
Curriculum Guidelines

Pakistan Studies Grade 9 – 10

The curriculum aims to equip students with the knowledge and insight into the history of the region and the struggle for independence so that our citizens are informed decision makers. The curriculum is divided into seven domains: Geography of Pakistan, History of Pakistan, Environment of Pakistan, Resources and Economic Development in Pakistan, Citizenship, Society and Culture of Pakistan and Pakistan, and International Affairs. The overarching aim of the subject is to develop an understanding of the people and country of Pakistan, of its physical characteristics, human and natural resources, economic development, population characteristics, political development, society and culture and of their inter-relationships.

The curriculum also aims to provide insights into the origins, creation and development of Pakistan, and encourages discussion of issues facing Pakistan. It aims to enable students to:

- Acquire knowledge and understanding of the human past and investigate historical events, changes, people and issues.
- Develop understanding of how the past has been represented and interpreted.
- Apply skills and interpret a variety of environmental and historical resources/sources
- Develop an understanding of the nature and use of historical evidence to organize and communicate knowledge and understanding of history
- Develop and stimulate an interest and enthusiasm for history and acquire a basis for further historical study.
- Develop an understanding of the nature of cause and consequence, continuity and change and similarity and differences.
- Trace the constitutional Development and contributions made by different political parties in course of time.
- Evaluate the relationship of Pakistan with other countries in the world and contribution in international organizations.
- Apply knowledge and understanding of physical and human environments and issues.
- Analyze physical and human environments, related issues and develop sustainable solutions.
- Develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints by becoming knowledgeable, inquiring, caring and compassionate learners.

Note:

1. Different National and International Curricula were consulted while developing the NCP for this subject.
2. There are certain links given here for videos, websites and documents. All links were checked for authenticity on 7th April, 2023, it has been established that they are valid. Since these are third party links, NCC will not be responsible if they are changed or do not work in the future. NCC is working on creating a repository of information which will be sustainable and accessible, all information from links will be downloaded and made available in due time to avoid this issue in the future.
3. The mention of all websites and links, from which content for activities was adapted, will be referenced properly and cited after finalization of the Curriculum Guidelines.

Domain A: History of Pakistan

Standard 1: Ideological Basis ,Struggle, Creation and the Political Developments in Pakistan

<p>Grade 9: Ideological Basis Struggle and Creation of Pakistan</p>	<p>Benchmarks: Promote an understanding of the Ideology of Pakistan and its relationship with the creation of Pakistan. Students should be able to delineate the struggle for a Muslim State in the subcontinent and familiarize themselves with the genesis, struggle and creation of Pakistan.</p>
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none">● [SLO: PS-09-A1-01] Relate the basis of Pakistan's Ideology to the basic values of Islam and the economic and social deprivations of Muslims in India, using historical evidence and scholarly analysis.● [SLO: PS-09-A1-02] Evaluate Pakistan's ideology with reference to the statements of Quaid Azam and Allama Iqbal , including their vision for a Muslim state and the role of Islam in Pakistan's identity and governance.● [SLO: PS-09-A1-03] Define British colonialism and its impact on various aspects of life in the Indo-Pakistan subcontinent.● [SLO: PS-09-A1-04] Recognize the significant role of Sir Syed Ahmed Khan as a reformer whose efforts, connections with the Western world and establishment of the Aligarh Movement played a crucial role in the success of the Pakistan Movement.● [SLO:PS-09-A1-05] Analyze the important political developments between 1906 - 1920 (from Simla deputation till Khilafat Movement.)● [SLO:PS-09-A1-06] Analyze the important political developments between 1920 - 1939 (from Khilafat Movement till Day of Deliverance.● [SLO:PS-09-A1-07] Evaluate the political developments that undertook during 1940 till 1947.● [SLO: PS-09-A1-08] Discuss the role of political leaders , including women and minorities, in the making of Pakistan. (Quaid-e-Azam, Fatima Jinnah and SP Singha)	
<p>Knowledge:</p> <ul style="list-style-type: none">● Define the term Ideology.● Identify and enlist the main sources of Pakistan's Ideology.● Relate the basis of Ideology of Pakistan with particular reference to the basic values of Islam and economic deprivation of Muslims in India.● Concept of Two Nation Theory.● State the main features of Two Nation Theory.● Comment that Two Nation Theory was important for Muslims of the subcontinent.● Sir Syed Ahmed Khan and Two Nation Theory.● Elaborate the problems faced by Muslims of the Subcontinent before partition that became the	<p>Skills:</p> <ul style="list-style-type: none">● Comment on Allama Iqbal's role in presenting Two Nation Theory.● Justify Quaid e Azam's support for Two Nation Theory.● Identify the underlying causes of the War of independence in 1857.● Analyze the immediate and underlying causes of the War of Independence 1857 while relating it with the impacts on Muslims in particular.● Evaluate the impact of War on Muslims of the subcontinent.● Draw a timeline to show important events in the life of Sir Syed Ahmed Khan.● Comment on the role of Sir Syed Ahmed Khan as Social, political and educational reformer.● Criticize the contributions of Sir Syed Ahmed Khan and their impact on Muslims.● Discuss the efforts made by Sir Syed Ahmed Khan to improve the British Muslim relations.● Discuss the objectives of Aligarh Movement

<p>reason for presenting Two Nation Theory.</p> <ul style="list-style-type: none"> ● Understand Quaid e Azam and Allama Iqbal’s opinion about Two Nation Theory. ● War of Independence 1857- causes and impacts. ● Contributions of Sir Syed Ahmed Khan and its effect Aligarh Movement ● Constitutional development from 1858 to 1935 and political parties. ● Discuss the journey of Hindu-Muslim unity and Lucknow Pact. ● Discuss the impacts of the Khilafat Movement on the struggle for freedom. ● Simon Commission and its aftermath. ● Pakistan Movement 1940-47 	<ul style="list-style-type: none"> ● Some historians say ‘Muhammedan Anglo-oriental College’ was the institution that contributed more than any other in the formation of Pakistan. Justify. ● Draw a timeline to show Constitutional development in British India from 1858 to 1935. and development of political parties. ● Identify the reasons for the rise of the Khilafat Movement. ● Draw a timeline to show the events and happenings of the Khilafat Movement as it progresses from establishment till its end. ● Evaluate the political developments that undertook during 1940 till 1947. ● Discuss the role of political leaders , including women and minorities, in the making of Pakistan. (Quaid-e-Azam, Fatima Jinnah and SP Singha) Discuss the journey of hindu-muslim unity. ● Draw a timeline to reflect political development in subcontinent from Simon Commission 1927 till congress election in 1937, particularly highlighting Nehru Report, Round table conferences, Allama Iqbal’s Allahabad Address (1930), Communal Award, Rehmat Ali’s <i>Now or Never</i> Concept and Govt of India Act - 1935. ● Draw a timeline to reflect political development from 1940-47 (Lahore Resolution,Crips Proposal, Simla conference, Elections of 1946, Cabinet Mission Plan, Interim Government, 3rd June Plan and Independence Act) ● Discuss the role of prominent Muslim Leaders in the making of Pakistan.
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Formative Assessments:

- Class Discussion on concept of Two Nation Theory
- Written response in form of classwork / homework.
- Verbal responses during different activities, rapid questioning, short question answer session
- MCQs or Quiz sessions in classrooms.
- Entry tickets and Exit slips on short questions about problems faced by the Muslims of the Subcontinent.
- Muddiest point at wrap-up of the lesson of Two nation Theory
- 1- minutes summary about important leaders who presented Two Nation Theory.
- Debate session / competition on reasons for presenting Two Nation Theory. Some students can speak in favor, or some may go against.

