
Curriculum Guidelines

Pakistan Studies Grade 11 – 12

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 syllabus 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 11: The problems faced in first decade and political developments in subsequent years in Pakistan</p>	<p>Benchmarks: Critically review the first decade of a newly emergent state in relation to the problems faced, efforts done to solve them, political developments, and Jinnah's role as well as his Vision for Pakistan. Also relate the political development process in different eras and analyse the impacts on common people.</p>
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none">● [SLO: PS-11-A1-01] Analyse the basic components of the ideology of Pakistan (sovereignty of Allah, equity and justice, democracy and equal rights for minorities).● [SLO: PS-11-A1-02] Analyse the Two-nation Theory: Origin and Explications and relate it with the economic and social deprivations.● [SLO: PS-11-A1-03] Identify the initial challenges confronted by the newly formed state of Pakistan, with a particular focus on economic, geopolitical, refugee, constitutional reform, and administrative issues.● [SLO: PS-11-A1-04] Explain how successful Pakistan was in overcoming the initial problems faced.● [SLO: PS-11-A1-05] Evaluate the contributions and leadership of Quaid e Azam as the first Governor General and Liaqat Ali Khan as the first Prime Minister of Pakistan, analysing their impact on the country's political, social, and economic development.● [SLO: PS-11-A1-06] Critically analyse the ruling periods of different governments, evaluating their policies and their impact on Pakistan's political, social, and economic development from 1958 till 2022● [SLO: PS-11-A1-07] Critically analyse the causes and impacts of the Wars of 1948, 1965, 1971, and Kargil 1999 between Pakistan and India.● [SLO: PS-11-A1-08] Analyse the social, political and economic impacts of International wars (War on Terror and Soviet-Afghan war) on Pakistan	
<p>Knowledge: Students will learn about:</p> <ul style="list-style-type: none">● Basic components of Ideology● Two Nation Theory● Identify and elaborate the problems faced by Pakistan at the time of Independence● Ruling eras of different governments and the reforms they brought in the country after 1958 till 2022.● Causes, events and impacts of Wars of 1948, 1965, 1971 and Kargil 1999 between Pakistan and India.● War of Terror and Soviet-Afghan War. ● Identify martyrs of the wars and their sacrifices for Pakistan	<p>Skills: Students will be able to :</p> <ul style="list-style-type: none">● Investigate the socio-political impact of the issue of national languages.● Pakistan faced a severe economic crisis at the time of independence due to unjustified division of resources. Comment.● Recognize the administrative problems faced by Pakistan at the time of independence and the ways they were handled by the officials responsible at that time.● Name the princely states that became part of Pakistan and their reactions towards merger.● Analyse the long-term impacts of the problems caused to Pakistan due to unfair distribution of military assets at the time of Independence.● Evaluate the reasons and impact of Kashmir Conflict / war of Kashmir in 1948 and trace back its roots to unfair distribution of military

assets as well as controversial boundary division.

- Boundary Commission and Radcliffe Award were not justified decisions. Evaluate the impacts on Pakistan and India.
- Locate areas included in Pakistan at the time of Independence (including princely states as well), on a map.
- Analyze the reasons for Canal Water Dispute, its impact on both countries.
- Suggest the alternate possible solutions in your opinion.
- Criticize the implementation of Indus Water Basin Treaty and its impacts on the economy and agriculture of Pakistan.
- Quaid e Azam was a great leader, a seasoned politician, an expert barrister, and a visionary Governor General. Evaluate the statement in light of his addresses and speeches made at different points in time with people of different walks of life.
- Criticise the contributions of Liaqat Ali Khan as First Prime Minister of Pakistan.
- Discuss the long-term effects of the initial problems / challenges faced by Pakistan and the way they have impeded the development of Pakistan.
- Explain the causes of Martial Law promulgated in 1958.
- Analyze Ayyub Khan's era of rule in country (1958 - 69)
- Comment on strengths and weaknesses of the BD system – Basic Democracies Order promulgated by Ayyub Khan.
- Analyse the economic progress in Ayyub's era.
- Comment on the Presidential General Elections – January 1965.
- Analyse the causes and impacts of the Indo-Pak war of 1965 and develop its connections with the Kashmir war of 1948.
- Evaluate Yahya's reign (1969 - 71) in terms of political development of the country.
- Analyse the causes and impacts of the Pak-India war of 1971.
- Analyse the social, political and economic impacts of International wars (War on Terror and Soviet-Afghan war) on Pakistan.

- Explain the main aspects of the economic reforms introduced during 1971-1977.
- Evaluate the impact of nationalisation on education, industry, commerce and trade.
- Analyse the causes and impacts of the Martial Law of 1977 imposed by General Zia ul Haq.
- Comment on the Islamization during 1977 – 88.
- Evaluate the impacts of the Afghan War on the world and on Pakistan.
- Critically analyse the reasons for dismissing Junejo as Prime Minister by Zia considering Geneva Talks as one of the major causes of discord.
- Develop an account on the restoration of the Civil Government in 1988 after Zia's death.
- Compare Benazir and Nawaz Sharif's first and second tenure of government with each other in terms of social, political and economic development in the country.
- Pakistan turned Nuclear in 1998, critically analysing the shift in balance of power in the region after the nuclear tests of Pakistan.
- Discuss Kargil War of 1999 between Pakistan and India.
- Discuss the prominent characteristics of the Musharraf Era - Moderate enlightenment.
- Revival of Democracy - (Political era of 2008-18)
- Discuss political steps taken by Tehreek e Insaf after coming in power as a result of 2018 elections
- Analyse the rule of the PDM government after April 2022 in terms of political stability and economic reforms.

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 events of struggle for Pakistan.
- 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 favour, or some may go against.
- Verbal responses during different activities.
- MCQs on formation of Muslim League / British Colonialism.
- Short Questions on antecedents of Pakistan Resolution.

- Quiz competition on Cripps Mission, Cabinet Mission Plan, Madras Amendment, and role of interim Government in advancing the cause of Pakistan.
- For and against debate on British Colonialism and its impacts.
- Class Discussion on performance of different political rules / eras.
- Written response in form of classwork / homework.
- Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions.
- Quiz sessions in the classroom about different eras of political parties.

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.
 - TheoryEvaluative Questions – For example:
- Why did Sir Syed Ahmed believe that opposition towards the British is pointless.
- Why did Sir Syed Ahmed Khan write “The cause of the Indian Revolt”?
- *Quit India Movement* was rejected by Congress whereas Muslim League decided to support. Appreciate the decision.
- **MCQs** on salient features of the foreign policy of Pakistan in different eras.
- **Evaluative Questions** - For example:
- Compare the three governments of Pakistan Muslim League (N) with a focus on efforts to promote industrialization.

