawaz, Chaudhry Rehmat Ali

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Assessments

Formative Assessments

Summative Assessments

Learning Activities

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Standard 5: All students will learn to read the globe/map, along with the ability to use it to enhance their understanding of geography, landforms, and various physical features of Pakistan. They will understand the interaction between land and its people, weather, and climate. They will develop an awareness of the prevalence and management of natural disasters and the required safety measures. Students will be able to develop an understanding of population and its implications. Teachers will adopt standards and benchmarks according to the individual needs of the students.

Students Learning Outcomes:

Students will be able to find and locate places on a map using BOLTSS, scale, longitudes, and latitudes.

Knowledge:

Students will:

Recognize different types of maps e.g. road map, tourist map, weather map, political map, and topographical map.

Recognize the characteristics of latitudes, longitudes, and time zone.

Define 'scale' in reading maps and their types with the help of diagrams.

Develop an understanding of the concept of scale to read maps.

Skills:

~~Recognise the characteristics of latitudes, longitudes, and time zone.~~

Use latitudes and longitudes in determining location through Grid Reference.

Apply the concept of BOLTSS with the help of a political or physical map.

Additional/Advanced SLOs

Recognise different types of maps e.g. road map, tourist map, weather map, political map, and topographical map.

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Assessments

Formative Assessments

Ask students to:

- Recall the key elements of a map.
- Recall what BOLTSS stands for.
- Locate latitudes and longitudes on a map.
- Locate countries in different time zones, using the map of time zones of the world.
- Locate Pakistan on the map of the world using grid reference.

Summative Assessments

- Label BOLTS (Border, Orientation, Legend, Title, and Scale) on a given political or physical map.
- Label latitudes and longitudes on the given diagram and describe their characteristics.
- Describe why different countries have different time zones.
- Locate Greenwich Mean Time (GMT) on a given map and write the time zone of their region.
- Using a map of Pakistan, write the latitudes and longitudes of their city and any three other cities using grid references.

Learning Activities

Ask students to explore interactive maps online, e.g. Google maps to locate their area.
Students to work in groups and plan a trip to their favourite destination in Pakistan. Use Google maps to explore various routes and plan their itinerary.

Students Learning Outcomes:

Students will be able to determine how people affect the physical environment.

Knowledge:

Students will:

Briefly describe the distinctive characteristics/features of each physical region of Pakistan.

Describe the factors that affect climate (Distance from the Sea, Distance from the equator, etc).

~~Develop an understanding of global warming.~~

Explain the concept of global warming.

Skills:

Analyse the impact of Global Warming on climate change.

Assessments**Formative Assessments**

Ask students to:

List the factors that affect climate.

Tell at least two reasons for climate change.

Tell what they understand by global warming.

Summative Assessments

Describe the factors that determine the climate of a place.

Compare the climate of two different places and explain the factors that affect the climate of each place.

Analyse the factors of climate change, drawing examples from Pakistan and the world.

Describe global warming and the factors that are causing it.

Analyse the impact of global warming on climate change.

Learning Activities

Ask students to research in groups about the climate of at least three different places in Pakistan (mountains, plains, deserts). They will present their finding in the form of a PowerPoint presentation or make a poster.

Students will explore the latest news about climate change with the help of their teacher and make notes about the measures taken around the world to combat climate change.

Teachers will help students prepare a class debate: 'Is Pakistan taking satisfactory measures to combat climate change?'

Tree plantation: Students can plant a tree in their school to celebrate how they can be an active part of the community and contribute to benefiting other people around them as well.

Students Learning Outcomes:

Students will be able to explain how the physical environment affects the lifestyle of people.

Knowledge:

Students will:

Learn about different occupations of people (agriculture, mining, and industry) and give examples

Understand how physical environment affects occupation e.g. (Pakistan is an agricultural country and people living in rural areas earn their livelihood from agriculture).

Skills:

Distinguish between various occupations (agriculture, mining, and industry) and how people use these for their livelihoods

Compare and classify the physical environment of a tropical and a cold environment and identify the major occupations of both climates.

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Assessments**Formative Assessments**

Teachers will ask students to:

Name the different occupations they are aware of.

Tell which occupation appeals to them.

Summative Assessments

Students will:

Describe at least three different occupations related to agriculture, industry, and mining.

Appreciate that women, minorities, Khwajasira, and mixed ability individuals play their roles in various occupations.

Learning Activities

Ask students to watch documentaries about people engaged in agriculture, mining, and industry to explore their roles.

Encourage students how technology can improve the way people work in agriculture, mining, and industry.

Teachers can organise a role-play in class. Students will select their favorite occupations and prepare a short skit related to their selected occupation.

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Students Learning Outcomes: Students will be able to recognise various natural disasters and describe the safety measures.

Knowledge:

Students will:

Describe common natural disasters (floods, earthquakes, cyclones, avalanches) and how they affect human life.

Learn the safety measures that can be taken in case of natural disasters (such as floods and earthquakes - before, during, and after).

Describe the concept of food security

Skills:

Interpret how common natural disasters occur (floods, earthquakes, cyclones, avalanches) and how they affect human life.

Suggest safety measures that can be taken in case of natural disasters (such as Floods and Earthquakes - before, during, and after).