Summative Assessments:

- Quiz competition to assess the topic as a whole.
- **Evaluative questions. (For example)**
 - Justify that Two Nation Theory became the basis for the creation of Pakistan.
 - Comment on role of Muslim leaders in presenting Two Nation Theory.
 - Evaluate the contributions of Sir Syed Ahmed Khan in presenting Two Nation Theory

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge. Some web links are:

- o <http://notesonpakistan.blogspot.com/2009/08/two-nation-theory.html>
- o <https://storyofpakistan.com/two-nation-theory-the-myth-the-reality/>
- o <https://dergipark.org.tr/en/download/article-file/1033923>
- **Class Presentation:** Students can be assigned pair / group presentations on ideology of Pakistan and sources of Ideology. Sharing of rubrics and criteria with students is necessary before they start their work.
- **Develop a working / live board in the class.** Draw a timeline in the middle of the board and keep on adding the events as the history lessons move on. Encourage students to add on their learnings on this board as they cover the subtopics.
- **Role play:** A role play can be planned by making two groups, Hindus and Muslims and reflecting the problems created by Hindus for Muslims. Some students can become the leaders and present the Two Nation Theory.

Domain B: Geography of Pakistan

Standard 1: Land of Pakistan

Grade 9: Land of Pakistan	Benchmark: Develop understanding about the location of Pakistan and its geographical importance as well as comprehend the physical location of administrative areas of Pakistan.
Students' Learning Outcomes: Students will be able to:	
<ul style="list-style-type: none"> ● [SLO: PS-09-B1-01] Explain Pakistan's precise cardinal location on a world map. ● [SLO: PS-09-B1-02] Evaluate the significance of location in terms of its proximity to neighboring countries, seas, and oceans. ● [SLO: PS-09-B1-03] Describe the significance of Pakistan's major cities based on their geographical location, including their relationship to surrounding physical features such as rivers, mountains, and coastal areas. 	
Knowledge	Skills
<ul style="list-style-type: none"> ● Latitudes and Longitudes of Pakistan ● Neighboring countries of Pakistan ● Strategic importance of the location of Pakistan ● Different latitudes and longitudes for different cities on the map of Pakistan ● Location of major cities in relation to each other and other physical features. 	<ul style="list-style-type: none"> ● Identify Tropic of Cancer 23.5°N, latitudes 30°N, 36°N, longitudes 64°E, 70°E, and 76°E on Pakistan's Map. ● Study the relationship of latitudes and longitudes on temperature and time zone respectively. (Google Map /Mobile apps) ● Label or mark the neighboring countries including (India, China, Afghanistan and Iran) on the physical map of Pakistan. ● Label or mark Indian Ocean and Arabian Sea on the map. ● Analyze and evaluate the importance of Pakistan's location for trade and development. ● Analytically Elucidate and design a plan or ways in which Pakistan's geographical location could be used to its economic advantage. (Tourism, CPEC and trade etc.) ● Annotation on map by marking major cities (Islamabad, Lahore, Peshawar, Karachi, Quetta, Gilgit and Muzaffarabad) on the map of Pakistan.
Assessment:	
Formative Assessment	
<ul style="list-style-type: none"> ● Identify the important latitudes and longitudes on the map of Pakistan. ● Label the neighboring countries including (India, China, Afghanistan and Iran) on the map of Pakistan. 	

- Write a report to correlate Pakistan's location and facilitate trade and tourism for economic uplifting.
- Short questions about different cities, their location, present administrative division, major industry etc.
- Map work can also be assessed.
- Class presentation can be assessed as well.

Summative Assessment

- **MCQs** about:
 - Cardinal points of Pakistan.
 - Neighboring countries of Pakistan
 - Length of borders with India, China, Iran and Afghanistan.
 - Length of Pakistan's coastline.
- **Map work:**
 - Identify the longitudes 64°E, 70°E, and 76°E on the map of Pakistan.
 - Identify the latitudes Tropic of Cancer 23.5°N, latitudes 30°N, 36°N on the map of Pakistan.
 - Locate the neighboring countries and Arabian Sea on the map of Pakistan.
 - True or false statements about important cities
 - Long questions including evaluations. For example:

Analytical Questions e.g.

- How would you relate the location with the economic and industrial development of Pakistan?

Learning Activities

- Use Google map or Google Earth to show Pakistan on the globe.
- A physical Globe can be used to locate Pakistan.
- Engage students in independent as well as collaborative research and projects to identify the boundaries of Pakistan with India, Iran, Afghanistan and China.
- **Map work:** On a blank outline map of Pakistan, ask students to mark provincial boundaries, locate important cities and boundaries of divisions of provinces.
- **Research Work/ Presentation.** Students will prepare a fact file of different cities in groups. Each group of students can be allocated a specific city. Students will present on the location, importance, population profile and major economic activities of that city

Standard 2: The Natural Topography and Vegetation of Pakistan

Grade 9- The Natural Topography

Benchmark: Develop understanding about the Topographical division of Pakistan. Link natural topography of Pakistan with human activity with reference to causes and effects.

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-09-B2-01] Label the significant mountain ranges, plateaus, rivers, and plains of Pakistan on a physical map, and explain their importance to the country's physical and human geography.
- [SLO: PS-09-B2-02] Analyze the natural topography of Pakistan, including the spatial distribution of physical features such as mountains, plateaus, rivers, and plains, using appropriate geographical vocabulary and terminology.

- [SLO: PS-09-B2-03] Investigate the weather patterns, economy, natural vegetation, drainage systems, lifestyles, and cultures of people living in various landforms of Pakistan, using geographic representations and geospatial technologies to analyze the similarities and differences.-
- [SLO: PS-09-B2-04] Construct well-supported arguments with relevant evidence to assess the potential of Pakistan's natural topography for future growth and sustainability, considering opportunities for leisure, commercial, and economic development.

Knowledge

- Name and identify these Landforms of Pakistan:
 - MOUNTAINS: Hindu Kush Karakoram and Himalayas
 - PLATEAUS: Potohar Plateau and Balochistan Plateau
 - PLAINS: The Upper Indus and Lower Indus Plain
 - DESERTS: Thar, Thal, Kharan
 - RIVERS: eastern and western tributaries of river Indus and rivers of Balochistan.
- Know the differences between the following:
 - Mountains of Northeastern and Western ranges of Pakistan.
 - Potohar and Balochistan plateaus.
 - Upper and lower plains of the Indus.
 - Thar, Thal and Kharan deserts.
 - Coastal regions of Pakistan in Sindh and Balochistan.
- Recognise the influence of the physical environment on human activities

Skills

- Use a range of multiple sources such as Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, thematic maps and field trips to derive information about natural topographic details of Pakistan including mountains, plateaus, plains, deserts and rivers.
- Annotate the important cities located in the different Landforms of Pakistan and highlight the reason for their importance. (Mountain, plains, deserts and plateaus)
- Compare the important cities, weather, natural vegetation, drainage system, lifestyle and economy of the people for these landforms.
- Locate the eastern and western tributaries of the drainage system of Pakistan on map.
- Highlight the coastline of Pakistan and identify it on the map.
- Annotate the ports on map and relate the natural features of coastline with the development of ports.
- Analyze the role of Gwadar port in the development of Balochistan.
- Analyze the potentials for ports for future growth and suitability for development of infrastructure, commercial activities, leisure activities and economic development.
- **Additional Skills**
 - o *Analyze, differentiate, and compare the mountain ranges of the Northeastern, Northwestern and Western Pakistan.*
 - o *Analyze and design a development plan for Potohar and the Balochistan plateau.*
 - o *Analyze and infer the economic potential of upper and lower Indus plains.*
 - o *Distinguish the ways of life and economic prospects in the Thar, Thal and Kharan deserts.*
 - o *Evaluate the significance of the coastal region of Pakistan.*
 - o *Classify different types of physical terrain according to location, climate, vegetation, etc.*
 - o *Critically evaluate and infer the influence of various physical factors on the lifestyle, economy and development of an area.*

Assessment:

Formative Assessment:

- Class presentations
- Written and verbal response during class activities.
- Exit slip – muddiest point after the lesson on any day.