Learning Activities:

- **Extra Research work:** Teachers can provide extra reading material / books for extended knowledge. Some web links are:
 - <http://notesonpakistan.blogspot.com/2009/08/two-nation-theory.html>
 - <https://storyofpakistan.com/two-nation-theory-the-myth-the-reality/>
 - <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. Actions which supported the Pakistan Movement or were in favor of Muslims can be marked in blue or green colour and could be placed on top of the line, whereas events showing negative impact to Muslim Cause can be placed below the line and in red colour.
- **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. 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 any event like the Nehru report and 14 Points of Quaid e Azam ﷺ. Another example can be set up of Pakistan Resolution Day – different students can take up the role of Muslim leaders and can present their point of view.
- **Display of Political Regimes:** Students can be assigned different political eras of Pakistan’s politics. They can then display the reforms they undertook, argue the impact on common people and the

economy, debate on the success and failures, reflect their reviews about other political parties and even can dress up like their leaders. This will give all students a quick comparison of all the parties.

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

Classroom display boards can be allocated to different groups of students where they can display the different political eras, reforms they undertook, their success and reasons for failures. Pictures and text both can be displayed for the presentation as well as revision of topics on a routine basis. This would be a live board where students will keep on adding things as they move on learning new topics

Domain B: Geography of Pakistan

Standard 1: Land of Pakistan

Grade 11: Land of Pakistans	Benchmark: Develop understanding about the location of Pakistan and its importance in relation to South and Central Asian countries..
Students' Learning Outcomes: Students will be able to:	
<ul style="list-style-type: none"> ● [SLO: PS-11-B1-01] Locate Pakistan on the world map and assess the significance of its geographical location in terms of its geopolitical and economic importance. ● [SLO: PS-11-B1-02] Analyse the strategic significance of Pakistan's location in relation to its neighbouring countries and other countries in South and Central Asia, and evaluate the impact of this on Pakistan's economic, political, and social development. 	
Knowledge	Skills
<ul style="list-style-type: none"> ● Identification of different latitudes and longitudes on the map of Pakistan ● Locate neighbouring countries, Indian Ocean and Arabian Sea on the map. ● Comprehend the commercial and tourist potential of Pakistan due to its unique geographical location. ● Identification of different latitudes and longitudes for different cities on the map of Pakistan ● Understand the location of major cities in relation to each other and other physical features. ● Know the divisions and administrative set up of provinces. 	<ul style="list-style-type: none"> ● Study the relationship of latitudes and longitudes on temperature and time zone respectively. (Google Map /Mobile apps) ● Use the Tropic of Cancer (23.5°N), latitudes 30°N, 36°N, and longitudes 64°E, 70°E, and 76°E to identify and highlight different regions of Pakistan on the map. ● Label or mark the neighbouring countries including (India, China, Afghanistan and Iran) on the physical map of Pakistan. ● Label or mark Indian Ocean and Arabian Sea. ● Analyse 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.) ● Annotate administrative divisions of Pakistan (Provinces and Districts) ● Annotate the following major cities on the map of Pakistan: Islamabad, Murree, Rawalpindi, Gujranwala, Lahore, Faisalabad, Multan, Sialkot, Peshawar, Chitral, Gilgit, Hyderabad, Karachi, Quetta, Muzaffarabad and Gwadar. ● Identification of cities with reference to rivers and other physical features. ● Mark administrative divisions of provinces in the

country.

- Identify the hierarchy of geographic administrative setup in the country.
- Assess the geopolitical and economic significance of the provinces and major cities of Pakistan.

Assessment:

Formative Assessment

- Identify the important latitudes and longitudes on the map of Pakistan.
- 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.
- Label the neighbouring countries including (India, China, Afghanistan and Iran) on the physical map of Pakistan.
- Write a report to correlate how Pakistan's location facilitates trade and tourism for economic uplifting.

Summative Assessment

- **MCQs** about:
 - Cardinal points of Pakistan.
 - Neighbouring countries of Pakistan
 - Length of borders with India, China, Iran and Afghanistan.
 - Length of Pakistan's coastline.
 - True or false statements about important cities
 - Long questions including evaluations. For example:
 - How would you relate the location with the economic and industrial development of Pakistan?
 - How do the geographic features of each administrative division of Pakistan affect the distribution and accessibility of resources and services?
 - How does the geographical location of Pakistan impact its economy ?
- **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 neighbouring countries and Arabian Sea on the map 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 11: : Natural Vegetation and forests of Pakistan	Benchmark: Identify the vegetation cover and forests present in Pakistan, their location on map, their importance for the environment , economy, industry, and raw material for tourism
Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none"> • [SLO: PS-11-B2-01] Investigate geographical, climatic, political, cultural, economic and industrial aspects influencing natural vegetation and forests using geographic representations and geospatial technologies for deeper understanding. • [SLO: PS-11-BA2-02] Utilize geographic tools and techniques to annotate and map the spatial distribution of the different types of forests in Pakistan, including productive and protective forests, and also elaborate their benefits and uses for the country. • [SLO: PS-11-B2-03] Investigate different factors affecting the different types of forests and evaluate the advantages and disadvantages of irrigated plantations and mangroves with regards to sustainability and climatic impacts and protecting against natural disasters. • [SLO: PS-11-B2-04] Differentiate between deforestation and afforestation while critically analyzing the causes and effects of deforestation on climate and social life in Pakistan, and propose sustainable solutions to address deforestation. 	
Knowledge: Students will learn about: <ul style="list-style-type: none"> • Location of natural vegetation of Pakistan. • Understanding of types of forests in Pakistan. • Discuss afforestation and deforestation. • Relate global warming, floods and droughts with forests. 	Skills: Students will be able to: <ul style="list-style-type: none"> • Define forests and natural vegetation. • Utilize geographic tools and techniques to annotate and map the different types of forests in Pakistan. • Identify different types of forests in Pakistan. • Compare productive and protective forest. • Compare and contrast the advantages and disadvantages of irrigated plantations in Pakistan. • Analyse the importance of Mangrove forests of Pakistan. • Differentiate between afforestation and deforestation. • Evaluate the effects of afforestation and deforestation on the environment and economy of people. • Evaluate the significance of natural vegetation and forests on the environment. • Evaluate the role of Mangrove forests in mitigating climate change. • Comment on the importance of mangrove for sustainable development of marine life . • Develop an argument to discuss how the economy, industry, and tourism are linked with forests. • Critically evaluate the impact of natural vegetation and forests on lifestyle.
Formative Assessments: <ul style="list-style-type: none"> • Class Debates on the role of forests in maintaining a healthy atmosphere and managing the environment. • Written response on questions related to mangrove forests in form of classwork / homework. Question will focus on location and distribution of mangrove, their adaptation to their environment and their importance for the environment as well as economic importance. • Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions. • Quiz sessions in classrooms about the factors affecting forests. 	
Summative Assessment: <u>Short questions on:</u>	

- factors affecting forests and importance of forests.
- State any four benefits of Mangrove for inland life and marine life.
- name areas having mangrove forests in Pakistan.