Assess the need for food security in Pakistan.

Additional/Advanced SLOs

Investigate how at least one natural disaster in the past impacted the affected areas and their population.

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Assessments

Formative Assessments

Ask students to:

- Recall the types of natural disasters.
- Tell how natural disasters occur.
- Tell what they understand about food security.
- Give at least one safety measure to be taken in case of a natural disaster.

Summative Assessments

Students will:

- Describe how common natural disasters occur.
- Analyze the impact of natural disasters on land and people.
- Enlist the safety measures in case of natural disasters.
- Explain the concept of food security. Give reasons why people need to have food security.

Learning Activities

- Organise an earthquake drill in class.
- Make posters about safety measures in case of a natural disaster.
- Find out helpline numbers of emergency services, etc.
- Watch documentaries about safety measures, e.g. evacuation plans, etc, and make an evacuation plan for their home and school.

Standard 6: All students will describe how resources and choices regarding production, distribution and consumption of goods and services affect the well-being of the individual and society.

Students Learning Outcomes:

Students will be able to explain how people and societies make economic decisions.

Students will be able to identify key elements of an economy (goods and services, producers, and consumers).

Knowledge:

Students will:

Define trade, entrepreneurship, E-commerce export, and imports.

Recall the terms goods and services.

Discuss the success stories of at least one international and one Pakistani entrepreneur.

Skills:

Differentiate between public and private goods and services.

State the major imports and exports of Pakistan.

Describe the importance of International Trade for the development of Pakistan.

Identify major means of Transportation in Trade and Business.

Illustrate examples of entrepreneurial skills and competencies.

Discuss the contribution of at least two Pakistani entrepreneurs (one male and one female).

Create and present their own hypothetical business/enterprise.

Additional/Advanced SLOs

Identify the importance of taxes and government loans to pay for goods and services (roads, hospitals, schools, electricity, etc).

Assessments

Formative Assessments

Observe and document: Ask students to observe their surroundings and try to identify five public and five private goods and services. Encourage students to label each as either a good or service as well. Students can discuss their observations in class and teachers can give feedback on their understanding.

Summative Assessments

Case Study: Give students prompts which will include examples of two countries, one country is closed off and does not trade with other countries. The second country specialises in one product and exchanges that with other countries for their goods and services. Teacher can include other information in these prompts such as country 1 experiences drought and are facing food shortage or country 2 has a research and development department to increase specialisation. Students can use these prompts to build on their understanding and make connections regarding the benefits of international trade.

Learning Activities

Creating a new business: Divide the class into 4 groups and assign a business idea to each group. Students need to come up with a business plan for each, including sourcing raw material, hiring of staff, potential clients/ outlet, location of the outlet, marketing strategy, etc.

Standard 72: All students will describe the economic system of Pakistan, along with the role of banks in enhancing the trade activities for individuals and businesses. Domain 6: Economics

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Students Learning Outcomes: Students will be able to evaluate the causes and types of inflation and how it affects the buying power of people.

Knowledge:

Students will:

Define the term “Inflation” and how it affects the purchasing power of people.

Different causes and types of inflation.

Additional/Advanced SLOs

The currencies of different countries.

Skills:

Analyse different causes and types of inflation.

Narrate with examples the evolution of money, trade via the barter system before money was introduced.

Additional/Advanced SLOs

Identify the currencies of different countries.

Assessments

Formative Assessments

Sequencing: Students will be given random images of coins/ notes from different eras in the subcontinent. They will need to organize them as per their chronological order.

Summative Assessments

Introducing different types of money: The teacher shows the students different notes, coins, and cards. Talk about their names, shapes, sizes, colors, values, and symbols.

Sorting: Students will be given multiple examples that can show either demand or supply-side inflation. Students will need to use their conceptual understanding to identify which example falls under which type of inflation.

Learning Activities

Role-play: Students will be divided into groups, one group will be asked to create an item, such as a cardboard card/house. Other groups will set up stalls that might be needed to build the house. First, students will purchase the supplies at a baseline amount and create the item, noting its final total cost. Then, students will be asked to build the same item but now, they will need to purchase supplies at a higher cost. This will increase the final total cost and students will understand the concept of supply-side inflation.

Students Learning Outcomes: Students will be able to discuss the importance of money management and how banks help in this process.

Knowledge:

Students will:

Learn the role of Commercial Banks in the lives of individuals and businesses.

Skills:

Students will be able to:

Identify the role of The State Bank of Pakistan.

Assessments**Formative Assessments**

Sorting: Provide multiple functions to students and the teacher can ask them to do the following: “Can you sort these based on whether these functions are performed by the central bank, the commercial bank, or both?”

Summative Assessments

Short answer question: Ask students to respond to the following question: “Identify differences in the functions and operations of commercial banks and the State Bank of Pakistan.”

Learning Activities

Role-play: Students are asked to volunteer to become either customer, commercial banks, or the State Bank of Pakistan (central bank). One example to show the chain of events of how a customer applies for a loan with a commercial bank, the commercial bank confirms how much can be loaned from the central bank, who then share an amount that the commercial bank lends to the customer. It is best to show the interconnectedness of these different institutions for better understanding.

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