Summative Assessment

Evaluative Questions:

- Highlight the position and territorial location of the occurrence of different landforms in Pakistan.
- Rank and assemble the differentiating features of the mountain ranges of the North-eastern, North-western and Western Pakistan.
- Compile and integrate the economic potential of upper and lower Indus plains.
- Comparatively analyze the ways of life and economic prospects in the Thar, Thal and Kharan deserts.
- Enumerate by highlighting the important aspects demonstrating the importance of the coastal regions of Pakistan.
- Validate through analytical reasoning how the physical factors mediate the influence on the lifestyle, economy and development of an area.
- How would you differentiate the Northern and Western mountains in Pakistan?
- Can you identify the contrasts between Potohar and Balochistan Plateau?
- Why do you think the upper Indus Plain is different from Lower Indus plain?
- What are the major differences between the coastal region and the rest of Pakistan?
- How do you think Physical and Geographic factors influence various topographic regions of Pakistan?

Learning Activities

- **Cross regional interactions:** Interactive session with the students of other countries/ regions to discuss terrain, climate and culture of those areas.
- **Group Work:** Divide the class into three or four groups to collect the information about each type of terrain. Present their findings to the rest of the groups. The teacher can guide other groups to take notes while one group is presenting. Rubrics and criterion must be shared with the students before allocating group work.
- Draw eastern and western tributaries of River Indus System on outline map of Pakistan. Also highlight the upper Indus and lower Indus Plains on the same map.
- Divide the class into three groups and allocate one desert to each group. Ask students to prepare a power point presentation on their assigned topic. They are expected to include information about the location, area, important cities, culture, resources present, major cities / towns, major economic activity and challenges faced in those areas. Encourage them to include pictures to make their work more presentable and colorful.
- **Case study:** Assign a group work on Gwadar port. Students in groups will collect information and data on location of Gwadar port, its natural strategic position, importance of its location, impacts of developing port on economy of local people and country and impacts of environment of that region.

Standard 3: Climate of Pakistan and Environmental Hazards

Grade 9- Climate of Pakistan	Benchmark: Develop understanding about the seasonal and regional climatic variations in Pakistan and their impacts on human geography.
Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none"> ● [SLO: PS-09-B3-01] Compare the climatic zones of Pakistan in terms of the distribution of temperature, precipitation, including monsoons, cyclones (Western Depressions), and convectional rain, using a variety of resources such as newspapers, weather charts, geographic representations, and geospatial technologies. ● [SLO: PS-09-B3-02] Interpret the data collected on Pakistan's climatic zones to evaluate their impact on the country's physical and human geography, including agriculture, infrastructure, and transportation systems. 	

- [SLO: PS-09-B3-03] Analyze the characteristics of arid, semi-arid, humid, coastal, and highland climates in Pakistan, including seasonal changes, and evaluate their impact on the physical and human geography of the country.
- [SLO: PS-09-B3-04] Assess the ramifications of seasonal shifts in temperature, pressure, and wind patterns on Pakistan's economy taking into consideration the effects of cold, ice, and snow on mountainous areas, as well as the effects of storms, floods, and droughts on agriculture, industry, and communication.

Knowledge

- Compare the significance of latitude, altitude, sea distance and precipitation on the climate of Pakistan.
- Comprehend how latitude and longitude affects the day length and seasonal variation in different geographical regions of Pakistan.
- Interpret extreme weather conditions (floods and droughts) in different geographical regions of Pakistan.
- Explain and relate the causes and effects of drought and floods in Pakistan.
- Describe the various climatic regions of Pakistan.
- Evaluate the effects of climate on the lives of People.

Skills

- Employ cutting-edge geographical tools and methodologies, including maps, GIS, and Google maps, to pinpoint and identify Pakistan's diverse climatic zones.
- Identify various climatic factors in Pakistan, including precipitation, wind, temperature and air pressure.
- Analyze, compare and contrast the climatic factors in Pakistan including rainfall, wind, temperature and pressure using maps and graphs.
- Evaluate the impact of altitude, latitudes, and longitudes on temperature, air pressure, and rainfall in Pakistan, using appropriate geographic representations and geospatial technologies.
- Apply and analyze the influence of altitude and longitude on the climate zones and time zone of Pakistan respectively.
- Analyze the impact of Altitude, Latitude and Longitude on the day length and seasonal variation in different geographical regions of Pakistan.
- Evaluate, elucidate and infer the effects of extreme weather conditions (floods and droughts) in different geographical regions of Pakistan.
- Analyze the effects of temperature and precipitation, including monsoons, cyclones (Western Depressions) and convectional rainfall on the lifestyle of people.
- Compare the lifestyle, economic and human activities in different climatic zones of Pakistan.
- Analyze the influence of environmental disasters, such as storms, floods, and droughts, on the agricultural, industrial, and communication sectors of Pakistan, assessing their economic and social consequences.
- Design sustainable development plans for different climate zones of Pakistan to handle extreme climatic conditions (floods and droughts).

Assessment:

Summative Assessment:

Evaluative Questions:

- Differentiate between weather and climate.

- Identify the Climatic Factors.
- Describe rainfall due to Summer Monsoon, Western Depression and Convectional Currents.
- Explain the effect of Latitudes and Longitudes on Temperature, Air Pressure and Rainfall in Pakistan.
- Study recent Floods and Droughts in Pakistan.
- Identify the causes and consequences of Floods and Droughts.
- Identify Climatic Regions of Pakistan and effects on human lives.

Formative Assessment

- Fill in the blanks.
- Short questions
 - How would you differentiate between Weather and Climate?
 - What is the role of various climatic factors on the Climate of an area?
 - Describe the following: Summer Monsoon, Western Depressions and Convectional Rainfalls
 - How would you relate longitudes and latitudes with the climate of an area?
 - Describe the causes of the following natural disasters: Floods and Droughts.
 - Can you suggest ways to prevent and reduce the damage caused by floods and droughts?
 - How would you describe the various climatic regions of Pakistan?
 - Can you relate the lifestyles of people living in different climatic regions of Pakistan

Learning Activities

- Use Maps, GIS and Google maps to help students identify different climatic regions of Pakistan.
- Use a range of sources such as Google maps, satellite images, photographs, diagrams, GPS, GIS, newspaper articles, climatic maps to derive information about global warming, climate change, and its effects on Pakistan.
- Asynchronous collaboration (Padlet Wall) to help students exchange notes on challenges caused by climate change and people's adaptability to climate change in terms of their lifestyle and economy etc.
- Provide all the necessary resources like reading material, videos, web-links etc. to facilitate students to understand the climate of Pakistan.
- **Group work:** Assign students, different climate zones in groups. Each group will work on their assigned zone and collect data / information about the weather patterns, cities, culture, terrain, economic activity and industry of their climatic zone. Rubrics and criterion should be shared with the students for standardized work from all students.

Domain C: Resources and Economic development of Pakistan

Standard 1: Water, Mineral and Power Resources

Grade 9:

Water Resources

Benchmark:

Students should be able to develop an understanding about the water resource availability and scarcity so that effective management can be planned for sustainable water management.

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-09-C1-01] Describe the surface and groundwater resources in Pakistan, including seasonal fluctuations in flow and quality of water.
- [SLO: PS-09-C1-02] Evaluate the advantages and disadvantages of the extensive irrigation system in Pakistan and suggest sustainable solutions to water resource management in order to deal with threatening issues of water pollution, water shortage and wastage.