Evaluative Questions - For example:

- Coniferous forests grow in northern regions of the country. Relate this fact with the climatic factor.
- Mangrove forests are important for the economy of coastal areas. Justify.
- Forests play a very important role in keeping the climate temperate of the region. Prove with the help of examples.
- Deforestation is the major reason for flooding and drought both. Explain with the help of examples.
- Afforestation is the need of the hour to meet the challenges. Comment.
- Evaluate case studies to support your point of view
- Propose sustainable solutions to address deforestation while considering the after-effects and assess the significance of afforestation in tackling current and future challenges.

Learning Activities:

- Use Google Earth to identify the forests and natural vegetation of Pakistan.
- On a blank outline map of Pakistan, mark the protective and productive forests of Pakistan.
- Draw a pie chart to show the area under forest in all provinces of Pakistan.
- Class presentation on the irrigated plantation of Pakistan. Comment on their distribution, area, importance, and salient features. This presentation can be given as individual work or as group work.

Standard 3: Climate of Pakistan and Environmental Hazards

<p>Grade 11: Environmental Hazards in Pakistan</p>	<p>Benchmark: Benchmark: Understand the concept of global warming and its effects on the environment, environmental hazards such as floods, droughts, and pollution, and establish correlations between them and global warming, the economy, public health, social life, human activities, and the environment specifically in Pakistan.</p>
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-B3-01] Examine the impacts of climate change on South Asia spanning five decades, taking into consideration the consequences of sudden and severe weather events, as well as human actions that contribute to environmental risks. ● [SLO: PS-11-B3-02] Analyze the factors that contribute to global warming, as well as the resulting physical processes and phenomena that are linked to flooding, climate change, and other environmental hazards. ● [SLO: PS-11-B3-03] Recognize the potential advantages and disadvantages of floods and propose ecologically sustainable solutions to mitigate climate change and reduce the negative impacts of environmental hazards like floods, and droughts. ● [SLO: PS-11-B3-04] Evaluate the environmental impacts of fossil fuel consumption and suggest approaches to minimize the impacts of climate change and global warming, emphasizing the roles of governments and societies in environmental management. {Case Study: evaluate the effectiveness of Pakistan's National Disaster Management Authority (NDMA) in disaster management and propose measures to improve disaster preparedness and response.} ● [SLO: PS-11-B3-05] Elaborate on the main sources of freshwater and ocean water pollution, such as agricultural and industrial Sectors, and develop solutions to manage these issues. 	

Knowledge:

- Understand about global warming and its effects on the environment.
- Identify human activities responsible for environmental hazards like droughts, floods, earthquakes and climatic changes in Pakistan. Develop link between global warming floods, droughts and climatic changes.
- Discuss floods and their pros and cons.
- Understand sources of water pollution in oceans and rivers.

Skills:

Students will:

- Define global warming.
- Identify causes and effects of global warming on the environment of Pakistan.
- Relate global warming with climatic changes and flooding or drought and environmental hazards.
- Analyse the causes and effects of extreme and abrupt weather spells. (Case Study: Murree Snow Storm 2022)
- Evaluate Pakistan's weather in terms of changes due to global warming.
- Study climateStudy the climate change in South Asia over 50 years.
- Evaluate the impact of the use of fossil fuel on the environment.
- Elaborate the effects of droughts on physical as well as human environment
- Suggest ways to minimise climate changes and global warming.
- Suggest solutions to curtail the effects of environmental hazards and climate change. (Controlled burning method, tsunami warning system, deforestation, weather forecast etc.)
- Examine and appraise the role of NDMA National (Provincial Disaster Management Authority) in managing the disaster in Pakistan.(Case Study)
Case Study: evaluate the effectiveness of Pakistan's National Disaster Management Authority (NDMA) in disaster management and propose measures to improve disaster preparedness and response.
- Suggest sustainable solutions to reduce droughts and manage the effects of droughts.
- Suggest sustainable ways to reduce climatic e changes and global warming.
- Agricultural and industrial sector development are main contributors in freshwater and ocean water pollution. Elaborate.
- Suggest measures to handle water pollution caused by the industries.
- Suggest sustainable solutions to the deal with water wastage, shortage and drought conditions. Case study: water shortage in deserts of Pakistan in the past 20 years.

Formative Assessments:

- Poster competition on effects of global warming.
- Class presentations can be assessed if given with rubrics and criterion.
- Quiz competition about global warming.
- Project work on flooding
- Create a mind map of different types of environmental hazards and their impacts on human health and the ecosystem.
- Conduct a group discussion on the causes and consequences of air pollution in your community and suggest measures to reduce it.
- Assign a research project to students to investigate the impacts of climate change on a specific region or community.
- Ask students to create an infographic on global warming.

Summative Assessment:

- **Evaluative Questions** For example:
 - How would you prove global warming in recent years?
 - Can you justify the statement; climate change is causing global warming?
 - What could be the consequences of global warming if not addressed?
 - Suggest some ways to prevent global warming.
 - Define Global Warming and its causes.
 - Analyse the relationship between Global Warming and Climate Change
 - Determining the gravity of the problem if not taken seriously.
 - Suggest ways to reduce the impact and damage of these hazards.
 - Water Shortage and Global warming is closely linked. Justify.
 - How do environmental disasters such as floods, and droughts affect the environment and human populations, and what steps can be taken to prepare for them?

Learning Activities:

- Use weather charts and climatic maps to show main areas where major climatic changes are occurring. Maps from Survey of Pakistan can be used. Below given link has a few examples of presentations that teachers can share with students to show.
 - https://www.slideshare.net/search?utf8=%E2%9C%93&search_from=header&q=climate+of+pakistan
- An article having maps of climate zone and changing climate can be read at the below given link:
 - https://www.pmd.gov.pk/rnd/rnd_files/vol8_issue17/4.pdf
- Collaborate online with at least one school in another Climatic zone of Pakistan or the world. Support students to make safe e-pals to discuss opportunities and challenges regarding the climate of the region. Exchange their notes with rest of the students in the class.
- Provide weblinks of weather channels, videos, useful websites and reading material to the students to run a campaign 'Save Pakistan'!
- Raise awareness by practically demonstrating how to deal with environmental hazards. (Earthquake, flood)
- Launch awareness programs to deal with environmental hazards for the public. Students can design posters to do so.
- **Project work on flooding and drought:** teacher to divide the students in groups. Few groups will work on flooding and few on droughts. On each topic, students will be asked to prepare physical models, banners to spread awareness, prepare presentations, write poems, and hold an art competition. An easy writing competition can be planned as well.
- **Same plan can be designed for a safe water project as well.**
- Study the climate change in South Asia over 100 years using given links.