- [SLO: PS-09-C1-03] Analyze the vital role of , dams, barrages, canals, and water reservoirs offer towards sustainable solutions, (including hydroelectric power generation, flood control, and irrigation,) and their potential impacts on the agriculture environment, industry and human activities.

Knowledge:

students will learn about:

- Learn about eastern and western tributaries of the Indus River system.
- Understand the irrigation system of Pakistan.
- Discuss the canal system in Pakistan.
- Explore the small and big dams in Pakistan.
- Know the role of dams, barrages, canals, and water reservoirs.
- Learn about water management systems.

Skills:

Students will be able to:

- Mark tributaries of rivers in Pakistan.
- Locate the eastern and western tributaries of the River Indus and Baluchistan's rivers on the map of Pakistan, while recognizing the significance of these rivers for the country's inhabitants.
- Discuss uses and importance of rivers.
- Review the various domestic and industrial uses of water
- Identify the components and uses of the irrigation system.
- Compare different types of irrigation systems.
- Enumerate and label the dams in Pakistan on a map
- Differentiate between small and large dams.
- Justify, smaller dams are more beneficial than large dams by commenting on their advantages and disadvantages.
- Elaborate the causes, effects and ways of management of silt in dams. (e.g. desiltation in Mangla Dam)
- Discuss the barrages in Pakistan and their impact on agriculture of Pakistan.
- Analyze the advantages offered by dams, barrages, canals, and water reservoirs, including hydroelectric power generation, flood control, afforestation and irrigation.
- Examine the potential impacts of dams, barrages, canals, and water reservoirs on the environment and society.
- Assess the sustainability of the use of dams, barrages, canals, and water reservoirs for water management.
- Develop recommendations for the sustainable management of dams, barrages, canals, and water reservoirs for water supply in agriculture and industry.
- Suggest sustainable solutions to water scarcity / shortage and wastage issues.

Formative Assessments:

- Class Discussion on location of dams, barrages and headworks in Pakistan.
- Class Activities - marking of dams, barrages and headworks on outline map of Pakistan.
- Written response on uses of water in the form of classwork / homework.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions.
- MCQs or Quiz sessions in classrooms about the irrigation system of Pakistan.

Summative Assessment:

- Long questions including evaluative questions:
 - Suggest measures to deal with the challenges of water shortage and wastage.
 - Building smaller dams is better as de-siltation of big dams costs huge amounts.
 - Relate the location of main three dams of pakistan with their catchment areas and watershed areas.

- Short questions
 - Compare advantages and disadvantages of dams.
 - Enlist some dams in Pakistan.
 - Identify the industries related to the rivers and associated terrains.

Learning Activities:

- Use survey of Pakistan maps or google maps for identification of rivers in Pakistan. Also help students in identifying canals, dams, headworks and barrages during the same activity and relate them all as important sources of water.
- Class presentations: teachers can assign class presentations in groups. Different topics will be assigned to different groups, for example: domestic use of water, industrial use of water, irrigation system of Pakistan, dams of Pakistan.
- Debate competition: Students can be assigned topics of small dams and big dams to prepare speech in favor of their topic and points against others topic.
- Use a google map to mark dams and other water bodies of Pakistan.

Standard 2: Population Structure, Growth, Employment and Industry

<p>Grade 9: Population Structure and Growth</p>	<p>Benchmark: Comprehend the demographic composition of Pakistan and scrutinize its statistics to interpret and analyze demographic data.</p>
<p>Students will be able to: Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-C2-01]Analyze the demographic changes occurring in Pakistan, specifically in terms of population growth, density and structure, (using the demographic transition model and population pyramids) to interpret statistical trends, and consider the various social, religious, educational, economic, and political factors that contribute to sustainable population growth. ● [SLO: PS-09-C2-02] Analyze the causative factors of rural-urban and seasonal migrations, their influence on population distribution while considering their consequential geographic and socio-economic impediments ● [SLO:PS-09-C2-03]Evaluate the problems of youth and dependent population in Pakistan and the role of the government/ NGOs in addressing the issue while identifying measures for sustainable human resource development. 	
<p>Knowledge</p> <ul style="list-style-type: none"> ● Determine population, population density. ● Classification of death rate, birth rate, population growth. ● Understand and describe the Demographic Transition Model. ● Understand and describe age pyramids. ● Identify and describe the causes of population growth. ● Identify and describe the effects of population growth on the economy and development of Pakistan. ● Identify and explain the types of 	<p>Skills</p> <ul style="list-style-type: none"> ● Analytically explain the reasons for high population density. ● Interpret through analytical data to infer how high population growth leads to recent advances in agriculture and health care. ● Interpret and infer the population growth trends over the period of time. ● Analyze and evaluate the social, educational, economic and political factors of population growth. ● Design a propose plans to provide means for sustainable population growth and population control. ● Evaluate through justified reasoning how a healthy and skilled population is the most important resource for a country.

<p>migrations.</p> <ul style="list-style-type: none"> ● Explain migration with push and pull factors. ● Recognize and understand urbanization. ● Describe and classify the problems caused by urbanization. ● ● Identify and explain the causes of uneven distribution of population in Pakistan. ● Distinguish and classify population densities according to climate, topography and agriculture. ● Explain and relate population distribution to physical, economic, social and political factors. 	<ul style="list-style-type: none"> ● Analyze and elucidate the outcome of migration. ● Assess the pros and cons of migration for Pakistani society and economy. ● Infer the gravity of the intense problems arising through urbanization. ● Propose some solutions for urbanization. ● Suggest ways to prevent urbanization for sustainable development in Pakistan. ● Evaluate with reasoning that the uneven distribution of population divergence in Pakistan results in intense problems. ● Suggest how healthy population distribution can be achieved in relation to climate, topography and agriculture. ● Classify the physical and human factors responsible for population distribution.
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Assessment:

Formative Assessment: Asses the written responses on:

- Describe and identify different nomenclature related to population.
- Analyze and evaluate the causes and effects of population growth in Pakistan.
- Study migrations in respect to pull and push factors.
- Identify and compare the population densities in different parts of Pakistan and relate factors regarding this.
- Recommend sustainable population growth which is helpful for the development of Pakistan.

Summative Assessment

- MCQs from causes of migrations
- Short questions on development problems posed by population growth.
- long questions including evaluative questions:
 - Define the following: Population, Population density, Population Growth, Death Rate and Birth Rate.
 - How would you evaluate the causes of the high population growth in Pakistan?
 - What are the various Pull and Push factors responsible for migrations?
 - Can you evaluate the advantages and disadvantages of Urbanization?
 - Suggest some ways to achieve sustainable population growth in Pakistan?

Learning Activities

- Study and understand the Age pyramid and its dynamics.
- Study and analyze the data tables and graphs.
- Extracting specific data from a complex table or graph.
- Analyzing data from the Statistical Bureau of Pakistan.

<https://www.pbs.gov.pk>

Class presentations

Different groups of students can prepare presentations on the following sub topics:

- types of migrations. One group of students can present on the rural – Urban Migration and another can work on seasonal migrations.
- Sustainable solutions to the challenges faced by the population distribution.
- Causes of varied population distribution.
- Suggestions or measures to stop or slow down the rural urban migrations.

Standard 3: Agriculture, Livestock and Fisheries

<p>Grade 9: Agriculture and Organic farming</p>	<p>Benchmark:Recognize the scope and importance of arable farming, and organic farming for sustainable development of Pakistan.</p>
<p>Students' Learning Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-C3-01] Demonstrate understanding of the different categories of agriculture recognizing agriculture as a complex system that involves various inputs, processes, and outputs. ● [SLO: PS-09-C3-02] Demonstrate understanding of the major and minor food and cash crops cultivated in Pakistan, as well as their respective growing areas, and classify them based on their importance and economic significance to the country's agricultural sector. ● [SLO: PS-09-C3-03] Evaluate agriculture's contributions to employment, processing industries, and exports in boosting the country's economy. Offer sustainable approaches to agricultural development, including organic farming. ● [SLO: PS-09-C3-04] Identify challenges the agriculture sector is facing, including the threat of arable land being converted to housing societies and propose sustainable strategies to address these challenges as well as enhance agricultural output to benefit both the economy and the population. 	
<p>Knowledge</p> <ul style="list-style-type: none"> ● Define agriculture and its types. ● Differentiate between Subsistence farming, Cash crop farming and Organic farming. ● Study Agriculture as a system of Input, Process and Output. ● Classify and study the food and cash crops of Pakistan with reference to human and physical factors. (Wheat, rice, sugarcane, cotton, tobacco and oil seeds, millets, corn, pulses) ● Use of genetically modified (GM) crops ● Discuss the trends of intensification of food production activities since the 1960s along with effects of use of irrigation and chemicals on water and soil quality. ● Discuss the factors affecting the food production: physical, economic, political, technological advances ● Identify the variation of food production in different parts of Pakistan. ● Relate the importance of Agriculture as an important factor to produce employment in Pakistan. ● Identify and describe salinity and waterlogging as major problems faced by agriculture in Pakistan. 	<p>Skills</p> <ul style="list-style-type: none"> ● Analyze and describe types of agriculture in Pakistan. ● Organize agriculture as a system of input, process and output in tabular form. ● Explore the importance of food and cash crops for the sustainable development of Pakistan. ● Describe and differentiate various crops being cultivated in Pakistan. ● Annotate and map the distribution of these crops in Pakistan using appropriate geographical tools and techniques. ● Evaluate the scope of these crops for the development of Pakistan. ● Analyze and predict the past and future trends of crop production in Pakistan (from 1990-till to date) ● Comparatively analyzing the intensification of food production activities since 1990 with that of the recent existing timeline, ● Explore and elucidate the factors affecting the intensity of food production: physical, economic, political, technological advances. ● Analyze the impact of the use of modern irrigation and industrial chemicals on water and soil quality. ● Suggest ways to develop agriculture on a scientific and sustainable base in Pakistan keeping in view the population growth and future needs. ● Identify and relate the causative factors responsible for varied crop production in different parts of Pakistan. (Physical and Human factors). ● Identify the primary, secondary and tertiary sector of employment related to agriculture. ● Suggest ways to cope with waterlogging and salinity in

Assessment:**Formative Assessment:**

Assess verbal and written response about:

- Study agriculture and types of agriculture.
- Describe agriculture as a system.
- Evaluate the importance of agriculture for the development of Pakistan.
- Suggest ways to sustainable agriculture and coping with food shortage threats in future.
- Propose do's and don'ts to develop agriculture for the sustainable development of Pakistan.

Summative Assessment**Short questions**

- What are the different types of Agriculture?
- How would you differentiate between subsistence and commercial farming?
- Why do you think Pakistan is a suitable country for agriculture?
- Do you think intensive agriculture is causing environmental damage?
- Why is there a threat of global food shortage in future?
- Suggest some ways for the sustainable development of Agriculture in Pakistan

Learning Activities

- Related maps to show main areas where major (cash and staple) crops are grown.
- Pictures, videos etc. to explain types and methods of agriculture.
- Collaborate face to face or (if possible) online with at least one school in rural areas of Pakistan and have a question answer session with the students (and their families) to find out the challenges they face in terms of agriculture production, their sale and distribution.
- Organize field trips to arable farms for in depth learning and observation.
- Divide the class into two large groups to collect some information about cash and staple crops. Present their findings to the rest of the groups. Teacher can guide other groups to take notes while one group is presenting.
- Use diagrams or a PPT to explain different aspects of the unit like methods to evaluate agricultural projects to develop their understanding.
- Techniques like SWOT (Strengths, Weaknesses, Opportunities, and Threat) analysis to guide students to construct arguments and provide evidence for assessing students' understanding problems and challenges faced by the agriculture industry.
- Collaboration techniques e.g., face to face or (if possible) synchronous or asynchronous collaboration (Google slides/docs) with at least one more school of Pakistan/ World to help students exchange notes on opportunities, challenges and threats they face in agriculture in terms of climatic and economic aspects.
- All the necessary resources like reading material, videos, web-links etc. prior to group work to facilitate students to understand the unit in terms of food, recreation, economic activities, and power production.
- Use pictures, magazines, books and videos etc. to explain the importance of agriculture in Pakistan.
- Use PowerPoint presentations, diagrams and videos to explain types of farming in Pakistan.
- Provide resource material e.g. articles, web links, ideas and assistance in creating Vlogs and awareness posters
- Use diagrams, graphs or PPTs to explain and discuss different aspects of the unit like risk factors and ways of improving agriculture.

Project Work:

- **Analysis of the impact of climate change on agriculture and farming practices.**
- **Evaluation of the benefits and drawbacks of organic farming practices compared to conventional farming practices.**
- **Investigation of the use of technology in agriculture, including precision farming, drones, and robotics.**
- **Comparative study of the environmental and economic impact of different crop types and farming practices.**
- **Assessment of the impact of pesticides and herbicides on the environment and human health, and potential alternatives.**

Standard 4: Transport, Trade and Telecommunication

Grade 9: Transport and Trade	Benchmarks: Comprehend the way various modes of transportation contribute to social and economic advancement by evaluating their benefits and drawbacks.
<p><u>Students' Learning Outcomes:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-09-C4-01]Categorize the modes of transportation in Pakistan based on their purpose, and assess the regional differences in the concentration and arrangement of road, rail, and air transportation networks throughout Pakistan, taking into account factors such as topography, population, and economic activity. ● [SLO: PS-09-C4-02] Analyze the concept of dry ports in urban areas of Pakistan, highlighting their advantages in streamlining the transportation of goods for export while reducing dependence on conventional seaports. ● [SLO: PS-09-C4-03] Compare and contrast the advantages and disadvantages of different transport modes for the movement of both goods and people within Pakistan, considering factors such as speed, cost, reliability, and environmental impact. ● [SLO: PS-09-C4-04] Analyze the role of trade in Pakistan's economy, including benefits such as increased competitiveness and access to global markets. ● [SLO: PS-09-C4-05]Assess the influence of Pakistan's trade routes, such as the Gwadar Port, CPEC, and Karachi Port, on global trade with China, Central Asia, and the Middle East to comprehend the factors that impact international trade, including trade agreements, tariffs, transportation expenses, political stability, and market demand. ● [SLO: PS-09-C4-06] Analyze the internal challenges that developing countries like Pakistan may face in maintaining or increasing their share of trade with other nations and suggest some sustainable solutions. 	
<p><u>Knowledge:</u> <u>Students will learn about:</u></p> <ul style="list-style-type: none"> ● Discuss the major means of transport in Pakistan ● Land transport and road network ● Advantages and disadvantages of three types of transport system. ● Explain what is meant by the term dry port, name an example of one and ● Assess the impacts of transport on development of Pakistan. 	<p><u>Skills:</u> <u>Students will be able to:</u></p> <ul style="list-style-type: none"> ● Identify the importance of having a well developed road network. ● Interpret maps to describe the regional variations in the density and pattern of the road, rail and air transport networks within Pakistan ● Evaluate Pakistan's rail and road network by comparing their advantages and disadvantages. ● Analyze the factors which help and hinder the location, maintenance and development of roads, railways, and airports. ● Compare the advantages and disadvantages of road, rail and air transport within Pakistan for both goods and people. ● Discuss the advantages of developing Dry ports.