- o https://www.researchgate.net/figure/Numbers-of-extreme-weather-events-globally-by-year_fig4_283653329
- o <https://upload.wikimedia.org/wikipedia/commons/2/2f/Greenhouse-gas-emissions-by-gas.png>
- o <https://www.thethirdpole.net/en/hub/climate-disasters/>

Domain C: Resources and Economic development of Pakistan

Standard 1: Water, Mineral and Power Resources

<p>Grade 11: Mineral and Power Resources</p>	<p>Benchmark: Analyze the impact and potential of mineral and power resources and their utilization on the economic development of a country. Recognize the importance of Natural Resources by proposing measures to achieve sustainability.</p>
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-C1-01] Describe the types and location of mineral resources in Pakistan, outlining their importance in the national industry and economy. ● [SLO: PS-11-C1-02] Investigate Pakistan's mining industry's potential for economic growth by providing a list of essential minerals, their uses and challenges faced by the mining industry, environmental impacts and protective measures to recommend sustainable economic development. ● [SLO: PS-11-C1-03] Assess the various energy resources available in Pakistan, which include both renewable and non-renewable sources such as hydroelectricity, wind, solar power and bio-fuel, and examine their advantages and disadvantages. 	
<p>Knowledge:</p> <ul style="list-style-type: none"> ● learn about the mining industry in Pakistan. ● Enlist all the alternative energy resources to deal with the energy crisis. ● Classify different types of energy resources. ● Outline the importance of minerals in the national economy. ● Understand about the renewable energy resources and explore the potential of alternative energy resources. ● Identify the different types of coal present in Pakistan 	<p>Skills: Students will:</p> <ul style="list-style-type: none"> ● List down the important minerals found in Pakistan and their uses for economic development. ● Elaborate the problems of the mining industry and suggest solutions to deal with them for better development of the mining industry. ● Identify the effects of mining on the environment and measures for environmental protection. ● Describe the nature and location of mineral resources in Pakistan. ● Describe the uses and distribution of major metallic and nonmetallic minerals. ● Classify the renewable and non-renewable energy resources of Pakistan. ● Compare different types of energy resources. ● Evaluate different types of alternative energy resources by comparing their advantages and disadvantages. ● Discuss the uses of coal as a source of power for Pakistan. ● Compare the uses of coal and petroleum as sources of power for industrial and economic development.

- Nuclear energy is a great alternative resource for power. Compare its advantages and disadvantages.
- Compare hydroelectric, nuclear, wind and solar power
- .Elaborate the advantages and disadvantages of developing wind power.
- Discuss the potential of developing geothermal and tidal power in Pakistan.
- Compare the advantages and disadvantages of biogas and biomass as a power resource.
- Evaluate different types of alternative energy resources by comparing their advantages and disadvantages.
- Scrutinise non-conventional sources of energy including wind energy and solar energy.
- Critically analyse the three types of electricity in the country and their comparative advantages and disadvantages.

Formative Assessments:

- Class Discussion on performance of different political rules / eras.
- Class Activities on “different languages”.
- 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:

- Short questions about advantages and disadvantages of dams.
- Long questions including evaluative questions:
 - Minerals found in Pakistan are not beneficial as extraction cost is greater than the cost benefit of minerals one can expect. Give your opinion.
- Short questions
 - Enlist the types of coals mined in Pakistan.
 - Analyse the challenges faced by the industries due to the energy resource crisis.
 - Evaluate nuclear power as an alternative energy resource.
 - Compare solar and hydroelectric power sources in terms of effect on the environment.

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 energy sources.
- Class presentations: teachers can assign class presentations in groups. Different topics will be assigned to different groups, for example:
 1. Analysis of the impact of mining on the environment and local communities.
 2. Exploration of renewable energy sources, such as wind, solar, and geothermal power, and their potential to replace non-renewable sources.
 3. Comparative study of the economic benefits and drawbacks of different mineral and power resources.

4. Investigation of the impact of coal mining on air and water quality and possible solutions.
 5. Assessment of the global demand for different mineral and power resources, and how it is affected by economic and geopolitical factors.
 6. Analysis of the use of rare earth metals in renewable energy technologies and the environmental and social costs of their extraction.
 7. Comparative study of the energy efficiency of different power generation technologies, such as coal-fired power plants, natural gas power plants, and nuclear power plants.
- Debate competition: Students can be assigned topics of small dams and big dams to prepare speech in favour of their topic and points against others topic.
 - Use a google map to mark the mining sites of Pakistan.
 - Presentation on coal and petroleum focusing on their uses, mining and oil extraction, fields where coal and oil are present, harms caused to the environment by burning, amount of energy produced and effect on industries with regards to usage and efficiency.
 - Class Presentations:
Divide students into 7 groups and assign each group a topic as listed below:
 - Solar energy
 - Biomass energy
 - Biogas energy
 - Geothermal energy
 - Tidal energy

Standard 2: Population Structure, Growth, Employment and Industry

Standard: Employment and Industry	Benchmarks: Create an understanding of the primary, processing, and tertiary job sectors in Pakistan, along with their predominant occupations, to gain insight into the issues confronting the industrial sectors suggesting feasible and long-lasting solutions to address these problems.
Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none"> ● [SLO: PS-11-C2-01] Recognize Pakistan's principal industries such as sugar, cement, cotton, fertilizer, and steel evaluating their spatial distribution, significance, challenges, advantages and disadvantages with reference to their economic, environmental, and social impacts. ● [SLO: PS-11-C2-02] Analyze the advantages and disadvantages of cottage, small, and large-scale industries in Pakistan, and evaluate the effectiveness of government policies towards them with reference to government led industrial estates and zones. ● [SLO: PS-11-C2-03] Analyze the impact of underemployment and unemployment on a micro and macro level and recognize the crucial role of literacy, skill development, and training in the development of Pakistan. 	
Knowledge <ul style="list-style-type: none"> ● Classify primary, secondary and tertiary industries. ● List and discuss job classifications for primary, secondary, and tertiary sectors. ● Describe the factors that determine the distribution of occupations and jobs. ● Develop understanding about secondary industry. 	Skills <ul style="list-style-type: none"> ● Decipher and analyse the role of employment in a country's development. ● Depict and analytically explain the importance of different sectors/ industries) in the future development of Pakistan. ● Analyse the factors affecting the location of different industries in Pakistan. ● Locate the major industries of Pakistan on the map.(Iron and Steel, Cotton, Cement and fertiliser)

- Classify industries on the basis of its types / scales of production.
- Identify and describe the importance of literacy, education and training to the development of Pakistan.
- Distinguish between skilled and unskilled labor in Pakistan.
- Describe the role of skilled labor in the development of a country.

- Critically analyse the challenges faced by industries in Pakistan..(Iron and Steel, Cotton, Cement and fertiliser)
- Comparatively analyse the relationship between literacy, education and training for better employment opportunities in Pakistan.
- Evaluate the role of skilled labour in the development of a country.
- Analyse the potential of CPEC for employment and industry development and assess its impact on Pakistan's overall social and economic infrastructure
- Explore the causes of unemployment in Pakistan and propose solutions.
- Elucidate and evaluate using evidence why tertiary and quaternary employment areas (Service Industry) are most important in a changing world.
- Purpose sustainable solutions for the development of major industries of Pakistan..(Iron and Steel, Cotton, Cement and fertiliser)

Assessment:

Formative Assessment: Written or verbal responses on questions.