	<ul style="list-style-type: none"> ● Comment on the importance of water transport for Pakistan. ● Compare the three ports of Pakistan with reference to their location, economic importance, and geo-political position:
<p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> ● Class Discussion on Transport and its importance. ● Quiz on means of transport. ● Class presentations can be assessed. ● Exit slips - for the recap of any lesson / topic ● 1 minute summary for the wrap up of a lesson on transport. 	
<p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> ● Multiple choice questions on importance of transport ● Quiz competition on three ports of Pakistan. ● Short questions or long questions. ● Evaluative questions: <ul style="list-style-type: none"> ○ Discuss the benefits of rail transport over air and road transport. ○ analyze the factors that affected the development of railways network in Pakistan. 	
<p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> ● Map work on Trade routes , railway tracks and major roads. ● Research work: Ask students to carry out research on development of the rail network over a period of time. 	

Domain D: Cultural Diversity in Pakistan

Standard 1: Society, Culture and National Integration

<p>Grade 10: Society and Culture of Pakistan</p>	<p>Benchmark: Students will be able to examine the elements of society and diversity of cultural aspects and the way they have evolved over time to forge social and cultural harmony in Pakistan.</p>
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-D1-01] Investigate how various cultural elements / components influence the promotion or variation of cultural diversity within a society. ● [SLO: PS-10-D1-02] Examine the influence of various languages and dialects spoken within a country on national unity and integration. ● [SLO: PS-10-D1-03] Analyze the origin and development of folklore and drama in literary history of Pakistan. ● [SLO: PS-10-D1-04] Examine the concept of unity with reference to regional cultures leading to national integration and analyze the effects of globalization on Pakistani society and culture. ● [SLO: PS-10-D1-05] Analyze the development of Pakistani society in relation to the diverse facets and consequences of social dynamics, including women's status, feudalism, and tribalism. ● [SLO: PS-10-D1-06] Provide an analysis of the characteristics and key concept of social stratification, and the way it leads to social inequality that affects both individuals and society as a whole 	

- [SLO: PS-10-D1-07] Analyze the influence of noteworthy mystical orders in Pakistan across diverse regions to highlight the shared principles in their teachings and the way they have become a cohesive spiritual entity in Pakistani society and culture.

Knowledge:

Students will learn about:

- Concept of cultures
- Components of culture
- National and regional languages
- Literature and folklore
- Festivals in Pakistan
- Drama in Pakistan
- Discuss the important mystical orders in Pakistan.
- Highlight the points of commonalities among different mystical Sufi orders in Pakistan.
- Discuss the contributions of any six of following Sufis:
 - Hazrat Lal Shahbaz Qalandar
 - Hazrat Shah Abdul Latif Bhitai
 - Hazrat Ali bin Usman Hajveri
 - Hazrat Bahauddin Zakariya
 - Hazrat Shaikh Gharib Shah
 - Hazrat Pir Dupasi
 - Hazrat Rahman Baba
 - Hazrat Shaikh Rahamkar (Kaka Sahib)
 - Hazrat Mian Mohammad Bakhsh
 - Hazrat Shah Hamadan
 - Hazrat Khawaja Ghulam Farid
 - Hazrat Bulleh Shah

Skills:

Students will be able to:

- Define culture and list down the main components of culture.
- Identify major characteristics and social problems of Pakistani Society.
- Trace the history of art, festivals and folklore in Pakistan.
- Develop an account of regional languages spoken in Pakistan.
- Trace out the development of Urdu and other languages in Pakistan.
- Identify the major dialects in different areas of Pakistan.
- Comment: Urdu as a national language is very important for national integration.
- Discuss role of Urdu language as an important agent in Pakistan Movement.
- Differentiate between language and Dialect.
- Discuss the major dialects spoken in Pakistan.
- Discuss some of the famous folktales of Pakistan.
- Identify the various forms of Pakistani literature.
- State the salient features of Pakistani literature and appreciate its different forms
- Develop an account of some famous writers and poets of Pakistan.
- Evaluate the role of famous poets and writers in awakening Muslims of the subcontinent for a separate nation.
- Comment on some famous festivals celebrated in Pakistan, including religious festivals, cultural festivals, regional festivals, festivals of minorities and international festivals.
- Trace the development of Drama / Performing art in Pakistan.
- Analyze the contribution of Sufi saints in Pakistani areas.
- Recognize the impact of teachings of Sufi saints on moral and spiritual development of society.
- Establish relationships between various Sufi saints in different regions and provinces.
- Appreciate how the messages of various Sufis in different provinces and parts carried a lot of commonalities and have emerged

- o Hazrat Syed Ali Tirmizi (Pir Baba)
- o any provincial or local sufi / saint

Formative Assessments:

- Class Discussion on culture and society of Pakistan
- Class Activities in different languages.
- Written response in form of classwork / homework.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions.
- MCQs or Quiz sessions in classrooms.

Summative Assessments:

- Multiple choice questions on different forms of literature
- Fill in the blanks on festivals
- True / False or correcting the wrong statements on Drama or performing art
- Quiz competition on languages and dialect
- Short questions or Evaluative questions:
 - o Comment on the importance of the national language by discussing its role in the Pakistan movement and the role in the development of the country after partition.
 - o Muslim poets and writers played a very important role in political awakening during the Pakistan Movement. Elaborate with the help of examples.

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge. Some web links are:
 - o https://en.wikipedia.org/wiki/Languages_of_Pakistan
 - o <http://www.pakistanhotline.com/2016/02/list-of-languages-in-pakistan.html#gsc.tab=0>
 - o <https://manaky.com/almanak/languages-of-pakistan>
- **Cultural Display:** Students can be assigned different cultures and they can present it by displaying dress, household items, cuisines, artifacts, embroideries and other components of culture. This display can be planned at some event like Parent teachers meeting day, open day or at an exhibition day.
- **Display board in the class.** Classroom display boards can be allocated to different groups of students where they can display their items and artifacts related to their assigned cultures.
- **Quiz Competition:** A quiz can be planned about language of different regions, regional folklores, regional literature, poets, writers, dramas and cultural monuments.

Standard 2: Recreation - Sports and Tourism

Standard: Recreation - Sports	Benchmark: Students will be able to develop an understanding of the importance of recreational activities particularly with reference to sports and identify the challenges faced by the sports and sportsmen in Pakistan by giving sustainable solutions for its development.
Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none">● [SLO: PS-10-D2-01] Recognize the significance of leisure activities within a community and explore some notable leisure activities that are popular in Pakistani society.● [SLO: PS-10-D2-02] Recognize the significance of sports as a vital recreational pursuit, and examine the prevalence of popular traditional, non traditional, national and international sports in Pakistan. .	
Knowledge: <ul style="list-style-type: none">● Recreation and its importance in society● Recreational activities in Pakistan● Sports – an important recreational activity● National, international and traditional sports● Status of Pakistan in International Sports	Skills: Students will: <ul style="list-style-type: none">● Define recreation and recreational activities.● Identify some recreational activities.● Discuss the importance and need of recreational activities for society.● Distinguish some important traditional and international recreational activities.● Describe the importance of sports activities for people / society.● Recognize some of the important sports activities at international and national levels.● Comment on some indigenous and traditional games in Pakistan.● Highlight status of Pakistan in International sports● Explore the challenges faced by the Pakistani players in different sports activities.● Suggest suitable solutions to the problems faced by the players.● Suggest some sustainable measures for the promotion of different sports activities in Pakistan.
Formative Assessments: <ul style="list-style-type: none">● Class Discussion on importance of sports activities / tourism.● Class presentation on different tourist activities / sports activities● Verbal / Written response in form of classwork / homework or during different activities.● MCQs or Quiz sessions in classrooms.● Warm up or brainstorming sessions and wrap up activities like exit slips	
Summative Assessments: <ul style="list-style-type: none">● Multiple choice questions● Fill in the blanks.● True / False● Quiz competition	

- Short questions
- Evaluative questions - some examples can be:
 - Reflect on history of development of cricket in Pakistan.
 - Hockey has been an important sports and national game of Pakistan. Comment.
 - State any three steps to be taken to develop the tourism industry in the coastal regions of Pakistan.
 - Justify that tourism can change the fate of the region.

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge.
- **Class Presentation:** Students can be assigned some topics for class presentation after completing the topic. Students should prepare and present these topics in front of the class / peers and the teacher can comment on it or mark it.
- **Develop a working / live board in the class.** A blank outline map of Pakistan can be placed in the middle of the board. Teachers need to assign different tourist attraction places to students and ask them to bring pictures and facts related to that place which can be pinned onto the board over the map. In this way many tourist places can be placed, and students can have an idea of their location as well.
- **Playing different sports:** Schools can plan inter-section competitions of different sports including the traditional and indigenous games.
- **Video show:** Students can be shown different videos related to tourist places or sports activities. Number of videos are available on YouTube as well as on other weblinks.
- **Virtual tours:** Virtual tours of some tourist places are available online which can be shown to the students either in school or links can be shared to be seen at home. Some sites are as below:
 - <https://www.google.com/search?client=firefox-b-d&q=virtual+tour+of+pakistan>
 - https://www.hd360.pk/VirtualTour_Portfolio.php
 - <https://virtualpakistan.pk/>

Domain E: Constitution of Pakistan

Standard 1: Constitution of Pakistan

Grade 10: Constitutional Development	Benchmark: Students will be able to understand the constitutional developments/ reforms in Pakistan and relate it with the future prospects of the country.
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-E1-01] Examine the historical context of the constitution to trace the origins of constitutional evolution in Pakistan. ● [SLO: PS-10-E1-02] Identify Salient features of Objectives Resolution in order to signify its impact on constitutional development in Pakistan ● [SLO: PS-10-E1-03] Outline the salient features of the Constitution of 1956, 1962, and 1973. ● [SLO: PS-10-E1-04] Compare and contrast the constitutions of 1956 and 1962, particularly with reference to the Islamic features included in both constitutions. ● [SLO: PS-10-E1-05] Evaluate the reasons for the failure of the constitution of 1956 and 1962. 	
<p>Knowledge: students will be able to learn about:</p> <ul style="list-style-type: none"> ● Objective Resolution 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the salient features of the Objective Resolution of 1949 and its importance. .

<ul style="list-style-type: none"> ● History of development of the National Constitutions of Pakistan. ● Salient Features of Constitution of 1956, 1962 and 1973 ● Muslim Family Law Ordinance 1959. 	<ul style="list-style-type: none"> ● Draw a timeline to reflect constitutional development in Pakistan. ● State the major features of 1956 Constitution of Islamic republic of Pakistan. ● Comment on the Islamic provisions of the Constitution of 1956 and 1962 . ● Identify the reasons for the delay in the development process of the constitution. ● Discuss the salient features of 1962 and 1973 Constitutions of Pakistan.
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Formative Assessments:

- Class Discussion on salient features of all three constitutions.
- Written response in form of classwork / homework on comparative features of constitutions.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions while comparing constitutions.
- Quiz sessions in the classroom about different features of constitutions.

Summative Assessments:

- MCQs on salient features of different constitutions of Pakistan.
- quiz competition can be conducted in class about different articles of constitution

Evaluative Questions - For example:

- Evaluate 1973 Constitution in terms of parliamentary democracy and human rights.
- Identify the political figures who played key role in developing and promulgating the 1973 Constitution

Learning Activities:

● **Draft of Objective Resolution.**

Teacher will provide the draft of Objective Resolution to the students. After discussing the points of the draft, the teacher will generate the discussion on it. Following websites can be consulted for this purpose.

- https://en.wikipedia.org/wiki/Objectives_Resolution
- <http://www.pakistani.org/pakistan/constitution/annex.html>

- **Display of Important Aspects of 1973 Constitution:** Students can be assigned different themes of the 1973 Constitution. They can then display the important articles, amendments, argue the impact on people of Pakistan, and debate on the implementation of these Articles in present day. This will give all students a quick review of the Constitution 1973.

● **Display / graffiti board in the class.**

Classroom display boards can be allocated to different groups of students where they can display important themes of three Constitutions: 1956, 1962 and 1973.

Standard 2: Citizenship

Grade 10: Citizenship and sustainable society	Benchmarks: Develop an understanding of fundamental concepts like citizenship, democratic process, justice, equality, and the rule of law. Also appreciate diversity, digital citizenship, critical media literacy, conflict resolution, peace, and sustainable development to be responsible citizens.
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Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-10-E2-01]-Discuss the significance of the rule of law as a fundamental principle of a democratic state and propose methods to enhance the law and order situation in Pakistan.
- [SLO: PS-10-E2-02] Explore the concepts and importance of participation of citizens in community services or volunteer works.
- [SLO: PS-10-E2-03] Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)
- [SLO: PS-10-E2-04] Understand the importance of free press, justice and equality for a prosperous country.
- [SLO: PS-10-E2-05] Highlight the importance of being a knowledgeable digital citizen in today's world of social media and technology, emphasizing that media messages are influenced by various contexts, including economic, social, political, historical, and aesthetic factors.
- [SLO: PS-10-E2-06] Explore the concepts and importance of participation of citizens in community services or volunteer works.

Knowledge:

Students will understand about:

- Citizen and citizenship.
- Role and responsibilities of citizens.
- Acquiring and losing citizenship.
- Democratic process in Pakistan.
- Parliamentary democracy.
- Free press, justice and equality.
- Rule of law in country
- Law and order situation in Pakistan.

Skills:

Students will be able to:

- Define the term citizen.
- Explain the role of citizenship.
- Explain why it is important for a citizen to participate in community services and voluntary work.
- Analyze the traits of a good citizen.
- Determine the modes of acquiring and losing citizenship. (Immigration, emigration, marriages)
- Explain the power of government, the role of citizens and Parliament in holding government to account.
- Know about the different roles of the executive, legislature and judiciary.
- Understand the importance of free press, justice and equality for a prosperous country.
- Explain that rule of law is the basic tenet of a democratic state.
- Analyze the democratic system and process in Pakistan.
- Evaluate the need and presence of free press.
- Suggest measures to improve law and order situation in the country.

Formative Assessments:

- Class Discussion on the importance of volunteer work and services of a good citizen.
- Class presentation on the role and responsibilities of a good citizen.
- Written response in form of classwork / homework on traits of a good citizen and its importance.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions on the importance of free press.
- MCQs or Quiz sessions in classroom on democratic process and system in Pakistan.

Summative Assessments:

- Multiple choice questions- citizenship
- Fill in the blanks- democratic process in Pakistan.
- Quiz competition – roles and responsibilities of a good citizen.
- Short questions or Evaluative questions: for example:
 - An individual can play a vital role in betterment of a society. Comment.
 - Differentiate between immigration and emigration.

- o Prevalence of justice and equality in society is necessary for a balanced and emotionally stable society that can progress well. Justify with the help of examples.

Learning Activities:

- **Class Presentation:** Students can be assigned some topics for class presentation after completing the topic. Students should prepare and present these topics in front of the class / peers and the teacher can comment on it or mark it. For example: the role of citizens in betterment of society.
- **Quiz Competition:** A quiz can be planned on the democratic process / system of Pakistan.
- **Debate competition:** A debate competition can be planned in favor and against the presence of free press.