- Identify and differentiate between Cottage, Small Scale and Large-Scale industries in Pakistan.
- Describe the various types of industries in Pakistan. (cement, cotton, sugar, crafts, fertiliser, Iron and steel, sports goods, surgical instruments)
- Relate the types of industries and their location in Pakistan.
- Analyse the Govt. policies for the development of the industrial sector in Pakistan.
- Evaluate the creation of Industrial development Zones in Pakistan
- Study Tourism, Foreign Investment, Banking and Education for the development of industries and trade in Pakistan.
- Study factors such as the energy/ financial crisis that poses a threat to industrial growth.
- Describe the scope of human factors such as C-PEC for trade and industry in Pakistan.
- Define and distinguish between different types of employment and unemployment.
- Identify the factors affecting employment and unemployment.
- Determining the importance of literacy and technical training to cater unemployment.
- Predict the role of primary, secondary and tertiary sectors in the development of a country.

Summative Assessment

• **MCQs** on industrial development in Pakistan and challenges faced by industries.

• **Long questions** including evaluative questions:

- Why do you think the Cottage Industry should be developed in Pakistan?
- How would you evaluate the importance of small scale and large-scale industries for the development of a country?
- State the importance of following industries for the development of Pakistan; (cement, cotton, sugar, crafts, fertiliser, Iron and steel, sports goods, surgical instruments)
- Can you determine the factors which are responsible for the location of Industries in Pakistan?
- How would you evaluate the role of Industrial development zones in Pakistan?

- Describe the following for the Industrial development of Pakistan Tourism, Foreign investments, banking and Education.
- Why do you think the energy crisis is one of the major hurdles in the industrial development of Pakistan? Explain.
- How would you evaluate the importance of CPEC for the trade and industrial development of Pakistan?
- How would you differentiate between Primary, Secondary and Tertiary employment?
- Can you identify the recent changes in various employment sectors?
- Why do you think education and training are important for the development of skilled human resources in Pakistan?
- Can you describe the quaternary employment sector and its importance in the future?

Learning Activities

- Study and evaluate various industries on the map of Pakistan.
- Identify and justify the location of different industries in different parts of Pakistan.
- Study the role of Pakistan Industrial Development Corporation.
- Study the development of CPEC over the period of time and understand the hurdles posed to this project.
- Field trips to different industries and interviews with the management and workers; identifying their problems.

- **Graffiti Board:**

Ask students to prepare a living board in the class where they can add on the related pictures on the map as they continue to learn the new subtopics. For example, CPEC can be drawn on the map, major cities can be marked, major industries can be shown with the help of an icon, route of raw material and markets can be shown, and advantages / disadvantages can also be marked on it.

Standard 3: Agriculture, Livestock and Fish Farming

Grade 11: Livestock and fish farming	Benchmark: Recognize the scope and importance of livestock farming and fish farming for sustainable development of Pakistan.
<p>Students' Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-11-C3-01] Develop comprehensive understanding of the distinct classifications of farming, including livestock farming and fish farming, with a focus on animal husbandry and fish farming and their distinctive features. ● [SLO: PS-11-C3-02] Investigate the major obstacles in the livestock industry of Pakistan, such as disease outbreaks, limited market access and inadequate infrastructure. Also develop sustainable strategies to promote livestock practices and minimize environmental and social impacts. ● [SLO: PS-11-C3-03] Assess the possible economic impact of the fishing industry in Pakistan, including the socio-economic advantages of fish farming while analyzing infrastructure development initiatives such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets to support sustainable fisheries and suggest potential solutions for achieving this goal. ● [SLO: PS-11-C3-04] Evaluate the prospective economic consequences of Pakistan's fishing industry and explore the social and economic benefits of fish farming while analyzing the impact of infrastructure development projects (such as the Gwadar Port, CPEC, Makran Coastal Highway, and fishing markets) in facilitating sustainable fisheries and propose possible solutions to achieve these goals. 	
<p>Knowledge</p> <ul style="list-style-type: none"> ● Explore fisheries as an important 	<p>Skills</p>

economic resource of Pakistan.

- Compare inland and marine fishing.
- Identify main types of fish catch in commercial marine fishing
- Discuss the problems faced by the fishing industry.
- Suggest measures for sustainable growth of fisheries.

- Evaluate the fishing industry as one of the potential industries for the economic development of Pakistan.
- Differentiate between subsistence fishing and commercial fishing.
- Compare and contrast the scope of economic growth of marine fishing, inland fishing, and farm fishing in Pakistan.
- Identify the main types of fish catch in commercial marine fishing.
- Suggest solutions for sustainable fisheries in the country.
- Evaluate the significance of various modern and traditional methods of fishing.
- Analyse the problems of the fishing industry, including overfishing and pollution.
- Comment on the role of CPEC in the development of fisheries.
- Case study: Development of Gwadar Port and fisheries.
- Elaborate the three types of subsistence livestock farming being practised in Pakistan.
- Explore subsistence livestock farming in Pakistan as a system of input, process, and output, and elaborate on subsistence farming types practised in the region.
- Highlight the importance of livestock farming for the economy of the country.
- Identify the main livestock resource in Pakistan.
- Analyse the problems of the livestock industry in Pakistan.
- Suggest some sustainable solutions for the development strategy of livestock farming in Pakistan.

Assessment:

Formative Assessment: Assess verbal and written response about:

- Study livestock farming and its types.
- study fisheries and its types.
- Describe livestock and fisheries as systems.
- Evaluate the importance of livestock farming and fisheries for the development of Pakistan.
- Suggest ways to sustainable livestock farming and fisheries and coping with food shortage threats in future.
- Propose do's and don'ts to develop livestock farming and fisheries for the sustainable development of Pakistan.

Summative Assessment

Short questions

- What are the different types of livestock farming and fisheries?
- How would you differentiate between subsistence and commercial livestock farming?
- Why do you think Pakistan is a suitable country for livestock farming and fisheries?
- Do you think intensive livestock farming and fisheries is causing environmental damage?
- Why is there a threat of global food shortage in future?
- Suggest some ways for the sustainable development of livestock farming and fisheries 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 livestock and fisheries.
- 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 livestock and fisheries production, their sale and distribution.
- Organise 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 livestock and fisheries 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 livestock and fisheries 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 livestock and fisheries 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 livestock and fisheries.

Project Work:

- A group of students to prepare a complete project on Gawadar which may include, model of beach / jetty, port, and other associated facilities there. Showing nearby population, road network and air strip/ airport as well. Help from google maps can be taken for this. Other groups can present the economy of the area particularly focusing on the change in patterns after completion of Gwadar port. Similarly, another group can highlight the challenges and effects on weather due to development.
- Students can be asked to explore and analyse the current state of employment and industry in Pakistan, including the challenges and opportunities for growth and development.

Standard 4: Transport, Trade and Telecommunication

Standard: Telecommunication

Benchmark: To relate the role of telecommunication in trade and development of a country comparing it with regional/international scenarios and evaluate the future prospects of development.

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-11-C4-01] Evaluate the importance and role of telecommunications, including radio, television, phones, fax machines, emails, and the internet, in education/e-learning, industry, services, and trade/e-commerce in the development of Pakistan.
- [SLO: PS-11-C4-02] Evaluate the overall impact of telecommunications on a country, considering its role in driving social and economic progress, the benefits it offers for business and industry, as well as its potential negative effects on the social and political aspects of society.
- [SLO: PS-11-C4-03] Analyze the challenges of providing telecommunications in some parts of Pakistan and describe recent improvements in the telecommunications sector, particularly in relation to the education sector, and their potential for future growth.

Knowledge:

- Discuss trade, its functions and benefits for any country.
- Describe imports and exports highlighting the changing trade patterns over the years.
- Name Pakistan's main trading partners, and the goods Pakistan exported to them or imported from them.
- Compare Pakistan's imports and exports.
- GNP and GDP
- trade routes of Pakistan
- export processing zone.
- Trade barriers
- Importance of telecommunication for a country.
- Know the impacts of telecom on development of Pakistan.

Skills:

Students will:

- Define trade and discuss its benefits.
- Differentiate between GNP and GDP
- Identify trade routes of Pakistan.
- Evaluate export processing zones as a tool to promote trade.
- Analyse how changes in imports and exports affect the balance of trade.
- Infer why Pakistan has a negative balance of payments.
- Identify trade barriers and suggest measures to reduce impact of these trade barriers.
- Differentiate between balance of trade and balance of payments.
- Comment on the role of Trade Development Authority of Pakistan (TDAP) in improving trade of Pakistan
- Analyse the role of telecommunication in the development of a country's economy and life standards.
- Analyse the impact of the expansion of telecommunications networks on the ability of businesses to engage in international trade.
- Evaluate the role of key technological advancements in telecommunications in facilitating the growth of international trade in recent decades.
- Investigate the role of telecommunication technologies in enabling cross-border supply chains and reducing trade barriers.
- Examine the impact of changes in telecommunication infrastructure on the geographic distribution of industries and the types of products that are traded internationally.

- Evaluate the key challenges associated with using telecommunication technologies to support international trade, and propose potential solutions to address these challenges.
- Evaluate the effectiveness of telecommunication tools and methods in enhancing the teaching learning experiences in the education sector.
- Evaluate the importance and role of radio, television, phones, fax machines, emails, and the internet, in e-learning, and e-commerce in the development of Pakistan.

Formative Assessment:

- Class Discussion on Trade and its importance.
- Quiz on telecommunication
- Class presentations can be assessed.
- Exit slips at the end of the lesson on the importance of telecommunication.
- 1 minute summary for the wrap up of lesson disadvantages of telecom on social and political life of people in the country.
- Divide students into groups and assign each group a specific industry (e.g., agriculture, manufacturing, services). Ask each group to research how telecommunications technology has impacted their industry in terms of trade and market access.
- Have students watch a documentary or read an article about the impact of the internet on global trade. Ask them to summarise the main arguments and provide their own analysis of the link between telecommunications and trade.
- Conduct a debate in class on the question of whether telecommunications technology has increased or decreased the barriers to entry for small businesses in international trade.
- Assign a research project to students to investigate the role of telecommunications infrastructure in the development of export-oriented industries Pakistan.

Summative Assessment:

- Multiple choice questions
- Quiz competition on three ports of Pakistan.
- Short questions or long questions.
- Evaluative questions:
 - Keeping advantages and disadvantages in front of you, comment telecommunication should be developed or not.
 - Suggest how we can benefit from developing telecom in the field of trade.
 - Comment on the challenges faced by the export processing zones.

Learning Activities:

- Map work on Trade routes

- Marking of Export Processing Zones on map.
- Case study: Export Promotion Zone of Gawadar. Discuss the advantages and disadvantages of developing the export processing zone in Gwadar relating its impact on the economy of the country and climate change.
- Research work: Ask students to carry out research on development of telecommunication networks over a period of time.

Domain D: Cultural Diversity in Pakistan

Standard 1 :Society, Culture and National Integration .

<p>Grade 12: Standard: National Integration and Social Cohesion</p>	<p>Benchmarks: Students will be able to identify the factors important for developing national cohesion and realize its importance.</p>
<p>Students’ Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ● [SLO: PS-12-D1-01] Explain the significance of individuals in shaping a meaningful society, community, and state. ● [SLO: PS-12-D1-02] Enumerate the constraints of an individual's contribution in fostering national cohesion and integration while emphasizing the importance of supplementary measures in contributing to a country's socio-economic progress. ● [SLO: PS-12-D1-03] Acknowledge the significance of the mutual respect and understanding exhibited among the diverse regional, cultural, religious, and ethnic identities in Pakistan, and the way it contributes to the creation of a peaceful society. ● [SLO: PS-12-D1-04] Evaluate Quaid’s vision for religious freedom and role of minorities in development of state and culture of peace. . ● [SLO: PS-12-D1-05] Compare and distinguish the role of state, society and government in establishing a welfare state which ensures equality, equity and justice on issues of gender, religion and social classes. ● [SLO: PS-12-D1-06] Examine the elements that contribute to the unification and solidarity of a nation and their correlation with the challenges that impede these processes, specifically within the context of Pakistan. 	
<p><u>Knowledge:</u> Students will learn about:</p> <ul style="list-style-type: none"> ● Nation, nationality and ummah ● Society ● Role of individuals in shaping up a society. ● Community ● National integration and cohesion and their importance ● Ways to increase nation cohesion and integration. ● Quaid’s vision in this context ● Theories of Divine Origin, Force and Social Contract (Hobbs, Lock, Rousseau). ● Elements of statehood. 	<p><u>Skills:</u> Students will:</p> <ul style="list-style-type: none"> ● Define terms nation, nationality and ummah.welfare state ● Differentiate between nation and ummah, community and society, national integration and cohesion. ● Identify the role of individuals in society and community. ● Differentiate between national integration and cohesion. ● Analyse the importance of national integration. ● Evaluate Quaid’s speech in context of the role of minorities in developing national integration. ● Comment on religious freedom in terms of human rights and importance for national integration.

	<ul style="list-style-type: none"> ● Evaluate the theories of Divine Origin, Force and Social Contract (Hobbs, Lock, Rousseau) in context of Pakistan society. ● Analyse the contributions of statehood elements in enhancing unification and solidarity in any country with particular reference to Pakistan. ● Case study of Palestine for statehood
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Formative Assessment:

- Class Discussions on role of minorities in national cohesion.
- MCQs on society and community.
- Quiz on any topic as assigned by the teacher for example: community, its significance and family in the community system.
- Entry slips or exit slips on nation, nationality and ummah.

Summative Assessment:

- **Multiple choice questions** on concepts of nation, ummah, nationality, society etc.
- **Short questions** on suggestions to increase national cohesion and integration.
- **Evaluative questions:**
 - Differentiation between national integration and national cohesion.
 - Evaluate the role of family in community.
 - Suggest how an individual can bring betterment in society.