Domain G: Pakistan and International Affairs

Standard 1: Foreign Policy of Pakistan

<p>Grade 10: Foreign Policy of Pakistan</p>	<p>Benchmark:</p> <p>Explore the key aspects of Pakistan's foreign policy and international relations to raise awareness about the fundamental tenets that constitute the pillars of Pakistan's foreign policy</p>
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-10-F1-01] Appreciate the importance of foreign policy for any country and evaluate the foreign policy of Pakistan with reference to its need and adherence to the guiding principles and objectives. ● [SLO:PS-10-F1-02] Analyze the geo-political importance of Pakistan with reference to its neighboring states. ● [SLO: PS-10-F1-03] Critically assess the diplomatic ties of Pakistan with neighbouring countries in the region, its impacts and prospects for future relations. 	
<p>Knowledge</p> <ul style="list-style-type: none"> ● Foreign policy of Pakistan and its guiding Principles. ● Relations with other countries in the region. ● Basis of relationship with other countries including India, Iran, Afghanistan, China, Saudi Arabia and USA. ● US Pakistan relations before and after 9 /11 ● Foreign policy and Pakistan's foreign policy. ● Importance of material and moral support of oppressed and suppressed 	<p>Skills</p> <ul style="list-style-type: none"> ● Define policy and foreign policy. ● Discuss the need and the importance of foreign policy for a state. ● Define the principles of Pakistan's foreign policy. ● Describe the objectives of Pakistan's foreign policy. ● Analyze the geo-political importance of Pakistan with reference to its neighboring ● Explain determining factors that are responsible for shaping Pakistan's Foreign Policy. ● Identify the guiding principles of Pakistan's foreign policy. <p><i>https://www.pakistanembassy.gr/foreign=policy</i></p>

<p>people/Nations in the world.</p> <ul style="list-style-type: none"> ● Geopolitical importance of the location of Pakistan. ● Relate the location of Pakistan with the importance of international relations. 	<ul style="list-style-type: none"> ● Associate the foreign policy of a country to international relations. ● Analyze the strength and issues of the relations between Pakistan and China. ● Evaluate the strategic importance of Pak-China relationship particularly in context of CPEC ● Analyze the strength and issues of the relations between Pakistan with Afghanistan, India and Iran as well as infer the future prospects of good neighborly relations with them. ● Explain the importance of peaceful Afghanistan for Pakistan. ● Analyze the strength and issues of Pakistan's relations with the USA. ● Analyze the Pak- US relation after the incident of 9/11. ● Discuss the importance of Pakistan in the international agenda of War against terror. ● Analyze to what extent Pakistan is successful in supporting the less privileged people/nations in the world. ● Rationalize the impact of Kashmir Conflict (Future prospects) on Pakistan's relations with India. ● Highlight Pakistan's stance for Palestine. ● Analyze the strength and issues of Pakistan's relations with Saudi Arabia ● Evaluate the future prospects of good relations with Saudi Arabia for the betterment of the Muslim Ummah.
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Assessment:

Formative Assessment: written or verbal response on question, for example:

- Identify and define the importance of foreign policy.
- Describe the salient features of the foreign policy of Pakistan.
- Relate foreign policy with international relations in the world.
- Study Pakistan relations with different countries of the world.
- Analyze the effects of Pakistan's foreign policy in coping with different conflicts.

Summative Assessment

- MCQs/ fill in the blanks/ true or false on importance and need of foreign policy.
- Short questions – Pakistan's relationship with other countries.
- long questions including evaluations:
 - Why do you think foreign policy is important for a country?
 - What do you know about the foreign policy of Pakistan?
 - In today's world Foreign policy and International Relations are very important for a country. Explain the statement.
 - How are international relations important for the economic development of Pakistan?
 - Do you think foreign policies and international relations are important for coping with different conflicts?

Learning Activities

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge on foreign policies of Pakistan.
- **Display board in the class.** Classroom display boards can be allocated to different groups of students where they can display their presentations. One group can work on relations with China, another can work on foreign relations with Iran, one with Afghanistan and one with India.
- Class discussions on a recent development related to foreign policy.
- Kashmir/ Afghanistan related articles from newspapers should be used as a resource.
- **Quiz Competition:** A quiz can be planned about the concepts discussed in the lesson. For example importance of foreign policy

Standard 2: Pakistan and International Organizations

Grade 10: Pakistan and International Organizations	Benchmark: : Understand the role of Pakistan in the global community of nations and how it participates in the international matters of peace and harmony amongst nations.
SLOs: Students will be able to: <ul style="list-style-type: none">● [SLO: PS-10-G2-01] Examine the significance of the United Nations, its primary organs and their goals, its involvement in global peacekeeping efforts, and the contributions of Pakistan to the UNO in different global peacekeeping activities particularly on occasions of natural calamities and disasters.● [SLO: PS-10-G2-02] Evaluate Pakistan’s foreign relations with other countries focusing on SAARC countries, OIC countries, Britain and commonwealth countries and relate its efforts in highlighting issues of Muslim World on all platforms including OIC.● [SLO: PS-10-G2-03] Analyze the difficulties faced by UNO in resolving the crisis in Kashmir, Afghanistan, and Palestine.	
Knowledge: Students will learn about: <ul style="list-style-type: none">● Objectives of UN and its major organs● Pakistan’s contributions in UNO.● UN in Kashmir, Palestine and Afghanistan.● Relations of Pakistan with international organizations particularly SAARC,OIC and ECO.● ECO as an active organization.	Skills: <ul style="list-style-type: none">● Analyze Pakistan’s role in UNO and its major organs.● Role of major organs of UNO and their objectives.● Discuss the role of Pakistan in developing positive relationship among countries of South Asia (SAARC)● Explain the role of Pakistan in solving the issues in the Muslim World from the platform of OIC.● Discuss Pakistan’s relation with Britain and commonwealth countries.● Analyze Pakistan’s contribution in global peacekeeping activities and natural disasters.● Analyze the reasons for the failure of UNO in case of Kashmir and Palestine.● Analyze the difficulties faced by UNO in resolving the crisis in Kashmir, Afghanistan, and Palestine.

- Discuss the future prospects of ECO as an active regional organization

Assessment:

Formative Assessment: Written or verbal response on questions, for example:

- Describe and explain the importance of foreign policy.
- Describe the principles of the foreign policy of Pakistan.
- Evaluate the foreign relations with China, Russia, US and EU.
- Study Pakistan relations with different countries of the world.
- Analyze the effects of Pakistan's foreign policy in coping with different conflicts.

Summative Assessment

Short questions or long questions including evaluative questions.

- Evaluate the role of the UN in keeping peace in the world.
- Analyze the effectiveness of OIC in the region.
- Compare the SAARC and ECO with respect to their effectiveness.
- Enlist all the international organizations in which Pakistan has been a member state.

Learning Activities

Video Watching Activities

- To understand the structure of the United Nations and its committees along with the important duties they have performed in international scenarios, videos from YouTube can be shown to students using the following link.
 - <https://www.youtube.com/c/unitednations/videos>
- **Quiz Competition:** A quiz can be planned about the concepts discussed in the lesson. For example: role of UN in world peacekeeping or contribution of Pakistan in global peace keeping.
- **Case study:** evaluate the role of different international organizations in the Türkiye and Syrian Earthquake of February 2023.
- Class presentation: Pakistan and International Organization
- Enlist all the International Organization where Pakistan has been a member state and analyze Pakistan's role in solving different issues. Following web link can be useful in this regard.
 - https://en.wikipedia.org/wiki/Outline_of_Pakistan
- **MUN:** Model United Nations can be designed keeping current affairs as topic of discussion.