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 teacher can comment on it or mark it. Possible topics could be:
 - **Nation and nationality**
 - **Characteristics of society in Islam.**
 - **Relations between society and individuals.**
- **Quiz Competition:** how national cohesion plays an important part in economic development.
- **Debate competition:** A debate competition can be planned in favour and against of Role of minorities in development of country

Standard 2: Recreation - Sports and Tourism

Grade 12 :Recreation- Tourism	Benchmarks: Students will be able to develop an understanding of the importance of recreational activities particularly with reference to tourism.and identify the challenges faced by the tourism industry 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-12-D2-01] Acknowledge the significance of tourism as a crucial recreational pursuit, and identify renowned historical, religious, and commercial tourist destinations in Pakistan. 	

- [SLO: PS-12-D2-02] Assess the challenges encountered by the tourism industry in Pakistan, and propose viable and sustainable measures to foster tourism development.
- [SLO: PS-12-D2-03] Analyze the importance of Tourism as an industry in Pakistan supported by the data of revenue generation and its role in economic development of that particular area as well as for the country on the whole.

Knowledge:

- Recreation and its importance in society
- Recreational activities in Pakistan
- Tourism – an emerging industry as well as an important recreational activity
- Important tourist places in Pakistan
- Challenges faced by the tourism industry.
- Sustainable solutions / suggestions for development of tourism in Pakistan
- Establishment of PTDC, its initiatives, contribution and impacts on tourism industry.

Skills:

Students will:

- Evaluate tourism as an important industry for developing countries like Pakistan.
- Justify that Pakistan has a lot of potential for tourism owing to the presence of its majestic mountain ranges, deep gorges and valleys, fertile green plains, gushing rivers, beautiful deserts and virgin beaches at coastline.
- Identify the historical tourism sites present in Pakistan.
- Analyse the scope of tourism in revenue generation through regional case studies like GB.
- Recognize the challenges faced by the tourism industry particularly focusing on the role of government and efforts carried out by the society on their own.
- Justify that the efforts for the development of tourism have brought in climatic problems and environmental hazards.
- Suggest some sustainable environment friendly practices and solutions for the development of the tourism industry.
- Evaluate the initiative taken up by PTDC - Pakistan Tourism Development Corporation and how it has impacted the development of tourism in Pakistan over the period of time.

Formative Assessments:

- Class Discussion on importance of sports activities / tourism.
- Class presentation on different tourist activities / sports activities in Pakistan.
- Verbal / Written response in form of classwork / homework or during different activities in daily lessons. For example, exit slips for Need of leisure activities.
- MCQs or Quiz sessions in the classroom on any topic like sports activities in Pakistan.
- Warm up or brainstorming sessions and wrap up activities like exit slips on tourism.

Summative Assessments:

- Multiple choice questions on advantages and disadvantages of tourism
- Short questions about problems faced by the tourism industry and sustainable solutions to deal with.
- 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:

- **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. Possible topics can be:
 - Indoor Sports in Pakistan
 - International sports in Pakistan
 - Tourist attraction places of historical importance in Pakistan.
 - Tourist spots of religious importance.
 Students can collect images from the internet for their presentation.
- **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 12 : Constitutional Development	Benchmark: Students will be able to trace the constitutional developments/ reforms in the country, with special emphasis on the 1973 Constitution.
Students' Learning Outcomes: Students will be able to: <ul style="list-style-type: none"> ● [SLO: PS-12-E1-01] Discuss the salient features of 1973 Constitution particularly focusing on incorporating fundamental human rights, Islamic features and major amendments. ● [SLO: PS-12-E1-02] Infer the responsibilities of good citizen women rights, children rights and rights of minorities in the light of the constitution of 1973 ● [SLO: PS-12-E1-03] Explain the Federal structure of government of Pakistan and its functioning in the light of the Constitution of 1973. 	
Knowledge: Students will learn about: <ul style="list-style-type: none"> ● Overview of history of the development of the National Constitution to draw reasons for delay in its development. ● Salient features of constitution of 1962 and 1973 	Skills: Students will be able to: <ul style="list-style-type: none"> ● Identify the reasons for the delay in the development process of the constitution ● Discuss the salient features of 1962 and 1973 Constitutions of Pakistan. ● Compare and contrast the Islamic provisions of 1962 and 1973 constitutions of Pakistan.

<ul style="list-style-type: none"> ● Fundamental Human Rights granted in constitution and UN declaration of Human Rights. ● Fundamental rights of women and Minorities in the constitution of 1973 and their impacts on developing the culture of Peace. ● Structure of government in 1973 constitution. ● Process of democracy. ● Important Constitutional Institutions - NFC, ECC, IIC, ECP, ● Amendments - 2nd, 8th, 13th, 18th and 25th 	<ul style="list-style-type: none"> ● Compare the Fundamental Human rights outlined in UN declaration of human rights 1948 with constitution of 1973 ● Elaborate the women rights outlined in the 1973 constitution. ● Evaluate the effectiveness of constitution of 1973 with regards to institutional democracy ● Summarise the Structure of Government of Pakistan as dictated by the constitution of 1973. ● Discuss the rights granted to Minorities by the constitution of 1973 and its consequent impact on society (contribution to culture of Peace in country).
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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.
- Evaluative Questions on salient features of all three constitutions.

Learning Activities:

- Group work: class can be divided into three groups. Each group should be assigned a constitution. After studying the salient features of their constitution, students will present in front of the class and argue to prove that their constitution is the best.
- **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.
 - <http://www.pakistani.org/pakistan/constitution/annex.html>

Standard 2: Citizenship

<p>Grade 12: <u>Rights and Responsibilities</u></p>	<p>Benchmarks: Develop an awareness of human rights, including women's rights, children's rights, and the rights of minorities from Islamic perspective and UN declaration. Also gain an understanding of both human and animal rights in Pakistan.</p>
<p>Students' Learning Outcomes: Students will be able to:</p>	

- [SLO: PS-10-E2-01] Analyze the UN declaration of Human Rights of 1948 and the corresponding clauses in the 1973 Constitution of Pakistan from the perspectives of Islamic Principles. Specifically, examine the clauses related to child rights, gender discrimination, and animal protection, with a particular focus on education, health and poverty alleviation.
- [SLO: PS-10-E2-02] Recognize the significance of self-sufficiency in food both as a fundamental human right and as a crucial factor in a country's development.
- [SLO: PS-12-E2-03] Evaluate the prevalent conditions of Women, child labour and underage employment in Pakistan and propose measures to be taken up for its eradication specifically in some industries in Pakistan.
- [SLO: PS-12-E2-04] Evaluate the extent to which the SDGs (Sustainable Development Goals) pertaining to children and women have been addressed in Pakistan and discuss the measures which have been taken to meet the UN Agenda 2030

Knowledge:

- Rights and duties of a citizen.
- Islamic Perspective of rights of a citizen.
- UN declaration of Human Right 1948.
- Child rights as a UN charter.
- Child labour
- Women rights and gender discrimination.
- Transgender Rights
- Human rights as per 1973 Constitution
- Status of human rights in Pakistan
- Human rights and minorities
- Animal rights.
- Organisations involved in child rights / animal rights / women rights.
- Sustainable solutions to animal rights.
- Rights of differently abled persons

Skills:

Students will be able to:

- Differentiate between rights and obligations of a citizen.
- Discuss the Islamic concept of Human rights and relate it with the concept of a welfare state in Islam.
- Reflect on the 30 clauses of Human Rights in the UN declaration of 1948.
- Explore the clauses of the 1973 Constitution related to Basic Human Rights.
- Examine the status of basic human rights in Pakistan focusing particularly on the health and education sector.
- Critically evaluate the role of education in poverty alleviation.
- Analyse the importance of self-sufficiency in food as a basic human right as well as important for a development of state.
- Religious freedom is an important human right, comment and evaluate in light of minorities in Pakistan.
- Infer the present state of animal rights in Pakistan.
- Suggest measures / solutions for challenges faced by the animal right activists.
- Enlist the rights of a child according to the U.N Charter.
- Examine the state of child labour and suggest ways of improvement.
- Discuss the importance of women's rights. Also highlight the factors contributing to the worsening situation in Pakistan's social structure.
- Discuss case studies of Women role models: for example mountaineer Samina Baig, Cricketer Sana Mir , Flying Officer Maryam Mukhtiar
- Illustrate the impact of gender discrimination in society.
- Analyze the commonly practiced women rights with reference to Pakistani society.

	<ul style="list-style-type: none"> ● Examine the status of basic human rights in Pakistan focusing particularly on the health and education sector. ● Analyze the case studies of Child heroes of Pakistan - Iqbal Masih , Arfa Kareem , Aitzaz Hasan
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Class Discussion on importance of Human rights ● Class presentations on UN declaration of Human Right and human right clauses in the Constitution of 1973. ● Written response in form of classwork / homework on animal rights. ● Verbal responses during different activities, brainstorming sessions, warm up activities and wrap up sessions in daily lessons. ● MCQs or Quiz sessions in the classroom on rights of child, women and animals as stated in the UN charter versus Constitution in 1973. 	
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Evaluative questions: <ul style="list-style-type: none"> ○ Compare and contrast the basic human rights declared in the UN declaration and 1973 Constitution. ○ Out of 30 rights declared in the UN declaration, identify the five most important in your opinion. ○ Relate SDs with the basic human rights situation in the country. ○ State some common actions that we all take in daily life which link to violation of animal protection laws. 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Extra Research work: Teachers can provide extra reading material / books for extended knowledge. Some weblinks are: <ul style="list-style-type: none"> ○ https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf ○ https://opseu.org/wp-content/uploads/2018/12/30_basic_human_rights_list_english.pdf ○ https://www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/ ● 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 status of women rights in Pakistan. ● Display board in the class. A comparison can be made on the board between the UN declaration of Human rights and Clauses of Human rights in the Constitution of 1973. ● Quiz Competition: A quiz can be planned about the UN declaration of Human Rights. ● Debate competition: A debate competition can be planned in favour and against of Rights of minorities in the country. 	

Domain F: Pakistan and International Affairs

Standard 1: Foreign Policy of Pakistan

Grade 12: Foreign Policy of Pakistan	Benchmark:
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	Explore the guiding principles of the Foreign Policy and Foreign Relations of Pakistan generating discussion about the main Pillars of Pakistan’s Foreign policy and Pakistan’s international relations.
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Students’ Learning Outcomes:

Students will be able to:

- [SLO: PS-12-F1-01] Review Pakistan's current foreign policy and examine its alignment with its objectives and guiding principles. while exploring the determinants of the current state of Pakistan's foreign policy, and the way it has impacted its relationships with countries like US, Britain, China, Central Asian states, SAARC nations, EU members, and OIC countries
- [SLO: PS-12-F1-02] Examine the current status of Pakistan's relationships with countries such as Turkey, Saudia, Qatar, UAE and Russia and predict the future prospects based on factors like Pakistan's geostrategic significance, ongoing projects and efforts to achieve Sustainable Development Goals (SDGs).
- [SLO: PS-12-F1-03] Analyze Kashmir conflict and expected outcomes of the issue if solved as best case scenario of the Kashmiris inferring its impact on Pak - India relations.
- [SLO: PS-12-F1-04] Criticize Pak-US relations before and after the 9/11 situation and its impact on the socio-economic status of Pakistan.

Knowledge

- Foreign policy of Pakistan.
- Relations with other countries.
- Basis of relationship with other countries.
- 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 people/Nations in the world.
- Geopolitical importance of the location of Pakistan.
- Relate the location of Pakistan with the importance of international relations.

Skills

- Highlight the geo-political importance of Pakistan in context of its location.
- Associate the foreign policy of a country to international relations.
- Analyse to what extent Pakistan is successful in supporting the less privileged people/nations in the world.
- Rationalise the impact of Kashmir Conflict (Future prospects) on Pakistan’s relations with India.
- Explore the determinants to the current state of Pakistan's foreign policy, and the way it has impacted its relationships with countries like China, US, Central Asian states, SAARC nations, EU members, and OIC countries
- Compare the Pak - US relation before and after the incident of 9 /11.
- Analyse the important SDGs

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.
- Analyse 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.

- o How are international relations important for the economic development of Pakistan?
- o 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, other 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 12: Pakistan and International Organizations

Benchmark: Understand the relations of Pakistan with international organizations and its importance and involvement with international issues of peace and conflicts.

Students' Learning Outcomes:

Students will be able to:

- [SLO: PS-12-F2-01] Elaborate the significance of the UN's role in promoting the welfare of developing and conflict-affected countries in terms of addressing issues related to human rights, religious freedom, peacekeeping, access to food and healthcare, education, poverty reduction, and economic progress.
- [SLO: PS-12-F2-02] Critically review Pakistan's status, role and contribution in different scenarios of global importance in regional organization (EU and ECO).
- [SLO: PS-12-F2-03] Discuss the impact of global monetary institutions on the development of countries, with a specific focus on the current state of the IMF and its efforts to assist Pakistan in addressing its economic challenges.

Knowledge

- Pakistan and UNO
- Major organs of UN
- SAARC
- OIC
- Pakistan in peacekeeping roles and in disaster times.
- Peacemaking and Peacekeeping with the UN.
- ECO as an active organisation.
- IMF and world bank

Skills

- Analyse Pakistan's role in UNO and its major organs.
- Role of major organs of UNO and their objectives.
- Analyse Pakistan's contribution in global peacemaking and peacekeeping activities and environmental hazards.
- Analyse the reasons for the failure of UNO in case of Kashmir and Palestine.
- Evaluate the role of the UN in keeping peace in the world.
- Analyse the effectiveness of OIC in the region.
- Compare the SAARC and ECO with respect to their effectiveness.
- Discuss the IMF as an important monetary organisation.

Assessment:**Formative Assessment: written or verbal response on question, 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.
- Analyse 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.
- Analyse the effectiveness of OIC in the region.
- Compare the SAARC and ECO with respect to their effectiveness.
- Enlist all the international organisations 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 organisations 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 analyse 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 Nation can be designed keeping current affairs in front.